

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils and shows the third year in the 3 year implementation plan.

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	Andrews' Endowed CE Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	12% 20 children total 18 FSM 1 PLAC 1 Service
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 Year 3 of our 3 year plan
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	FGB
Pupil premium lead	Sam Paine
Governor / Trustee lead	

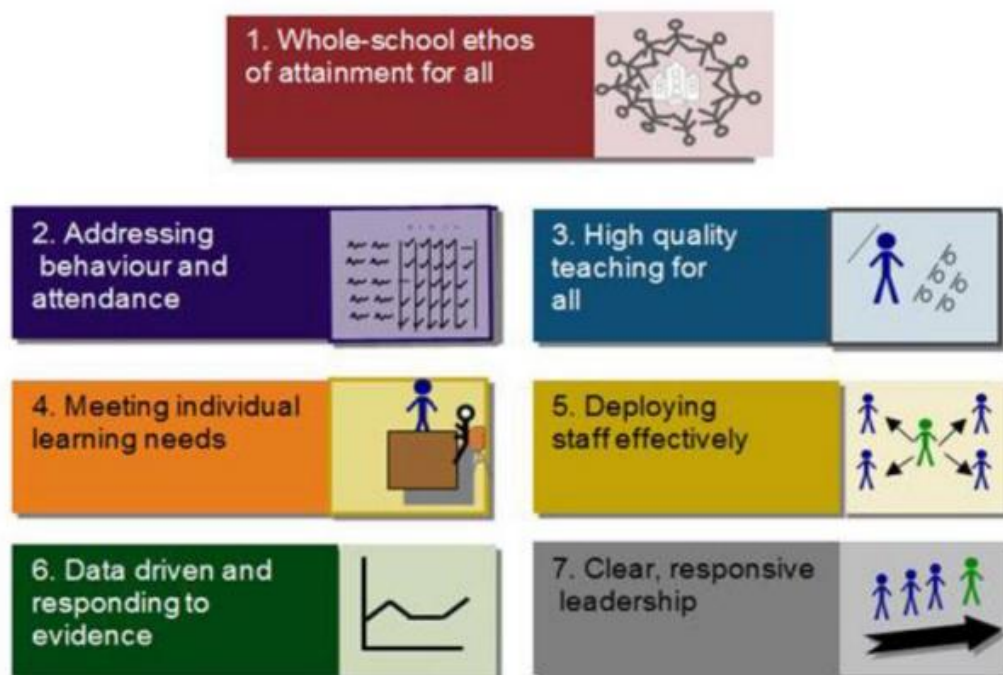
### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,365
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,365

## Part A: Pupil premium strategy plan

### Statement of intent

At Andrews' Endowed CE Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We focus on the 7 areas below and are determined that every child will achieve well in a culture of high aspirations.



Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Provide high quality education and provision
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective
- quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in

- learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport, forest schools and French
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

All members of staff and the governing body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Key Principals:

We are determined that every child eligible for Pupil Premium funding will succeed academically and in their sense of self-worth and aspirations for their future. We do so by focusing on attendance and behaviour, high quality teaching, metacognition (our own Growth Mindset and Learning Attitude aid children to learn how to learn) and by knowing our children as individuals with individual needs. We have a culture embedded where we work hard to develop positive caring relationships with our children and their families. We base our evidence on well-founded research and evaluate our own successes. We invest in all of our staff to ensure they are well equipped to meet the needs of all of our children regardless of background or need.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates in comparison to their peers
2	Gaps and misconceptions and difficulty retaining/recalling prior knowledge
3	Social, emotional or behaviour issues, including fear of failure along with lack of resilience and determination – mental health. Wellbeing and Emotional regulation - approximately 6% of pupils in each class are unable to self-regulate and manage emotions in an age appropriate manner which can negatively impact on overall attainment and performance.
4	Parental engagement
5	Pupils have limited experiences beyond their home life and limited access to books, libraries or technology – access to wider opportunities
6	Attendance
7	Children being ‘ready to learn’ and having the learning skills required to learn and recall information over a long period of time.

## 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
Children achieving at expected level	Meeting expected standard at KS2 in RWM PP Children will continue to attain in line with non-disadvantaged national
Progress in Reading	<ul style="list-style-type: none"> <li>• ensure that all children, whatever their starting point, would achieve age-related expectations in reading at the end of Key Stage 1- Analysis of data</li> <li>• close the gap between our most vulnerable pupils and their peers in reading – Analysis of data from 2025 compared to 2026</li> <li>• have an impact on the quality of literacy provision across the whole school –lesson planning actions have been identified and progress has been identified.</li> <li>• raise self-esteem in lower achieving pupils when reading a text aloud</li> <li>• teaching staff are trained in story telling, reading aloud and hearing children read 1-1.</li> <li>• engage hard to reach parents, and give them the knowledge and skills to support their child's learning – parent coffee morning workshops to be attended % of parents</li> <li>• develop meaningful school/home partnerships that overcome barriers to learning.</li> </ul>
Progress in Writing	<ul style="list-style-type: none"> <li>• ensure that all children, whatever their starting point, would achieve age-related expectations in reading at the end of Key Stage 1- Analysis of data</li> <li>• close the gap between our most vulnerable pupils and their peers in writing – Analysis of data from 2025 compared to 2024</li> <li>• have an impact on the quality of literacy provision across the whole school –lesson planning actions have been identified and progress has been identified.</li> </ul>

Progress in Mathematics	<ul style="list-style-type: none"> <li>ensure that all children, whatever their starting point, would achieve age-related expectations in Maths at the end of Key Stage 1- Analysis of data</li> <li>close the gap between our most vulnerable pupils and their peers in writing – Analysis of data from 2024 compared to 2025</li> <li>Tracking documents show identified children are on track</li> </ul>
Progress in Oral language	<ul style="list-style-type: none"> <li>significantly improve oral language among disadvantaged pupil and this is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Those with identified social, emotional or health needs are supported	<ul style="list-style-type: none"> <li>teaching and learning has been effective and has continued to support the learner through the systems already in place.</li> <li>Children who struggle to self-regulate have interventions that supports them to manage emotions in an age-appropriate way. Children show progress moving through the developmental stages.</li> <li>ensure advice through consultation with support services is provided to ensure the children show progress in their learning.</li> <li>Increase the opportunity of support for children’s mental health needs and emotional neds through the use of Art therapy, ELSA time and Mental Health Referrals.</li> <li>Build positive relationships with key adults. Pupils having opportunities in pupil voice groups, trips and clubs. Confident with transition to junior school.</li> </ul>
Pupils able to work independently with confidence	<ul style="list-style-type: none"> <li>ensure that step-by-step transfer of responsibility from the teacher to the children are provided with</li> </ul>

Targeted Pupil Premium Children will have improved metacognition strategies in order to take ownership of their own learning.	<p>questioning as scaffolding to independent learning</p> <ul style="list-style-type: none"> <li>• develop communication that includes language focused on learning to help children share their own learning.</li> <li>• 80% of Pupil Premium children meet the SMART targets set for them in their intervention sessions. Through pupil voice, children show a greater understanding of how they learn best.</li> </ul>
Children have access to range of learning opportunities and experiences	<ul style="list-style-type: none"> <li>• to provide the children with an environment and activities that are enjoyable and will challenge them in a balance between child-initiated and adult-led activities.</li> <li>• To provide children with lessons to learn a musical instrument.</li> </ul>
Pupils attend frequently ensuring their learning is not fragmented Attendance to be at least 95% for disadvantaged children.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils to attend at least 95% or above of the academic year.</li> <li>• Punctuality will be improved.</li> <li>• Children's individual attendance will have improved and less children will be classed as persistently absent.</li> </ul>
Increased parental contact and involvement in school activities and meetings.	<ul style="list-style-type: none"> <li>• 100% of Pupil Premium Children's families attend parent evenings. 60% of Pupil Premium families engage in family events organised by the school.</li> </ul>

### 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 (for example, CPD, recruitment and retention)

Budgeted cost: 33,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional teachers and LSAs in key areas across school	Outcomes for disadvantaged pupils need further improvement. Additional teachers and LSAs enable targeted small group tuition. EEF toolkit evidence states that small group tuition has moderate impact for low cost (+4 months)	1, 2, 3,7
CPD cycles planned across the year to include: memory, explicit instruction, coaching, SEND, metacognition, adaptive teaching, reading and Oracy CPD cycles to build in time for reflection, peer learning and evaluation of approaches	<p>EEF + 5 months collaborative learning for adults EEF Five a day, EEF adaptive teaching - Recommendation 1,3,5  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>EEF - Improving Literacy guidance Recommendation 1  <a href="https://educationendowmentfoundat">https://educationendowmentfoundat</a></p> <p>EEF - Improving Literacy guidance Recommendation 1  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Link to School Improvement Target 1 and 2</p>	1, 2, 7
Half day INSET – SEND and Vulnerable children		1, 2
Maths Hub – Mastering Number	<p>BESA</p> <p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally</p>	1, 2
Embedding dialogic teaching in English and Maths through the use of sentence stems and	<p>EEF promising Programmes +2 months EEF - Improving Literacy guidance Recommendation 1  <a href="https://educationendowmentfoundat">https://educationendowmentfoundat</a></p> <p>EEF - Improving Literacy guidance Recommendation 1  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1, 2, 4

opportunities for oracy		
SEN Staff Meeting Input	EEF Pupils make accelerated progress. Early intervention and assessment monitored and meets the needs of the children	1, 2
Staff Meeting Maths Input	EEF Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Solent Maths Hub.	1,2
Staff Meeting Vocabulary development  Word Aware Provision to be used across the school	EEF Pupils make accelerated progress Pupils retain knowledge High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1,2
Continue to embed high quality child/adult interactions in EYFS.	EEF - managing behaviour - Recommendation 1 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1, 2, 3
Monitor the implementation of training and the CPD cycles across the school.	EEF Professional development guidance Recommendation 2 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapy.	<p>Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils.</p> <p>Pupils speak to a wide range of audiences with confidence.</p> <p>Weak Language and Communication skills. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>High % of PP of children access SALT–Children will require small group support or 1:1 support from the school speech and language therapist.</p>	1,2, 3
Ensure all disadvantaged pupils with speech and language needs are supported and provided with speech programmes, i.e. participation in Word Aware sessions, Language Link programmes or speech and language programmes so that they develop communication and language skills, can be more easily understood and achieve their speech and language targets, develop confidence and self-belief.	EEF	1
Supportive interventions run by professionals: Art therapy 24 x 30 mins	<p>Improved SEMH of all pupils. Instances of poor behaviour reduced.</p> <p>PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference)</p>	3, 5, 7

	Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this. Completion of Mental Health Referrals with families	
Structured phonic intervention in Year 1 and EYFS	EEF Toolkit - Phonics (+5 months and very strong evidence base) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  Phonic information resources to be sent home to Parents	1, 2, 3

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

Budgeted cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support with ELSA	EEF Improved SEMH of all pupils. Instances of poor behaviour reduced.	3
Family Support Worker	EEF, CWDC Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home Pupils are safe and are confident in themselves and can manage their emotions effectively. EEF Toolkit Parental Engagement suggests +3 months progress.	3, 4, 6
Forest School	UK Forest School Training Research Base The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder.	3, 5
Half day Behaviour INSET	EEF Behaviour, including learning behaviour, is good. Pupils make good progress in learning. EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	1,3, 4

	<p>Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance.</p> <p>Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021</p>	
<p>Engage families facing most challenges. Ensure the support is correct for each family. Monitor attendance on a daily basis and support families, including use of external agencies, where attendance is an issue.</p>		3, 4
<p>SLT monitor progress, attendance and wellbeing</p>	<p>Children attracting the Pupil Premium Grant are closely monitored half termly and provision is reviewed and adapted where necessary. Outcomes for children improve and the children make more than expected progress.</p>	6
<p>Ensure all disadvantaged pupils receive extracurricular opportunities such as activity clubs, Breakfast and After School Club.</p>	<p><a href="https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf">https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf</a></p> <p>Musical Instrument sessions</p>	5, 6
<p>Children have mentors to share work and experiences.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1,2, 3, 4, 6, 7

**Total budgeted cost: £27694**

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

**This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<p>Key areas of impact</p> <ul style="list-style-type: none"> <li>• 2025 Summer Term Phonics screening test results 83% all pupils, PP pupils achieved the pass mark.</li> <li>• 2025 all Year 2 PP children passed their phonics screening in Y1.</li> <li>•</li> <li>• KS2 SATs data shows:</li> <li>•</li> </ul>
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Impact Analysis						
Desired outcomes and how they will be measured	Success criteria	Impact Measured				
			R	W	M	Combined
Children achieve higher rates of progress and close the gaps in attainment so they are achieving in line with non-disadvantaged pupils.	-Targeted Teacher and TA interventions -Amended curriculum planning -High Quality Inclusive teaching for all staff  Evidence gathered from: -Internal Data tracking -Standardised scores -Pupil Conferences -Pupil Progress Meetings -KS2 outcomes in 2022/23	Year 1 (1)				
		Y1 Non PP (29)				
		Year 2 PP (5)	50%	50%	50%	50%
		Y2 Non PP (25)	85%	70%	90%	55%
		Y3 PP ( )	0	0	0	0
		Y3 Non PP ( )	83%	65%	69%	55%
		Y 4 PP	71%	71%	43%	43%

	<p>show that more than 80% of disadvantaged pupils met the expected standard in Reading, Writing and Maths.</p>	<table border="1" data-bbox="619 152 1310 510"> <tr> <td>Y4 Non PP</td> <td>76% (18)</td> <td>65% (17)</td> <td>53% (17)</td> <td>50% (17)</td> </tr> <tr> <td>Y5 PP (4)</td> <td>67%</td> <td>67%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Y5 Non PP (27)</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </table> <p>Internal data tracking shows that Year 2 Pupil Premium (PP) children achieved 50% in Reading, Writing, and Maths (RWM) combined. While a 5% gap exists compared to non-disadvantaged peers (55%), this indicates foundational stability.</p> <table border="1" data-bbox="619 741 1270 1059"> <tr> <td></td> <td>R</td> <td>W</td> <td>SPaG</td> <td>M</td> <td>R,SPaG,WM</td> </tr> <tr> <td>Y6 PP (5)</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>0</td> <td>0</td> </tr> <tr> <td>Y6 Non PP (27)</td> <td>76%</td> <td>72%</td> <td>76%</td> <td>64%</td> <td>64%</td> </tr> </table> <p>It is important to note that there is a crossover of pupils who are SEN and PP.</p>	Y4 Non PP	76% (18)	65% (17)	53% (17)	50% (17)	Y5 PP (4)	67%	67%	67%	67%	Y5 Non PP (27)	100%	100%	100%	100%		R	W	SPaG	M	R,SPaG,WM	Y6 PP (5)	25%	25%	25%	0	0	Y6 Non PP (27)	76%	72%	76%	64%	64%
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<p>Improved Reading, Writing and Maths combined scores for Pupil Premium Pupils.</p>	<p>-57% of disadvantaged pupils will meet the RWM combined score. -Rigorous interventions across the school particularly in KS1 are in place to drive forward progress and are robustly monitored to meet the needs of the individual pupils.</p>	<p><i>37.5% of our disadvantaged pupils achieved ARE in all R, W, M. This is 19.5% lower than the targeted amount. All pupil premium pupils are tracked using class stories that measures age related expectations. Teachers are able to identify the different layers of learning that the children need in order for the child to show progress in their learning. The programmes of learning are developed by the Teachers and are delivered at different points during the day. On-going records are kept of the interventions and comments made are used to inform future planning. All files are monitored at least once a term by the SLT and additional interventions and progress are developed during the Pupil Progress Meetings. All teachers are accountable for the progression of the pupil premium pupils in their classes.</i></p> <p><b>All pupils - Year 4 MTC score</b></p> <table border="1" data-bbox="619 1921 1270 2078"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td>3-year</td> <td>84</td> <td>20.1</td> <td>20.6</td> <td>Close to average (non-sig)</td> <td>Not applicable</td> </tr> <tr> <td>2025</td> <td>29</td> <td>20.7</td> <td>21.0</td> <td>Close to average (non-sig)</td> <td>No sig change</td> </tr> <tr> <td>2024</td> <td>25</td> <td>21.3</td> <td>20.6</td> <td>Close to average (non-sig)</td> <td>Sig increase</td> </tr> <tr> <td>2023</td> <td>30</td> <td>18.3</td> <td>20.2</td> <td>Below (non-sig)</td> <td>Not available</td> </tr> </tbody> </table>	Year	Cohort	School	National	National distribution banding	Trend	3-year	84	20.1	20.6	Close to average (non-sig)	Not applicable	2025	29	20.7	21.0	Close to average (non-sig)	No sig change	2024	25	21.3	20.6	Close to average (non-sig)	Sig increase	2023	30	18.3	20.2	Below (non-sig)	Not available			
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		<p><i>The MTC data has increased from 2024 scores although they are not as high as 2023.</i></p> <p>National data from the IDSR indicates that the "National Other" (non-disadvantaged) benchmark for certain measures is 67%, leaving a 17 percentage point gap for specific school cohorts. Progression is evidenced by the school's ability to maintain "Close to average" progress scores in key areas, such as the 1.5 progress score in Maths for middle prior attainers.</p> <p>The 2025 Summer Term Phonics screening results show high success, with 83% of all pupils and 100% of Year 2 PP children passing the mark. This suggests that curriculum amendments in early reading are effectively closing the gap before Key Stage 2.</p>																																																
<p>Increased levels of support from families of Disadvantaged pupils.</p>	<p>-Increased attendance at Parent's Evening -Higher levels of engagement at key information sessions such as reading, SATs, EYFS meetings. -Increased levels of communication between parents and teachers -Increased understanding of how the school can support families to help with their child's learning -Homework completed and given in on time -Increased levels of attendance.</p>	<p><i>The large majority of the parents came to Parents' Evening meetings to discuss their child's learning. Teachers have spent time organising the parent sessions.</i></p> <p><i>We had 1 of our Year 6 parents attend the SATS meetings, however the information slides have been shared on the Website.</i></p> <table border="1" data-bbox="630 1115 1422 1368"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Sch trend vs Nat trend</th> </tr> </thead> <tbody> <tr> <td>2024/25 (3 term)</td> <td>18</td> <td>93.6%</td> <td>92.3%</td> <td>Close to average</td> <td>Relative improvement</td> </tr> <tr> <td>2023/24 (3 term)</td> <td>12</td> <td>92.6%</td> <td>92.0%</td> <td>Close to average</td> <td>Relative decline</td> </tr> <tr> <td>2022/23 (3 term)</td> <td>17</td> <td>93.4%</td> <td>91.6%</td> <td>Above</td> <td>Relative improvement</td> </tr> </tbody> </table> <p><i>Percentage of attendance has improved by 1% for FSM6 children but still has not returned to being categorised as above, which was reported in 2022/23.</i></p> <p><i>The Persistent absence for our FSM6 children is below national %. This has seen a huge decrease since 2023/24.</i></p> <table border="1" data-bbox="624 1671 1426 1924"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td>2024/25 (3 term)</td> <td>18</td> <td>11.1%</td> <td>24.9%</td> <td>Below (non-sig)</td> <td>No sig change</td> </tr> <tr> <td>2023/24 (3 term)</td> <td>12</td> <td>25.0%</td> <td>27.1%</td> <td>Close to average (non-sig)</td> <td>No sig change</td> </tr> <tr> <td>2022/23 (3 term)</td> <td>17</td> <td>17.6%</td> <td>29.3%</td> <td>Below (non-sig)</td> <td>No sig change</td> </tr> </tbody> </table>	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	2024/25 (3 term)	18	93.6%	92.3%	Close to average	Relative improvement	2023/24 (3 term)	12	92.6%	92.0%	Close to average	Relative decline	2022/23 (3 term)	17	93.4%	91.6%	Above	Relative improvement	Year	Cohort	School	National	National distribution banding	Trend	2024/25 (3 term)	18	11.1%	24.9%	Below (non-sig)	No sig change	2023/24 (3 term)	12	25.0%	27.1%	Close to average (non-sig)	No sig change	2022/23 (3 term)	17	17.6%	29.3%	Below (non-sig)	No sig change
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	37% of PPG is currently below 90% attendance compared to 11% non PPG currently below 90% attendance.																									
To sustain high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>-Relevant programmes have been implemented e.g. ELSA and have had a demonstrable impact upon progress. - Increased participation in clubs and sporting events offered by the school. - Increased evidence of children challenging themselves and taking 'learning risks' demonstrated through pupil voice. - Increased evidence that children understand and are tolerant of different faiths and cultures. - Decrease in negative behaviour incidents showing greater tolerance.</p>	<table border="1" data-bbox="625 526 1407 772"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td>2024/25 (1 term)</td> <td>18</td> <td>0.00%</td> <td>1.16%</td> <td>Close to average (non-sig)</td> <td>No sig change</td> </tr> <tr> <td>2023/24 (3 term)</td> <td>12</td> <td>8.33%</td> <td>2.33%</td> <td>Above (non-sig)</td> <td>No sig change</td> </tr> <tr> <td>2022/23 (3 term)</td> <td>17</td> <td>0.00%</td> <td>1.94%</td> <td>Below (non-sig)</td> <td>Not available</td> </tr> </tbody> </table> <p>Due to the work that has been completed on Attachment theory and Trauma the percentage of suspensions has decreased. Investment in Attachment Theory and Trauma-Informed practice has led to a decrease in negative behaviour incidents and a notable reduction in the percentage of suspensions. The IDSR confirms that where a school's suspension rate is significantly below the national average, it is flagged as a strength ("Below sig-").</p> <p>Targeted ELSA interventions have had a "demonstrable impact" on academic progress. This is supported by qualitative evidence from Pupil Progress Meetings, where staff noted increased participation in extracurricular clubs and sporting events among disadvantaged pupils.</p>	Year	Cohort	School	National	National distribution banding	Trend	2024/25 (1 term)	18	0.00%	1.16%	Close to average (non-sig)	No sig change	2023/24 (3 term)	12	8.33%	2.33%	Above (non-sig)	No sig change	2022/23 (3 term)	17	0.00%	1.94%	Below (non-sig)	Not available
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<p>Increased evidence of metacognitive strategies being used by pupils to support their learning.</p>	<p>-Increased observations of pupils using metacognitive strategies to help them with their learning demonstrated through pupil voice. - Increased responses to verbal and written feedback. - Disadvantaged children are making accelerated progress within their learning.</p>	<p>Curriculum planning has been adapted to respond to specific cohort challenges identified in the IDSR, such as the "High - SEN" context noted for the 2024 Year 1 cohort. This targeted planning ensures that inclusive teaching remains effective even in complex year groups. There is increased evidence of pupils taking "learning risks" and utilising metacognitive strategies, as gathered through Pupil Conferences. Pupils have shown an increased response to both verbal and written feedback, leading to "accelerated progress" within their learning.</p>
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### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
<p>TT Rockstars Vocabulary Ninja Mathletics</p>	<p><a href="https://trockstars.com/">https://trockstars.com/</a> <a href="https://vocabularyninja.co.uk/">https://vocabularyninja.co.uk/</a></p>
<p>The implementation of "Vocabulary Ninja," "TT Rockstars," and "Mathletics" has directly supported high KS2 outcomes, notably the 2022/23 result where over 80% of disadvantaged pupils met the expected standard in RWM. Progress in Maths can be seen in our KS1 classes as a result of the Mastering Number approach.</p>	

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none"> <li>• embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.</li> </ul>
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### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also worked alongside our cluster schools to share good practice and work collaboratively to share ideas. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will develop the use of this further through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*