Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Stephen's Junior School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	TY 33.5 %. LY 35%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Headteachers
Pupil premium lead	Laura Cutts/ Sarah Heaney
Governor / Trustee lead	Gina Donaldson Jane Troth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	TY £198500 (based on assumptions of funding in March) LY £201,280
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£198500

Part A: Pupil premium strategy plan

Statement of intent

Our focus within the school for pupils who are pupil premium is based around the rhetoric ' "Vital for some valuable for all". The models and methods we use within the classroom support the learning of all our pupils and our underpinned by research. The consistency of approach and fidelity to schemes along with clear learning routines, transitions and expectations ensures that all of our pupils are supported but most significantly benefits our PP pupils. Our key principles of the strategy plan are based around Quality First teaching in the classroom and the impact of this on all pupils. As the EEF states:

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

Enhancing every teacher and TA's skill set and focusing on whole class strategies which support all pupils through the use of effective teaching models and curriculums, will ensure that pupil premium pupils have the best opportunities to succeed in their learning.

A rigorous approach to diagnosing and understanding pupil gaps in learning will further support and direct teaching to ensure that pupils gaps in learning are met. Ensuring a clear and focused understanding of pupil attainment and progress data will enable all teachers to target and teach individual and whole class gaps in knowledge through whole class teaching.

Pupils who need further support will be identified through the PPR process and focused targeted intervention will ensure that pupils are able to make rapid progress against specific objectives. Identifying pupil wellbeing needs through pupil voice and surveys along with training for all staff on ensuring a nurturing environment will ensure that pupils are able to feel emotionally able to take on the challenges of learning.

Our context

33.5% PP
Half of our PP pupils are SEND, the majority of these have SEMH as area of need.
80% of SEND PP pupils are White British
73% of our EHCP pupils are PP
67% of our pupils at school have an IDACI deprivation indicator.
26% of our EAL pupils are PP
56% of pupils who access all provisions in school are PP

All of our pupils in the school have been Boxall profiled to ensure we are better able to understand and respond to their needs. Interventions are put in place within the classroom and as targeted provisions to address these areas of development.

This academic year we have set up a new Meadow provision for pupils with SEND needs which cannot be met fulltime in a mainstream classroom. The majority of pupils who attend this setting are Pupil Premium. The setting is focused on the "Meadow Mice" provision which caters for pupils who are on a specialist pathway and working on an EYFS/ Ks1 curriculum. This is planned and provisioned by the SENCO and curriculum leaders and implement by 3 higher level teaching assistants.

The bloom provision caters for children will a very high level of SEMH need who need more support away from the mainstream classroom. This is run by the SENCO and 2 trained Nurture practioners.

Both provisions are regularly monitored and overseen by the Headteachers

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge

1)	• Maths: Attainment and progress targets from KS1 starting points for PP pupils are not met • Children eligible for pupil premium funding are over represented in the group of pupils who are working below age related expectations and start KS2 with significant gaps in their foundational knowledge.
2)	• Reading: Attainment and progress targets from KS1 starting points for pupils eligible for pupil premium funding are not being met. • Children eligible for pupil premium funding are over represented in the group of pupils who are working below age related expectations for reading or require significant support through phonic intervention. Pupils start KS2 with significant gaps in their foundational knowledge.
3)	• Writing: Attainment and progress targets from KS1 starting points for pupils eligible for pupil premium funding are not being met. • Children eligible for pupil premium funding are over represented in the group of pupils who are working below age related expectations and start KS2 with significant gaps in their foundational knowledge.
4)	• SEMH needs of pupil premium pupils specifically is having a negative impact on readiness to learn and positive experience within school. • 56% of our SEND pupils are PP • SEMH pupils do not have the tools for self-regulation which impacts on their behaviour and decisions – significantly higher instances of suspensions for PP pupils
5)	• Attendance – historically PP is the lowest group of attendance in the school and this is impacting on the learning of these pupils.
6)	• PP Access to extracurricular and cultural enrichment opportunities for PP pupils.

Intended outcomes

Intended outcome	Success criteria
Improved attainment and progress in maths for disadvantaged pupils at the end of KS2.	• Assessments and observations indicate that pupils are closing the gap based on the previous year against their targets which are set from Ks1. This is supported by other sources of evidence such as engagement in lessons, formative assessments and pupil voice. • Reduction in the overrepresentation of disadvantaged pupils in the group of pupils who are working below age related expectations for maths. • The % of disadvantaged pupils demonstrating their ability to work at greater depth continues to be improve beyond KS1 target for all cohorts and demonstrates further closure of the performance gap for each year group. • Maths groups focused on ensuring pupils have a strong foundational knowledge evidence an increase in progress for these pupils and support pupils in filling gaps.
Improved attainment and progress in reading for our disadvantaged pupils at the end of KS2.	• Assessments and observations indicate improved outcomes against KS1 targets for lowest achieving disadvantaged pupils across all school years. This is supported by other sources of evidence such as engagement in lessons, formative assessments and pupil voice. • The % of disadvantaged pupils demonstrating their ability to work at greater depth continues to be improve beyond KS1 target for all cohorts and demonstrates further closure of the performance gap for each year group. • Reduction in the overrepresentation of disadvantaged pupils in the group of pupils who are working below age related expectations for reading or require significant support through phonic intervention. • Work that the school has done to support improvement in reading.

Improved attainment and progress in writing for disadvantaged pupils at the end of KS2.	• Assessments and observations indicate significantly improved outcomes against KS1 targets for lowest achieving disadvantaged pupils across all school years. This is supported by other sources of evidence such as engagement in lessons, formative assessments and pupil voice. • The % of disadvantaged pupils demonstrating their ability to work at greater depth continues to be improved beyond KS1 target for all cohorts and demonstrates further closure of the performance gap for each year group.	
Improved emotional wellbeing and attitude towards school for more PP pupils, which has a positive impact on their learning experience.	• Improved attendance for pupil group. • Improved attitude towards school shown through attitude to learning, work in the classroom and pupil voice within in school • Improved Boxall profile and evidence of progress within nurture groups and specific emotional interventions within school. • Increased opportunities for all pupils to be taught strategies within the classroom which support ability to self- regulate and promote positive mental health and relationships. • Specific Pupil voice evidences an improvement within attitude to school and impact on work and pupils are able to demonstrate a knowledge over how to regulate their emotions and wellbeing. • Evidence that all strategies and systems within the SEMH offer in the school are in place through observation and regular monitoring and evaluation.	
Improved outcomes for SEND pupils who are working below Key Stage	• Clear progress tracking measures for pupils who are working below Key stage. Evidence of improved engagement with learning through improved outcomes and behaviour for these pupils. • Clear evidence of pathways for pupil and support in place • Meadow provisions evidence improvement in progress for SEND /PP pupils along with other key measures such as Boxall/ Attendance etc.	
Improved attendance for targeted group of pupils	• Effective process for meetings , follow ups and referrals to pupils who have low attendance • Clear menu of strategies to improve attendance	
Pupil premium pupils enjoy a range of trips, clubs and experiences in the school.	• Clear evidence of what is offered to pupils in school. • Pupil voice around what they have enjoyed/ would like for the future. • Evidence of impact of the experiences within the school.	

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching and Whole class £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Attendance at Maths Hub by HOY 6 and HOY 3 to improve the quality of planning, teaching and assessment of Maths. A year 4 and 5 representative now also attends to further embed the teaching of maths throughout the school.	***Improving Mathematics in Key Stage Two and Three EEF Guidance Report*** *https://educationendowmentfounda-tion.org.uk/education-evidence/guidance-reports/maths-ks-2-3* ***https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mas-tery-primary*** White Rose as our endorsed scheme enables all of the key evidence-based recommendations to be delivered. Attendance at the Maths Hub – teaching for Mastery over the course of 3 years (we are in yr 2) has had significant impact within the school. Every year group is consistent in their planning based on the vision for maths in the school. Ensuring that all year groups are now part of maths hub attendance will mean that teachers are better able to meet the needs of pupils in their planning of individual learning steps.	1
Ongoing monitoring and evaluation of areas of development and improvement by AH's and Curriculum leaders. *Review and implementation of maths action plan – evidence of impact and improvement in specific areas*	A separate maths action plan focusing on related steps to improve maths teaching across the school is part of the monitoring and evaluation cycle. Maths leaders have time to review planning and teaching and work with Assistant heads to ensure fidelity to maths vision and support in areas where needed. Key areas of focus are on the planning and teaching of maths to ensure pupil engagement and in depth understanding as well as focusing on improving times table knowledge across the school.	
Implementation of Maths mastery in yrs 4 & 5, to ensure daily practice after lunch focusing on times tables and maths vocabulary.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mas-tery-primary	
Implementation of new reading curriculum which focuses on reading fluency and is taught daily across the school. *Pupils who need further phonic support are given it during this time.*	***Improving Literacy in Key Stage 2, November 2021.*** Reading is implemented through whole class, independent and shared reading models. Texts are identified based on their ZPD and progress throughout the school. Lessons focus on ensuring that vocabulary and background knowledge is taught/ checked, opportunities for retrieval and inference are in every lesson. Pupils complete an independent task to consolidate their knowledge . Reading is taught daily. Children will experience a variety of texts and extracts which will support their skills in extending the vocabulary knowledge and ability to infer from the information given.	2
Reading material is culturally diverse and is carefully selected to ensure it spans a wide range of genres.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Pupils are able to access a wide range of culturally diverse material to support their knowledge of the wider world.	1

Continued subscription to AR and book corner development to enable pupils to use and enjoy high quality texts. *Library open daily at break and lunch*	**Dfe Reading Framework** "Children who become engaged in reading can make high progress in their literacy development simply through their independent reading, whatever the natures of their early experiences." AR ensures that all pupils are able to access a book that is allocated based on their ZPD range.	2
• *Implementation of the "writing pallet" to support pupils in drafting and understanding the process of writing through using colour coded symbols in sentence construction.* • *Moderation training for Assistant Headteachers with ongoing moderation in school to support teaching and assessment of writing* • *Regular year group moderation of work to ensure outcomes are comparable.*	"Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently." "Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills." ***Improving Literacy in Key Stage 2, November 2021*** "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." ***Maximising Learning, High Quality Teaching, EEF Teaching and Learning Toolkit*** Discrete teaching of SPAG in year 6 to support pupil readiness for secondary school.	3 3)
Release time for curriculum leaders / HOY's to review outcomes for pupils eligible for PP, their outcomes, assessment and ability to 'know and remember more' as a result of effective diagnostic assessment and curriculum design.	**EEF Evidence Insights – Diagnostic Assessment Document** **https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory** Clear planning framework is embedded across the curriculum with a focus on recalling prior learning and the use of symbols and key vocabulary to embed new learning. The use of Widget is in every lesson to support pupils who need it.	1-3
Assistant Head release time to ensure high quality teaching and learning across phases and to ensure that PP is an ongoing and consistent focus in monitoring and evaluation, tracking and PPR process.	Internal monitoring and evaluation logs demonstrate the impact of having a regular and sustained focus on resources, strategies and identification of barriers to learning for pupils.	1-3

Gap analysis supports pupils next learning steps		
Assistant Head and HOY release time for each assessment window in the year to ensure the following: • *Tracking and monitoring of attainment and progress of our pupils eligible for PP.* • *Creation of individualised class profiles to enable all teachers to be aware of progress flags in subject areas against KS1 data.* • *Use of data analysis and profiling to compile list of PP eligible pupils who may require further support and intervention.* • *Ensuring that data captures and progress trends are considered alongside softer data captures with Wellbeing Team to identify improvements and progress that is not at an assessment point level.* • *PPR meetings are focussed with key information and lines of enquiry followed up for all classes.* • *PPRs have clear levels of tracking and data analysis regarding progress of pupils.* • *Monitoring and evaluation by SLT identifies the strengths and areas for development for PP pupils within the school and understands their*	The introduction of INSIGHT tracking has ensured a more effective tracking system across the school, clearly highlighting pupil premium performance. This means that resources are effectively used to support gaps across the school and in specific year groups. Smartgrade is being introduce this year which will provide improved identification of gaps and more accurate data within the school better allowing focused in class support. Teachers have evidenced an accurate understanding of pupils next learning steps to ensure that actions are put in place to support target progress. Through reviewing data and progress targets for pupil premium and SEND pupils three times a year there is opportunity to review the effectiveness of intervention and suggest proactive next steps to support progress. Clear identification of trends impacting on our PP pupils and ability to understand the experience of a PP child within the course of the day.	
• *Whole school focus on teaching regulation, nurture and PHSE.*	PHSE jigsaw teaching and fidelity to scheme. Nurture and regulation strategies taught within whole class setting. Trauma informed class environment and strategies to support all pupils. Teaching pupils about how to look after their own physical health and mental wellbeing .	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost £19k

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI intervention for all pupils requiring further phonic support. Regular review and assessment by RWI leader to ensure high quality sessions and	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: **Phonics	Toolkit Strand	Education Endowment Foundation	EEF**	2

good levels of progress across each year group. *Fresh start reading intervention groups* *Increased opportunities for PP pupils to read to an adult more regularly to improve reading fluency.*	**EEF Guidance : Teaching Assistant Interventions** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Use of LBQ system to support yr 6 pupils in closing gaps for SATS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions LBQ was trialled last year in whole class setting within the school, however the research and experience suggests that implementing it in an intervention will have a more positive outcome on pupil progress.	
Pre teach – re teach for years 3,4,5 to support pupils in confidence with prior knowledge and practise as well as consolidation.	Pre teach Re teach sessions for years 3,4,5, 20 minutes maths sessions 3 times a week to support PP pupils not working at EXS standard through reteach/ pre teach. https://whiteroseeducation.com/latest-news/pre-teach-on-page Flexible grouping of pupils based on need and chance to rehearse/ recover what is needed.	

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted amount £133k

Activity	Evidence that supports this approach	Challenge number(s) addressed
• *Attendance focus for PP pupils supported by FLO with associated actions* • *Behaviour lead/ DSL to ensure al behaviour incidents are dealt with inline with behaviour policy with associated preventative actions and restorative approach.* • *Team teach/ Triple D training for over 25 staff*	Targeted approach to attendance to focus on persistent absentees. Evidence of impact from previous academic year shows this approach was successful. PP attendance is in line with local comparators. 70% of our PA are pupil premium. Regular whole school training and reinforcement of the Paul Dix approach across the whole school – termly training to take place. Regular tracking and monitoring of behaviour in school and associated proactive responses and interventions. Family support and referrals to Emotional Wellbeing team to support behaviour at home. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1705453394	1,2,3,4,5

Whole class Forest school sessions for every child in the school for a term	"Social and emotional learning approaches have a positive impact on average of 4 months additional progress in academic outcomes of the course of an academic year." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	**4,6**
• *Nurture room and accredited Nurture practioners set up to sup-port key pupils.*	https://virtualschool.lea.kent.sch.uk/uploads/vskat-eef-improving-behviour-in-schools-2021-blue-final.pdf?_cchid=2a5107c7c3313737a80c04c7d36db329 Targeted approach to support key pupils who benefit from a different learning environment on a short term basis.	4,5
• *Boxall profiling of every child in school to better meet their needs*	**EEF Toolkit : Social and emotional learning** **Guidance Report: Improving Social and emotional learning in primary schools.** Interventions are put in place based on Pupils Boxall profiles and identified needs. These are then tracked for effectiveness and impact on Boxall profile	4
• *Counselling services for pupils who require further emotional and wellbeing support.*	"The mental health and wellbeing of children and young people is everyone's business. The benefits to the individual and to society in preventing problems from arising, and intervening early where they do, are significant. For schools this can result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient pupils." **'Counselling in Schools: A blueprint for the future.'** **Dfe advice for school leaders and counsellors. February 2016**.	4
Trauma informed approach in school • *Attachment play for TA's and 1:1 staff* • *Zones of Regulation/ PHSE* • *Creating an environment with safety cues* • *2 staff trained as mental health leads. (diploma)*	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Information from the EEF toolkit and approaches have been adopted in school: • Focus on teaching social and emotional learning on a daily basis • Explicit teaching of SEL skills • Consideration around SEL tasks • Whole school approach of specific days – (Antibullying, Child mental health, Kindness week) • Review of approaches through pupil voice https://virtualschool.lea.kent.sch.uk/uploads/vskat-eef-improving-behviour-in-schools-2021-blue-fi-nal.pdf?_cchid=2a5107c7c3313737a80c04c7d36db329&_cchid=2a5107c7c3313737a80c04c7d36db329 Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil	4

	and student emotional health and wellbeing which can help readiness to learn.' (Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges June 2021	
Building cultural understanding of diversity, belonging and community within the school	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils Regular focus on belonging and "No outsiders" to teach all pupils about diversity, inclusion and understanding others. Regular focus on a termly basis to embed the theme of belonging. Wide use of easily accessible texts to teach the key messages across the whole school Diversity curriculum map which evidences range of texts pupils are exposed to. Brought in workshops (Show racism the red card) Bias and anti-racism training for staff.	7
Pastoral interventions such as Lego Therapy, Drawing and talking, Anger Management getting on and falling out in place for vulnerable pupils. *Elsa interventions for pupils who have been identified by Boxall profiles.*	**EEF Summary & Findings** **Social and Emotional Learning** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#nav-key-findings** **EEF Toolkit / Behaviour Interventions** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions **EEF Guidance Report: Improving Behaviour in Schools** **June 2019.** "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings." We monitor the success of interventions and SEL groups by pupil voice interviews, behaviour incidents and whether these have reduced and by Boxall and pupil data. We are able to ensure the efficacy and appropriateness by use of these softer data factors.	4
Full range of afterschool clubs with disadvantaged pupils having priority placement	**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time** Running a full range of clubs, and prioritising pupil premium attendees ensures all our pupils can access these clubs. Pupil premium representation in clubs is higher that their % in school.	7
	As a school we prioritise giving our pupils a range of curricular and outdoor experiences that all pupils benefit from. Disadvantaged	7

Subsidised/ paid for places on trips/ residentials/ uniform and pantomime.	pupils are subsidised where needed to ensure that they are able to benefit from all of the experiences at school https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	

Total costs - £228,000

Part B: Review of outcomes in the previous academic year 2024- 2025

Pupil premium strategy outcomes 2024- 2025 KS2

	SSJS 2023 EXS +	SSJS 2023 GDS	SSJS EXS+ 2024	SSJS GDS 2024	SSJS EXS+ 2025	SSJS GDS 2025	National EXS 2025	National GDS 2025
Combined RWM	46%	7%	55%	5%	44%	7%	62%	10%
Combined PP	17%	0%	27%	0%	8%	0%	47%	4%
Maths all	55%	17%	63%	19%	54%	25%	74%	
Maths PP	30%	7%	42%	3%	8%	4%		
Reading all	69%	26%	70%	22%	61%	28%	75%	33%
Reading PP	43%	13%	45%	6%	40%	8%		
Writing All	73%	13%	73%	11%	63%	7%	72%	13%
Writing PP	57%	0%	48%	3%	24%	4%		
Spag ALL	62%	18%	64%	15%	45%	13%	73%	
Spag PP	43%	3%	42%	0%	15%	4%		30%

Challenge	Intended outcome	Measures of success
• Maths: Attainment and progress targets from KS1 starting points for our lower achieving pupils eligible for pupil premium funding are not being met.	Improvement in Maths attainment for PP pupils	• Across the school PP pupils do not achieve their Ks1 starting points in maths. Although going forward we will be ensuring progress and attainment is reported against a junior baseline to better evidence progress made. • Whole school focus and involvement in Maths Mastery to support all pupils in achieving a concrete understanding of mathematical concepts • Training and peer observations to support quality first teaching on the delivery of maths • Monitoring and evaluation of lessons and planning supports that high quality teaching of maths is consistent throughout the school • Support and grouping of pupils across the school is being reallocated to better ensure pupils are able to catch up with their peers for academic year 2025/2026
• Reading: Attainment and progress targets from KS1 starting points for our lower achieving pupils eligible for pupil	Improvement in reading attainment for PP pupils High quality teaching of Reading curriculum	• PP pupils achieving GDS in Reading has increased from their starting points in all year groups. • Across the school PP pupils do not achieve their Ks1 starting points, with the exception of 1 year group. Although, going forward we will be ensuring progress and attainment is reported against a junior baseline to better evidence progress made. • Support and grouping across the school is being reallocated to better ensure that pupils are able to catch up and keep up with their peers for academic year 2025/2026

premium funding are not being met. • In addition, children eligible for pupil premium funding are over represented in the group of pupils who are working below age related expectations for reading or require significant support through phonic intervention.		• RWI is effective in improving pupils reading skills to catch up but this is not evidenced in attainment at EXS standard. • Continued focus on Reading Fluency with new Reading model being implemented throughout the school, with a focus on quality first teaching,
• Writing: Attainment and progress targets from KS1 starting points for our lower achieving pupils eligible for pupil premium funding are not being met.		• Across the school PP pupils do not achieve their Ks1 starting points. Although going forward we will be ensuring progress and attainment is reported against a junior baseline to better evidence progress made. • Focus has been on implementing a new writing model "The writing palette" to better support pupils in learning the skills writing. This method focuses on the principles of high quality teaching to ensure material supports all pupils to learn. • Across the school all lessons are supported with widgets in every classroom to support understanding for all pupils.
• SEMH needs of pupil premium pupils specifically is having a negative impact on readiness to learn and positive experience within school. • 56% of our SEND pupils are PP • SEMH pupils do not have the tools for self-regulation which impacts on their behaviour and decisions – significantly higher instances of suspensions for PP pupils	• Improvement of PP pupils readiness to learn • Increased options to support pupils in and outside the classroom with emotional regulation. • Improvement in suspension data	• Reduction in instances of pupils removing themselves from lessons/ being ready to learn over the previous academic year. • Nurture accreditation achieved with very positive report around the SEMH options to support pupils in and out of the classroom. • 2 accredited Nurture practiioners trained • 2 Mental Health assistants undergoing training and diploma. • Forest school sessions and qualified teacher for all pupils. • Extensive pastoral menu to support SEMH needs along with increase in referrals to EHN. • Boxall profiles for every pupil in the school, where there are areas of red these are addressed with intervention and support. • Suspensions across the school increased in the academic year 2024/2025. 88% of suspensions were from PP pupils. There were 42 suspensions in total. This academic year suspension rates are the same. All pupils suspended have been pupil premium.

• Attendance – PP is the lowest group of attendance in the school and this is impacting on the learning of these pupils.	Improvement in attendance for PP groups and associated groups (SEND PP)	• Significant amount of work undertaken in attendance tacking and follow up meetings • Pupil premium attendance is increasing for academic year 2025 -2026 ,currently up by 3% • The end of academic year last year PP attendance was 88.1% This was the same as the previous year. • Severe Absences (under 50%) have reduced from 12 children 2023/2024 (all PP) to 7 (all PP) 2024/2025 to 3 currently (1 PP) • Part-time time tables have reduced based on year same period as last year from 11 2024/2025 (PP) – 8 (PP) 2025/2026 (Dec) • EHCP pupils, who are currently 73% PP, have increased attendance from 78.9% 2023/2024, to 79%, with a current figure 90 .5% • Going forward we will track disadvantaged pupils across all areas separately.
Access to cultural experiences and trips to raise aspirations.		• Reading curriculum evidences significant variety of culturally rich texts and topics. • All pupils visit the theatre for the pantomime on a yearly basis • Local trips ensure pupils visit key buildings of significance. • Huge variety of clubs in school, where there is an overrepresentation of PP pupils. • Visitors and workshops within school – animals/ WW2