

Heatherlands Primary School

Pupil Premium Strategy Statement 2025-2026



Heatherlands Primary School



Core Principles and our approaches to Supporting Disadvantaged Learners

At Heatherlands Primary school, we have aspirations for all children in our school community. We believe that all children should be given the opportunity to reach their full potential through personalised learning opportunities and targeted support to allow every child to flourish.



Quality teaching for all: to ensure all pupils have access to highest quality teaching



Targeted Support: to ensure that those who are behind catch up

To address barriers that may affect pupil's ability to access learning and the wider curriculum

1. To build positive relationships with children in order to meet their individual needs.

2. To develop supportive relationships with all disadvantaged families in order to build and maintain trust and respect.

3. Identify gaps in learning and to ensure early interventions are implemented to address barriers.



4. To utilise the Assess, Plan, Do, Review cycle in order to deliver bespoke individualised learning.



5. To promote and embed the school's values to develop respectful, motivated, resilient, aspirational and independent learners.



6. Where attendance falls below 95% for disadvantaged children the school's attendance strategy is implemented.

7. To support all children who we feel are disadvantaged, regardless of whether or not they receive the pupil premium funding.

8. Regularly, monitor and review the impact of funding against progress and attainment.

Heatherlands Primary School - Pupil Premium Strategy Statement 2025-2028

This statement details our school's use of pupil 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
Number of pupils in school	619
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Julian Churchill
Pupil premium lead	Kate Lloyd-Christie
Governor / Trustee lead	Lauren Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£297,171
Total budget for this academic year	£297,171

Part A: Pupil premium strategy plan

Statement of Intent

At Heatherlands Primary School, we are unwavering in our commitment to achieving the very best outcomes for all our pupils, particularly those who are disadvantaged due to socio-economic circumstances. We recognise that disadvantage can present unique challenges, and we are determined to provide targeted, evidence-based support to overcome these barriers and enable every child to thrive.

Our Pupil Premium Strategy is underpinned by a clear set of core principles and a whole-school approach that prioritises inclusion, equity, and excellence. Drawing on research and recommendations from the Education Endowment Foundation (EEF), we aim to ensure that every child receives the support they need to reach their full potential, both academically and personally.

Our strategic intent is to:

1. **Identify and address barriers** to learning faced by disadvantaged pupils, using diagnostic assessments and research-informed strategies.
2. **Build strong, trusting relationships** with pupils to ensure their individual needs are understood and met.
3. **Develop effective partnerships with families**, fostering respect and open communication to support each child's journey.
4. **Close learning gaps early** through timely, high-quality interventions and tailored teaching approaches.
5. **Embed the Assess, Plan, Do, Review cycle** to provide responsive and individualised learning support.
6. **Support pupils' mental health and well-being**, promoting emotional resilience and ensuring a nurturing school environment.
7. **Instil the school's core values**, encouraging pupils to be respectful, motivated, resilient, aspirational, and independent learners.
8. **Implement robust attendance strategies** when attendance for disadvantaged pupils drops below 95%, recognising the link between attendance and achievement.
9. **Support all pupils facing disadvantage**, regardless of their eligibility for Pupil Premium funding, ensuring equity in access to support.
10. **Monitor and evaluate impact regularly**, using data on progress, attainment, and engagement to refine our provision and ensure value for money.

Through this strategy, we aim to break down barriers, raise aspirations, and empower every pupil to succeed in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	At the End of Key Stage 2, the combined measures in reading, writing, and mathematics reveal an 18.4% gap between Pupil Premium (PP) and non-Pupil Premium children. This disparity underscores the challenges in achieving equitable educational outcomes and highlights the necessity for targeted support and interventions to ensure all learners are equipped to reach their full potential.
2	The attainment gap in mathematics between disadvantaged and non-disadvantaged children is a significant concern. Data shows a 25.8% gap at the end of Key Stage 2 and a 33.8% gap in Key Stage 1 results between Pupil Premium (PP) and non-Pupil Premium (non-PP) pupils. Addressing this gap is essential to ensure that disadvantaged children achieve comparable levels of attainment to their peers, thus promoting equitable educational opportunities.
3	2024/25 data indicate the emergence of a 7% attainment gap in the Early Years Foundation Stage (EYFS) between Pupil Premium (PP) and non-Pupil Premium children. Targeted focus on the provision and progress of PP children is essential to prevent this gap from widening and to ensure equitable access to high-quality early learning experiences.
4	Teacher assessment and baseline data suggests that children from disadvantaged backgrounds often lack essential skills in handwriting, spelling, basic arithmetic, and times tables and vocabulary. This deficiency hinders their academic progress and achievement. Implementing targeted interventions and a focused curriculum redesign is crucial to support these pupils and improve their foundational skills.
5	At Heatherlands Primary School, 56 children have been affected by childhood Adverse Childhood Experiences (ACEs), while 50 face challenges related to poor mental health and wellbeing. Consequently, it is imperative that we continue to prioritise interventions aimed at helping these children overcome barriers, increase attendance and ensuring they are receptive to formal education and ready to learn.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The attainment gap in combined reading, writing, and mathematics between Pupil Premium (PP) and non-Pupil Premium (non-PP) pupils (currently 18.4%) will be reduced by at least 10 percentage points . This will be achieved through targeted, evidence-based interventions, high-quality teaching, and rigorous monitoring to ensure all pupils have	<ul style="list-style-type: none"> The combined attainment gap between PP and non-PP pupils is reduced from 18.4% to 8% or lower by July 2026. Termly data shows consistent narrowing of the gap across all three subjects, with accelerated progress for PP pupils. At least 80% of PP pupils make expected or better than expected progress in reading, writing, and mathematics.

<p>equitable opportunities to reach their full potential by the end of Key Stage 2.</p>	<ul style="list-style-type: none"> ● Classroom observations and book scrutiny demonstrate the consistent use of evidence-based strategies supporting disadvantaged learners. ● Pupil voice and engagement surveys reflect increased confidence, motivation, and positive attitudes toward learning among PP pupils.
<p>The attainment gap in mathematics between Pupil Premium (PP) and non-Pupil Premium (non-PP) pupils will be reduced by at least 10 percentage points across both Key Stage 1 and Key Stage 2 (currently 33.8% and 25.8% respectively). This will be achieved through targeted interventions, quality-first teaching, and enhanced use of assessment data to address individual learning gaps and raise attainment for disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● The mathematics attainment gap between PP and non-PP pupils at KS2 is reduced from 25.8% to 15% or lower by July 2026. ● The mathematics attainment gap between PP and non-PP pupils at KS1 is reduced from 33.8% to 23% or lower by July 2026. ● Termly assessments show accelerated progress for PP pupils, with at least 80% making expected or better than expected progress in mathematics. ● Staff use data-informed planning and targeted teaching to ensure equitable learning opportunities and improved confidence in mathematics among disadvantaged pupils.
<p>The 7% attainment gap in the Early Years Foundation Stage (EYFS) between Pupil Premium (PP) and non-Pupil Premium pupils (identified in 2024/25 data) will be narrowed or closed through the delivery of targeted, high-quality provision that strengthens early communication, language, and literacy skills and supports the holistic development of disadvantaged learners.</p>	<ul style="list-style-type: none"> ● The EYFS attainment gap between PP and non-PP pupils is reduced from 7% to 3% or less by July 2026. ● An increased proportion of PP pupils achieve a Good Level of Development (GLD), aligning more closely with their non-PP peers. ● Termly assessments show consistent progress among PP pupils in the prime areas of learning, particularly communication and language. ● Provision mapping and monitoring evidence that interventions are effectively supporting identified pupils, leading to measurable improvements in outcomes. ● Staff practice demonstrates increased confidence and consistency in delivering targeted early years interventions.
<p>Pupils from disadvantaged backgrounds will demonstrate improved foundational skills in handwriting, spelling, basic arithmetic, oracy and vocabulary and times tables through the implementation of targeted interventions and a refined, skills-focused curriculum. This will close the gap in core skill development and enhance overall academic progress and attainment.</p>	<ul style="list-style-type: none"> ● Teacher assessments and pupil work show measurable improvement in handwriting fluency, spelling accuracy, and arithmetic recall for Pupil Premium (PP) pupils. ● At least 75% of PP pupils achieve age-related expectations in spelling, handwriting, and number fluency. ● The attainment gap in arithmetic and spelling between PP and non-PP pupils is reduced by at least 10%. ● Regular monitoring and moderation confirm consistent implementation of the refined curriculum and effective delivery of interventions.

	<ul style="list-style-type: none"> • Pupil voice and engagement surveys indicate increased confidence and enjoyment in core skill development.
<p>All children affected by Adverse Childhood Experiences (ACEs) or facing mental health and wellbeing challenges will demonstrate improved readiness to learn an engagement with formal education through the implementation of targeted pastoral support, therapeutic interventions, and wellbeing-focused programmes.</p>	<ul style="list-style-type: none"> • All identified children (56 with ACEs; 50 with mental health/wellbeing challenges) show measurable improvements in attendance, engagement, and classroom participation by July 2026. • Teacher and pastoral assessments indicate increased emotional resilience, self-regulation, and positive attitudes to learning in at least 80% of identified pupils. • Participation in targeted interventions (e.g., counselling, mentoring, ELSA, child coaching) is consistent, with regular monitoring and evaluation showing positive impact. • Behaviour logs and incident records demonstrate a reduction in barriers to learning and improved integration within classroom and school activities. • Pupil voice feedback reflects improved confidence, wellbeing, and sense of belonging in school

Activity in this academic year

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

Teaching; Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Investing in continuous professional development (CPD) for teachers focusing on quality first teaching drawing upon the latest educational research (updated DFE guidance and the EEF) This includes training on differentiated instruction and formative assessment techniques to adapt teaching to the needs of diverse learners, enhancing engagement and understanding among disadvantaged pupils including the use of Feed Forward books to inform next step planning for disadvantaged pupils. • Redesign the curriculum to be more engaging and responsive to the needs of disadvantaged pupils by incorporating broader contextual knowledge and real-world applications including careers work to help 	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit (2021): High-quality teaching, particularly when combined with formative assessment, can improve pupil outcomes by +5 months' progress. • Differentiated instruction and targeted planning help reduce attainment gaps for disadvantaged pupils (Tomlinson, 2014). • Regular teacher CPD increases teaching effectiveness and supports the use of evidence-based strategies, enhancing 	1,2,3,4

<p>with children’s aspirations. This aims to increase relevance and engagement, potentially increasing attainment.</p>	<p>engagement and understanding.</p>	
<ul style="list-style-type: none"> • Develop a spiral curriculum for the teaching of maths rooted in mastery approaches and teaching in context to ensure that children can revisit areas of learning and learn them with depth. Continue to embed practices from the White Rose maths curriculum while changing this to a spiral to enhance recall. • Increase the quality of maths teaching across the school by providing regular staff CPD through the use of CPD 30, NCTEM and courses provided by the trust. This will be provided by the new maths team who have received multiple CPD opportunities to drive Maths improvements across the school. 	<ul style="list-style-type: none"> • Research shows that mastery approaches, where concepts are taught in depth, lead to improved understanding in maths. • The EEF found benefits in real school settings — the sample included schools with higher proportions of disadvantaged pupils, and programme evaluations reported improved early outcomes. • Spacing (revisiting topics over time) reliably improves learning — and helps generalisation. The spacing effect (distributing practice over time) is widely replicated: spaced revisits help pupils retain knowledge longer and generalise it to new problems — exactly the goal of learning-in-depth and spiral designs. Recent math-specific syntheses report small-to-moderate positive effects of spacing on mathematics learning. • Low-cost, classroom-level methods (mastery + spaced retrieval) are particularly suitable for disadvantaged contexts. • EEF guidance emphasises interventions that are low cost and can be implemented in everyday teaching (explicit instruction, high-quality practice, feedback, retrieval). Because disadvantaged pupils often have less access to extra tuition/time outside school, class-embedded 	<p>2</p>
<ul style="list-style-type: none"> • Deliver CPD in phonics and early reading to enhance teaching quality and equip teachers with the skills to support early literacy effectively. • Review the curriculum that integrates an enriched language environment, fostering vocabulary development and communication skills. This involves the use of interactive storytelling, rhyme games, and discussion circles that encourage expressive language and critical thinking from an early stage. • Assessment and Feedback Tools: Robustly use the bug club assessment tool to 	<ul style="list-style-type: none"> • EEF Early Literacy Guidance (2020): High-quality teacher professional development in phonics and early reading improves pupil outcomes by up to +5 months’ progress, particularly benefiting disadvantaged pupils. • Effective CPD enhances teachers’ pedagogical content knowledge, enabling them to deliver 	<p>3, 4 and 5</p>

<p>track the development of phonic skills including the tracking of sounds. Regular, formative assessments can guide teaching by providing timely insights into individual pupils' needs and progress, enabling personalised learning strategies and immediate intervention if developmental delays are detected. Ensure all data is rigorously analysed to identify trends and patterns early. Wellcom assessments will be carried out on all children to assess communication and language skills on entry.</p>	<p>evidence-based literacy interventions confidently.</p> <ul style="list-style-type: none"> • Training in systematic synthetic phonics is linked to improved decoding skills and early reading fluency (Rose, 2006). • EEF Assessment and Feedback Guidance (2021): Regular formative assessment can add up to +6 months' progress, particularly for pupils at risk of falling behind. • Tracking individual phonic development ensures early identification of gaps, allowing targeted intervention before difficulties escalate. • Evidence shows that timely, data-driven feedback improves learning outcomes and progression in literacy, particularly for disadvantaged pupils (Black & Wiliam, 1998). 	
<ul style="list-style-type: none"> • Invest in teacher training focused on evidence-based methods for teaching foundational skills, such as explicit instruction and mastery learning. Use the DFE guidance and EEF research to inform staff CPD. This will ensure that all children master the fundamental skills and are ready to move on to next steps. 	<ul style="list-style-type: none"> • Evidence suggests that well-trained teachers can significantly influence pupil's mastery of basic skills (Education Endowment Foundation). • EEF when teachers receive sustained high quality CPD focused on evidence-based foundational teaching practices, pupil learning outcomes- especially mastery of foundational skills- improve significantly. 	4
<ul style="list-style-type: none"> • Training sessions for teaching staff on trauma-informed practices, helping them to understand and better support pupils with ACEs. This approach fosters a more sensitive educational environment, ultimately contributing to improved pupil engagement and readiness to learn. • Continue to embed develop our curriculum that emphasises SEL, focusing on skills such as self-awareness, responsible decision-making and emotional literacy. Research, for instance from the Education Endowment Foundation, suggests SEL improves attitudes towards learning and social relationships in school, thus impacting overall academic performance. 	<ul style="list-style-type: none"> • Public Health England (2019) highlights that trauma-informed approaches foster psychological safety, trust, and positive relationships, which support learning and behaviour. • EEF Social and Emotional Learning (SEL) Guidance, 2021: Emotionally supportive environments are linked to improved pupil engagement and attainment. 	5

Targeted academic support

Budgeted cost: £189,011.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and support staff to use AFL to identify pupil gaps in attainments. Use assessment data both formative and summative to identify pupils who need additional support to keep up with the peers. Provide and design bespoke intervention for disadvantaged pupils through conferencing, Pre-teach, and targeted interventions such as precision teaching and power of Maths. Teachers to regularly monitor intervention and track the children's progress. Ensure that group sizes are small to encourage participation and accelerated progress.</p>	<ul style="list-style-type: none"> • EEF Assessment and Feedback Guidance (2021): Formative assessment can accelerate progress by up to +6 months, particularly for pupils at risk of falling behind. • Targeted interventions, including small-group or one-to-one support, produce +4 months' progress on average, with higher gains for disadvantaged pupils (EEF Small Group Tuition, 2020). • Pre-teaching and precision teaching strategies are evidence-based methods for addressing specific gaps in learning, particularly in literacy and mathematics (EEF Toolkit, 2020). • Regular monitoring and adjustment of interventions ensure that teaching is responsive, maximising the impact on pupil attainment. 	<p>1, 2, 3, 4</p>
<p>Teachers and support staff use AFL to identify children with gaps in learning who need additional support to keep up with their peers in mathematics. Ensure that teachers use feed forward books to note children who need to keep up, and assessment to devise carefully tracked intervention for these children including pre-teaching, conferencing and other evidence-based intervention such as precision teaching.</p> <p>At the end of each unit, children will sit a small progress assessment. Scores are carefully tracked and teachers then put further targeted keep up intervention in place to support pupil attainment.</p> <p>Teachers and support staff implement quality first teaching in the fundamental mathematical skills that should be automatic- such as number bonds and times tables. This teaching for automaticity and fluency is implemented in all lessons ensuring that children have</p>	<ul style="list-style-type: none"> • One- one conferencing, pre-teaching and keep- up intervention raises maths outcomes for disadvantaged pupils as they provide immediate targeted feedback, build on prior knowledge before whole class teaching and close gaps before they widen. • EEF studies consistently show that early, personalised, small group or one to one intervention has among the highest impact on pupils who are behind. • EEF (21) found 1.1 conferencing especially effective in maths for disadvantaged pupils. Sessions should be short, focused and delivered by trained staff to significantly close the gaps. • EEF improving mathematics in KS2 (2018) recommend pre- teaching vocabulary, representations and key ideas to support pupils with weaker prior knowledge to access whole classroom instruction. • NCTEM Mastery Guidance – pre-teaching vocabulary and representations is an established feature of mastery teaching. Case studies show this improves participation and attainment among disadvantaged and SEND learners 	

<p>regular and frequent fundamental skills teaching.</p> <p>One- one conferencing, pre-teaching and keep- up intervention raises maths outcomes for disadvantaged pupils as they provide immediate targeted feedback, build on prior knowledge before whole class teaching and close gaps before they widen.</p>		
<p>One-to-one and Small Group Interventions: Implement targeted interventions for language and literacy development, these targeted sessions can address individual deficits in language acquisition and literacy, critical areas for closing the attainment gap.</p> <p>Literacy Interventions: Deploy interventions specifically tailored for literacy development, such as programmes focusing on letter recognition, vocabulary building, and reading fluency. These can be delivered by well-trained teaching assistants and teachers to ensure that intervention are effective and tailored to the needs of disadvantaged pupils.</p> <p>Specialist Speech and Language Support: For children identified with significant gaps in speech and language, engage speech and language therapists to provide specialised, ongoing support. This could involve both direct intervention with the child and training for classroom teachers and TAs on strategies to support language development in daily interactions.</p>	<ul style="list-style-type: none"> • EEF Early Years Toolkit (2020): Early language and communication interventions can accelerate progress by up to +6 months, with the greatest impact for disadvantaged pupils. • High-quality adult-child interactions and targeted support improve language acquisition, vocabulary development, and school readiness (Siraj-Blatchford et al., 2002). • Small-group and individualized early interventions are effective in reducing attainment gaps before Key Stage 1 (EEF, 2021). 	3, 4 and 5
<p>Staff to complete diagnostics assessments for handwriting and spelling (SWST) (foundational skills) to identify children's transcription errors. Teachers to carefully track these and plan targeted intervention.</p> <p>Staff to focus on teaching of foundational skills and ensure that these are carefully planned</p>	<ul style="list-style-type: none"> • The UK government recently announced a new “phonics-inspired writing framework” to boost writing standards for all children — especially those with lower attainment. The government argues that strong writing skills are vital for educational and life success. • The Education Endowment Foundation (EEF) “Teaching & Learning Toolkit” ranks phonics as a “high impact, very low cost” intervention, showing an average of + 5 months’ additional reading progress for children receiving 	1, 2, 3, 4

<p>and delivered. These will include vocabulary, handwriting, sentence composition, oracy and vocabulary, calculation and number sense and reading.</p> <p>Year groups will carefully track times table progress using Emile Heat Maps and provide children who are behind their peers with additional support and precision teaching to keep up. This will also impact on the NTC and ensure that disadvantaged pupils achieve in line with their peers.</p>	<p>phonics instruction versus similar children who did not.</p> <ul style="list-style-type: none"> • The EEF’s evaluations of phonics show that disadvantaged pupils (e.g., those eligible for free school meals) often benefit as much as, or even more than, their peers from phonics-based interventions. • There are case-studies (e.g. at Sidegate Primary School) that report improved outcomes after a targeted intervention: e.g. in one Year 4 group, a substantial proportion of pupils improved their times-tables scores after an intervention period. 	
<p>Provide mentoring sessions from trained staff and external professionals who support the emotional and academic growth of pupils where appropriate. This personalised support can help address specific barriers to learning linked to mental health challenges.</p> <p>Organise small group sessions that focus on developing coping skills, resilience, and positive behaviours.</p> <p>Establish a peer support system where pupils can tutor each other under supervision. This also includes social skill development components, assisting in building emotional resilience and social competence.</p>	<ul style="list-style-type: none"> • EEF Social and Emotional Learning (SEL) Guidance, 2021: Structured SEL programmes improve self-management, resilience, and behaviour, leading to an average of +4 months’ academic progress. • EEF Peer Tutoring (2020): Peer tutoring approaches can add +5 months’ progress, particularly when structured and supported by teachers. • Social interaction within peer learning environments strengthens emotional literacy and self-efficacy, reducing social isolation and anxiety (Bandura, 1997). 	1, 2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 101,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rigorous monitoring of attendance to ensure persistent attendance and disadvantaged children develop healthy attitudes to learning.</p> <p>Regular communication with parents to build trusting relationships. Workshops will be delivered to share how phonics, early reading and Maths are taught. A weekly phonics lessons is offered for parents to</p>	<ul style="list-style-type: none"> • EEF Attendance Guidance (2021): Improving attendance is strongly correlated with higher attainment; persistent absence negatively impacts learning progression, particularly for disadvantaged pupils. • Regular attendance in early years promotes school readiness, engagement, and social-emotional development. 	1, 3, 4 and 5

<p>watch how their children are taught phonics and read with.</p> <p>Extracurricular activities that promote language, communication, and literacy and experiences of the wider world. This will be in the form of visitors or external trips to link to themes, interests of the children and topics related to the curriculum.</p> <p>Fund after-school and breakfast club for disadvantaged pupils in which children are heard read on 1.1 basis; receive homework support and have the opportunity to share and enjoy literature with their peers.</p> <p>Offering nutritious breakfasts can improve concentration and performance in morning maths classes, addressing both immediate cognitive needs and broader educational outcomes.</p> <p>Engaging pupils in clubs and activities that involve maths, such as coding, chess, and Commando Joes, can boost interest and competence in maths.</p> <p>There will be a key focus on developing social and emotional skills, including pastoral and nurture programmes to enhance self-regulation, resilience, and social skills, thereby boosting academic performance indirectly by improving attendance and engagement in learning activities.</p>	<ul style="list-style-type: none"> • Early intervention to address absence and barriers to attendance helps narrow the attainment gap (DfE, 2020). • EEF Parental Engagement Guidance (2019): Effective parental engagement can add +3–4 months’ progress, particularly for disadvantaged pupils. • Active participation of parents in literacy and numeracy activities at home supports vocabulary development, reading fluency, and confidence. • Structured workshops and observation opportunities empower parents to reinforce learning at home, strengthening the school-home partnership. • EEF Arts and Cultural Education (2020): Enrichment activities, including trips and visitor experiences, can improve engagement, language development, and social skills. • Exposure to wider cultural and educational experiences enhances vocabulary, critical thinking, and curiosity, particularly for disadvantaged pupils. • Participation in extracurricular activities supports school engagement and motivation, indirectly improving attainment. • EEF Social and Emotional Learning (SEL) Guidance, 2021: SEL interventions can improve academic outcomes by an average of +4 months’ progress, particularly for disadvantaged pupils. • Nurture and pastoral programmes enhance emotional regulation, resilience, and social competence, which are strongly linked to improved attendance and engagement. • Targeted support in social-emotional development can indirectly boost attainment by creating a positive learning mindset and reducing barriers to participation (Durlak et al., 2011). • EEF Breakfast Clubs Evaluation (2017): Providing a free, nutritious breakfast before school improves concentration, attendance, and attainment, particularly in literacy and maths. 	
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	<ul style="list-style-type: none"> • Nutritional interventions positively influence cognitive function, attention span, and classroom behaviour (DfE, 2019). • Pupils who attend breakfast clubs demonstrate improved punctuality and engagement, leading to better academic outcomes, especially for disadvantaged pupils. 	

Total budgeted cost: £ 298,932.89

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To improve combined measures at the end of KS2 - All Pupil Premium children to close the gap in their reading attainment at the end of the current academic year.

At the end of Key Stage 2

RWM Combined 50% (non-pp 68.4% - Gap 18.4%)

Attainment for the combined measure has increased by 6% for PP children based on 23-24 figures and the attainment gap between PP and non-PP has diminished demonstrating a downward trend.

□

	Non-Pupil Premium 23-24	Pupil Premium 23-24	Gap	Non- Pupil Premium 24-25	Pupil Premium 24-25	Gap
Combined outcomes	44%	66%	-22%	68.4%	50%	-18.4%
Reading	82%	59%	-23%	82.5%	75%	-7.5%
Writing	82%	62%	-20%	75.4%	68.8%	-6.6%
Maths	75%	53%	-22%	78.9%	53.1%	-25.8%

Between the academic years 2023-24 and 2024-25, the attainment gap between Pupil Premium (PP) and Non-Pupil Premium (Non-PP) pupils has significantly narrowed, especially in Reading and Writing. However, Maths remains a challenge. We have identified disadvantaged pupils who are not meeting age-related expectations and implemented a targeted intervention programme, which includes additional reading sessions, after-school booster classes, handwriting support, and dedicated reading interventions.

For those not reading at home, enhanced in-school support from teachers, teaching assistants, and volunteers has effectively addressed the attainment gap. Teachers monitor reading records closely and provide feedback to families to encourage home reading. Stories shared during wraparound care foster a love of reading, with Pupil Premium pupils receiving one-to-one reading sessions. Staff collaborate to share progress updates, resulting in accelerated reading progress for case study children. Furthermore, disadvantaged children have been given extra books for home reading, alongside a family loan library established in the school office.

To improve Maths attainment for disadvantaged pupils with a specific focus in year 6

All Pupil Premium children to close the gap in their maths attainment at the end of the current academic year. □

	Non- Pupil Premium	Pupil Premium	Gap
Year 1	82.4%	54.5%	27.9%
Year 2	75%	41.2%	33.8%
Year 3	81.5%	70%	11.5%
Year 4	83.1%	63.3%	19.8%
Year 5	82.8%	76.7%	6.1%
Year 6	78.9%	53%	25.8%

Analysis of Year 6 data indicates that 70% of disadvantaged pupils have made good or better progress from Key Stage 1, with 23% achieving better than expected progress. The attainment gap in mathematics for the Year 5 cohort has significantly diminished, which will positively impact end of Key Stage 2 outcomes in 2025-2026; thus, most pupils are likely to achieve in line with their peers. We have closely monitored the barriers faced by disadvantaged pupils and implemented precision teaching

alongside tailored interventions to support their progress. Mathematics remains a key focus, with HLTAs providing pre-teaching sessions to ensure continued support in enhancing educational outcomes.

	Non-PP	PP	Gap
22-23	20.62	16.18	4.44%
23-24	22.79	21.59	1.2%
24-25	21.85	23.36	1.51%

The gap between disadvantaged and non-disadvantaged pupils is also reducing for the National Multiplication check compared to 22-23. This remains a key area of development.

To improve parental engagement and interest in their child's academic progress.

To identify and target Pupil Premium children who do not engage with home learning with a specific focus on reading.

Our Pupil Premium non-negotiables, which are essential for promoting the academic success of eligible children has been reviewed. Teachers have increased their regular communication with the parents of Pupil Premium children which has developed a stronger collaborative partnership that has enhanced better engagement.

An additional strategy implemented has been the introduction of year group questions that are set for parents to ask their children to increase the involvement in their children's learning at school.

An integral aspect of our new approach is the consistent distribution of reading reminder slips to parents. These slips serve to emphasise the importance of daily reading and encourage active parental involvement in their child's reading development. There has been increased involvement after these slips have been sent.

If parents fail to respond to the reading reminder slips; we then send a follow-up email and conduct face to face meetings. This proactive measure highlights the significance of their engagement and aims to provide additional support the fostering of a love of reading at home. The impact of these strategies is evident in improved reading engagement and parental involvement, ultimately contributing to the overall educational experiences and academic achievements of our Pupil Premium children. This strategy will continue.

To achieved and sustain improved wellbeing for all pupils' particularly disadvantaged pupils across Key Stage 2.

Pastoral /ELSA Impact Statement for 2024/25

Young Carers – all years

The Young Carers group offers a safe space for children with additional responsibilities at home to connect with others in similar situations, this helps them to feel part of a community and not feel alone or so different from others. They have time just for them, which allows them time to feel valued and heard. This improves self-esteem and helps them to value their contributions to their family and the school. They have become more confident to express their needs and talk to others regarding their circumstance, enabling them to more readily advocate for themselves and understand their resilience and strength.

12 (52%) of our Young Carers in 2024/25 were PP. (25 Y.C) – (This equates to 6% of our PP Children)
The impact of this provision: Attendance: 2025/26 – currently – 11 (52%) are PP (21 Y.C) - (This equates 5.5% of our PP Children)

Meet and greet – all years

Meet and Greet is an early morning provision for children struggling to come into school. This may be because of EBSA, attachment difficulties, sensory needs, risk of absconding etc. It offers a soft start with minimal noise and activities to engage and encourage children to come into school early or on time in the morning. This operates from the time that the school gates open until 9am. The children may be collected by their 1:1 or will be taken over to their classrooms ready for their first activity. During 2024/25 we had 21 children coming into this provision.

Impact Data: Out of these: 2 left the school

67% no longer need Data: provision and go straight into class – (10 children)

4 children carried forward to 2025/26 provision – 19%

1 PP child had access to the provision but did not use it – EBSA so had additional/ separate support

All 7 (100%) of the PP children accessing the support were able to go to class independently by the end of the year. (33% of all the children using this provision) – This equates to 3.5% of our PP children

Lunchtime Provision in the Arc – all years

At lunchtime the Arc provides a quieter space for children that find the playground or lunch hall too much. Some children stay in for the whole lunchtime. Some children stay in just to eat their food. Others stay in for half the lunchtime to reduce the overwhelm. There are some who come in due to behaviour. We provide games and colouring. There are two adults who engage with the children, play games and emotion coach throughout.

2024/25 – **27 children supported** – 11 PP(41%) - (This equates to 5.5% of our PP Children)

78% (21) of these children supported no longer need the provision. (7 receive PP)

ELSA EYFS ELSA support can be 1:1 or group work and involves scheduled sessions with tailored SMART targets around:

Emotional Literacy	Conflict
Emotional Regulation and managing strong feelings	Anxiety
Social Skills	Growth Mindset
Relationships	Social Stories
Friendship Issues	Bereavement

This offers a safe space to talk and explore ways to manage any problems children are experiencing with an adult. The children are encouraged to come up with their own solutions whilst being guided to do so.

From the pre- and post-ELSA sessions assessments we found: 83% of children improved on their Anger Management Skills.

(Number of children and the % that they improved by)

Anxiety: For 93% of children receiving ELSA Anxiety was reduced.

Emotional Awareness: For 93% of children receiving ELSA their Emotional Awareness improved.

Friendships and Relationships: For 93% of children receiving ELSA their skills and behaviours improved.

Growth Mindset : For 93% of children receiving ELSA, their resilience and determination improved.

Independence: 73% of children receiving ELSA became more independent.

Self-esteem: For 100% of children receiving ELSA, their self-esteem was seen to improve.

Social Skills: 100% of children receiving ELSA saw improvement in their social skills.

Pastoral Support / ELSA / Safeguarding Years 1-6. Pastoral Support is given to children on a 1:1 basis or in groups, dependant on the type of support needed. It may be scheduled and regular or ad-hoc. This incorporates wellbeing and mental health support in addition to conflict management or pupil dysregulation de-escalation.

Total children supported – **167**, Of which are PP – 73 children supported (44%) - (This equates to **37%** of our PP children)

Of these: 13 went to Year 7 (secondary)- 7%, 18 still have support of Pastoral/ ELSA/

Safeguarding/ EHCP provision – 11% (10 are PP- 6%)

136 – No longer need this support. – 82%

Golden Time Support

This support provides a less focused way to children who may need a little extra nurture. An adult is on hand to play and connect with the children if needed, or simply to help them feel included and able to interact with the others in the room.

It provides a smaller environment, less noise and sensory input than the classroom during the less structured (Free time) Golden Time at the end of the week.
 Some of the children supported here may otherwise not be able to cope and could abscond or become dysregulated. 12 children regularly accessed this support.
 6 of these were PP (50%) - (This equates to 3% of our PP Children)**2 children still access this – 17% 83% (10) children no longer require this at present.**

Additional Support – Children/Teachers/Parents:

- Safeguarding check-ins
- EHCP – support as listed on plans
- Meetings or calls with Parents
- Signposting to additional services/ resources – Parents and teachers
- Co-hosting Parent meetings with teachers
- Sourcing/making tailored resources for children, parents and teachers
- Well-being Wednesday resources and programming
- Mosaic referrals
- Listening Ear referrals

The IMPACT of this is:

- Improved outcomes for children and better attendance.
- Support for children given whilst waiting for outside help.
- Support for teachers and TA's whose time is taken up with teaching and learning – lightening the load
- Parent/school relationship building and support giving
- More communication between school and community

The low attendance of Pupil Premium (PP) children falling below 96% significantly hinders their learning, causing missed opportunities and hindering of progress.

All Pupil Premium who are deemed persistently absence will be targeted to ensure 'Keep up' strategies are implemented.

Attendance Data at the end of 2024/2025

Pupil Groups	Attendance	National Average
All Pupils	95%	94.8%
Pupils with FSM	92.7%	92.2%
Pupils with no FSM	96.1%	95.8%

Monthly attendance audits are undertaken to ensure PA; PP children are identified early. Meetings and discussions with parents of these children take place to ensure clear expectations of attendance is highlighted as well as the importance of good attendance to achieve good outcomes. Case studies and the monitoring of these children's attendance is tracked during monthly audits.

A detailed strategy document has been implemented across the school which outlines a variety of approaches that teachers are able to use and implement to 'Keep children up' when their attendance has been persistent. This was written in collaboration with all staff including teaching assistants.

Regular monitoring of this took place, where a date was selected and all children absent on this day were chosen for book and feed forward monitoring to ensure all teachers were considering these strategies and implementing quick interventions to 'keep' disadvantaged children up. Areas of strength from this monitoring, were collated of examples of good practice and shared with all staff.

Case study children with low attendance and persistent absence during the academic year 2023/2024 due to parental engagement and mental health issues achieved combined national expectations at the end of the year.

Strategies to enable children to keep up after missing learning opportunities due to absence

It is imperative to implement a comprehensive catch-up program for children who have missed essential learning opportunities. This outlines flexible strategies to facilitate their return to the curriculum and ensure they can attain the expected learning outcomes and gaps do not widen. In the case of prolonged absence, it is essential that teachers strategically prioritise catch-up lessons based on the individual child's needs, ensuring a tailored approach to their educational recovery which ensure they keep up with their peers.

The following strategies may be implemented:

- Timetables are adaptable, allowing lessons to be rearranged to prevent children with persistent lateness from consistently missing the same subjects.
- Flexible program strategies should be employed, allowing absent children to participate in additional support groups or targeted interventions, thereby addressing their specific learning gaps.
- To prioritise necessary catch-up work, teaching staff may find it helpful to mark the book with the use of post-it note, leave the book open or make a note in the feed forward books as a reminder.
- Prioritise the marking of work from absent children, once they have returned to school, providing immediate feedback and or conferencing within class time.
- Homework can serve as an effective tool for revising previous learning, task design can be used to cover missed content as well as 1:1 time given to pupils with teaching staff.
- To support mathematics catch-up, resources from White Rose can be utilised; children can engage with pre-teach materials independently or with adult support to the discretion of the teaching team.
- In instances where children can be supported at home, send additional work home, utilising platforms such as Purple Mash and Bug Club.
- For children experiencing persistent absence, a "Hot List" of target readers should be established to prioritise their reading development.
- Use of conferencing time should be dedicated to directly support the affected child or small groups in regaining lost learning. This can be provided by any of the teaching team.
- Use of retrieval tasks and flashbacks at the start of lessons to reinforce knowledge retention and catch up missed learning.
- Provide pre-teach group attendance where appropriate to support them to feel confident when returning to class.
- Use time throughout the school day to provide additional conferencing. For example, during assembly or registration. |

Children to have access to wider opportunities

Over this academic year, the school has ensured that all children have access to wider opportunities, which have included: Off site visits, Before and after school clubs, Residential, Music lessons, Uniform, in school visits. 24 children have been funded to support parents with wrap around care. 6 children have

beneficiated from funding to pay for their residential trip. 7 families have been supported with uniform and many parents have benefited from our second-hand uniform strategy. 4 children have funded music lessons and over 10 families receive funding for external clubs.

Externally provided programmes

Programme	Provider
Play Therapy	Independent
Reading Partners	Dorset Reading Partners