

Pupil premium strategy statement 2025-2026

Heene CE Primary School Pupil Premium Grant: How we plan to spend the grant September 2025 – August 2026

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
School name	Heene CE Primary
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs Laura Turner
Pupil premium lead	Mrs Laura Turner
Governor / Trustee lead	Jenny Barnard Langston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,486
Total budget for this academic year	£141,574.72

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our strategy aims to close attainment gaps for disadvantaged pupils in reading, writing, and maths, while supporting attendance, wellbeing, and language development. We will use EEF's tiered approach: high-quality teaching, targeted academic support, and wider strategies (attendance, behaviour, enrichment).

High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our three-year strategy is intentionally designed to be dynamic and responsive to the evolving needs of individual pupils. It will not be predicated on assumptions regarding the impact of disadvantage; rather, it will be tailored to the specific context of our locality and school community. The approaches selected are evidence-based, complementary, and recognised for their effectiveness and quality, following the 3-tiered approach suggested in EEF guidance.

To ensure that the needs of disadvantaged pupils are met, we will:

- **Embed a whole-school ethos of responsibility and high expectations**, ensuring that every member of staff understands the challenges faced by disadvantaged pupils and actively contributes to improving their outcomes. (Tier 1)
- **Deliver high-quality, research-informed professional development** for all teachers, securing consistently strong quality-first teaching across the school. (Tier 1)
- **Implement robust early identification and intervention processes** to address both educational and pastoral needs, enabling targeted support that maximises impact. (Tier 2)
- **Provide appropriately challenging and purposeful learning experiences**, ensuring that disadvantaged pupils have clear endpoints, meaningful contexts, and opportunities to build secure schema for long-term success. (Tier 3)

Challenges

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

Challenge number	Detail of challenge																		
<p>1</p> <p>Language development needs</p>	<p>Language development needs</p> <p>Spoken language skills are one of the strongest predictors of a child’s future life chances. Research has shown that the gap in language development and communication skills between disadvantaged and non-disadvantaged children only widen as children progress through school. Due to the pandemic, children have not been exposed to as many first-hand experiences as usual at starting school age. To develop their thinking, vocabulary and language skills, children need someone to talk to and something to talk about. Without these firsthand experiences they are lacking in the vocabulary and communication skills that would surround these experiences.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. 33% of our Pupil Premium children are also EAL learners.</p> <p>Our speech and language assessments and observations, show that there continues to be a high number of children with severe or moderate understanding of language or with speech delays within EYFS and year 1.</p>																		
<p>2 Attendance</p>	<p>Attendance</p> <p>Attendance rates for disadvantaged pupils (92.0%) were below those of all pupils last academic year (94.69%). We have an allocated member of SLT who oversees attendance and a newly appointed family liaison and attendance officer.</p> <p>Through monitoring and considering each child we can see that there is a need for support for our families and pupils beyond the classroom. Parents report being unsure how to access wider support . This can result in low attendance and parents feeling unsupported with matters arising at home. Our aim is to ensure we build relationships with our families quickly identifying barriers to attendance and identifying and applying solutions to these. By working collaboratively with families and seeking support from external agencies and the wider trust we continuously strive to close the gap in attendance for disadvantaged pupils. Reducing persistent absence for disadvantaged pupils looking at personalised planning for each pupil is a priority for all staff.</p>																		
<p>3</p> <p>Attainment in maths</p>	<p>Low attainment in KS2 RWM for disadvantaged pupils (8% vs 47% national disadvantaged)</p> <p>Internal and statutory assessments indicate a significant gap in the attainment of disadvantaged pupils and their non-disadvantaged peer's year 6. Significant gaps in conceptual understanding exist for some disadvantaged pupils in year R- assessment shows this is language based.</p> <table border="1" data-bbox="592 1406 1249 1783"> <thead> <tr> <th>Year Group</th> <th>Gap (as at Summer 2025)</th> </tr> </thead> <tbody> <tr> <td>R-Aut 1</td> <td>-19%</td> </tr> <tr> <td>1</td> <td>+4%</td> </tr> <tr> <td>2</td> <td>-5%</td> </tr> <tr> <td>3</td> <td>-1%</td> </tr> <tr> <td>4</td> <td>+4%</td> </tr> <tr> <td>5</td> <td>+17%</td> </tr> <tr> <td>6</td> <td>-16%</td> </tr> <tr> <td>6- SATs Au 1</td> <td>-18%</td> </tr> </tbody> </table>	Year Group	Gap (as at Summer 2025)	R-Aut 1	-19%	1	+4%	2	-5%	3	-1%	4	+4%	5	+17%	6	-16%	6- SATs Au 1	-18%
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<p>4</p> <p>Attainment in writing</p>	<p>Low attainment in KS2 RWM for disadvantaged pupils (8% vs 47% national disadvantaged)</p> <p>Assessment data for writing for our Year 6 pupils highlights the need for a catch-up intervention for targeted pupils. This will be focus on writing and is characterised by a 1:1 pupil conferencing model to aid cohesion and teach specific transcription skills. Currently (December 2025) the gap in attainment between PP children and their peers for writing in Year 6 is only 2% but this reflects low overall attainment.</p> <table border="1" data-bbox="526 2011 1313 2047"> <thead> <tr> <th>Year Group</th> <th>Gap (as at Summer 2025)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Year Group	Gap (as at Summer 2025)																
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5- Attainment in Reading	Assessment data for reading for our Year 6 pupils highlights the need for a catch-up intervention for targeted pupils. This will be focus on comprehension and will also extend to year 3. Currently (December 2025) the gap in attainment between PP children and their peers for writing in Year 6 is 15%.	<table border="1"> <thead> <tr> <th>Year Group</th> <th>Gap (as at summer 2025)</th> </tr> </thead> <tbody> <tr> <td>R-Aut 1</td> <td>-5%</td> </tr> <tr> <td>1</td> <td>+7%</td> </tr> <tr> <td>2</td> <td>-6%</td> </tr> <tr> <td>3</td> <td>-12%</td> </tr> <tr> <td>4</td> <td>+8%</td> </tr> <tr> <td>5</td> <td>+13%</td> </tr> <tr> <td>6</td> <td>-5%</td> </tr> <tr> <td>6-SATS AUT 1</td> <td>-15%</td> </tr> </tbody> </table>	Year Group	Gap (as at summer 2025)	R-Aut 1	-5%	1	+7%	2	-6%	3	-12%	4	+8%	5	+13%	6	-5%	6-SATS AUT 1	-15%	
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6. Children's Readiness for Learning	Increase in social, emotional and mental health needs. Pupils have difficulties with wellbeing and resilience, and some find it difficult to regulate their emotions which can impact on their learning and behaviour. Leuven scale assessments for wellbeing and involvement, show that many of our disadvantaged children have lower levels of engagement, confidence and happiness compared with their peers. More children are presenting with issues related to anxiety and some parents have expressed concerns about their children's mental health. These findings are supported by National research.																				
7. Enrichment opportunities	Lack of exposure to cultural/ extracurricular experiences and understanding of the World - Some children, particularly those who are disadvantaged have narrowed experiences beyond the home or school and do not readily access opportunities to engage in clubs/activities that could enrich their lives.																				
8. Multiple barriers	Many of our pupil premium pupils fit into another vulnerable group such as having special education needs or having a social worker so have additional barriers to their learning including speech and language, social communication, poor working memory, SEMH and motor skills.																				

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
<p>Language development needs</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Staff know how to support all children to develop oracy skills including, language, vocabulary and communication skills.</p>	<ul style="list-style-type: none"> → Pupils with speech and language needs are identified quickly through initial screenings at the start of EYFS as well as class-based observations. → Language development groups are put in place to support and activities included in daily class-based routines. → Class teachers embed activities to support language development into quality first teaching with emphasis on rich vocabulary development throughout the curriculum. → Assessments monitor progress and attainment. → Assessments and observations indicate significantly improved oral language among disadvantaged pupils.

	<ul style="list-style-type: none"> → Attainment in oral language skills is closer to that of non-pupil premium children by end of year (except for some pupils with SEN). → Children use a wider range of vocabulary when speaking and in their written work.
<p>Attendance</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> → The attendance of children eligible for pupil premium will be in line with that of non-pupil premium children (target 96%). → Number of persistent absenteeism reduces. → Reduction in lateness of pupil premium children.
<p>Attainment in Maths</p> <p>To close the gap in the attainment in maths for disadvantaged pupils, with a particular focus on EYFS and KS2.</p> <p>Maths curriculum is well-designed and lesson sequencing enables pupils to acquire and use subject-specific knowledge that builds and deepens over time so that their learning becomes embedded and understood.</p> <p>Consolidate Pupil Premium profiles in order that teachers have expert knowledge of disadvantaged pupils in their class and are supported, where necessary, to address gaps in their knowledge in maths.</p>	<ul style="list-style-type: none"> → Formative assessment and teacher assessment 3 times a year indicates that maths attainment has improved. → The gap between attainment of disadvantaged and non-disadvantaged has narrowed, with a particular focus on year R and 6. → Whole school increased awareness and understanding of end of KS1 and KS2 outcomes and maths framework to support and inform adaptive and aspirational planning. → Teachers speak with more confidence and in detail about the strengths and areas for development in the mathematical understanding of their pupils. This will be shown in pupil progress meetings. → Teachers know and can implement approaches to best achieve pupil progress in Maths. They adapt planning and resources based on individual pupils needs. → Class teachers work with maths leader and SENCO to adapt planning for disadvantaged children and lowest 20% → Ongoing CPD in pedagogy and current research- successful partnership with the maths hub. → Staff will use assessment to target support for PP children.
<p>Attainment in Writing</p> <p>More disadvantaged pupils to achieve the expected standard in Writing in all year groups – raise attainment.</p> <p>English curriculum is well-designed and lesson sequencing enables pupils to acquire and use subject-specific knowledge that builds and deepens over time so that their learning becomes embedded and understood.</p> <p>Provide 1:1 tutoring and coaching to pupils in class or as intervention to improve outcomes for pupils.</p>	<ul style="list-style-type: none"> → In Year R, 2, 3 and 6, assessments, observations and data tracking show the gap is closing in writing attainment among disadvantaged pupils. For other year groups, the gap continues to be narrow as attainment increases. → Across the school, formative assessment and teacher assessment 3 times a year indicate that disadvantaged pupils are making expected or better progress. → The gap between attainment of disadvantaged and non-disadvantaged has narrowed at the end of KS2. → Whole school increased awareness and understanding of end of KS1 and KS2 outcomes and writing framework to support and inform adaptive and aspirational planning. → Teachers feel more confident to assess writing at all stages of development and in using this assessment to support progress in learning. → Teachers speak with more confidence and in detail about the strengths and areas for development of their pupils in writing. This is evidenced in Pupil progress meetings. → Teachers know and can implement approaches to best achieve writing progress. They adapt or differentiate planning and resources based on individual pupils needs. → Where needed, class teachers work with subject leaders and SENCO to adapt planning for disadvantaged children and lowest 20% → Ongoing CPD in pedagogy and current research

<p>Attainment in Reading</p> <p>To close the gap in the attainment in reading for disadvantaged pupils, with a particular focus on EYFS, Year 2, 3 and 6.</p> <p>Provide 1:1 tutoring and coaching to pupils in class or as intervention to improve outcomes for pupils.</p>	<ul style="list-style-type: none"> → The gap between attainment of disadvantaged and non-disadvantaged has narrowed in EYFS, year 2, 3 and 6, and maintained in all other year groups. → 1:1 phonics tutoring will support children who have gaps identified through assessment in their phonics knowledge. → Across the school, formative assessment and teacher assessment 3 times a year indicate that disadvantaged pupils are making expected or better progress in reading. → Children will show a greater love of reading and engagement with reading at home will increase.
<p>Emotional Regulation and Literacy</p> <p>Support staff are well deployed and adequately skilled to model and support regulation strategies.</p> <p>All staff to begin delivery of My Happy Mind to increase understanding of emotional regulation and literacy.</p>	<ul style="list-style-type: none"> → Identified pupils receive high quality pastoral support that enables them to access high quality teaching and learning through developing good behaviour, self-regulation and positive attitudes to learning. → Improved well-being and readiness to learn is evident for identified children through <ul style="list-style-type: none"> • Improved attainment • Reduction in frequency of poor behaviour/ lack of regulation • An increase in participation in enrichment activities for targeted pupils.
<p>Enrichment</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> → Finance is not a barrier for pupils to engage all enrichment activities the school has on offer. → 70%+ attend after school enrichment activities. → Sustained high levels of wellbeing demonstrated through qualitative data from student voice, student and parent surveys and teacher observations. → Physical activities evident in daily planning, routines and learning walks and is impacting positively on learning behaviours.

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: £38,034.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of a TA to provide support whilst teachers provide targeted small interventions- language intervention in EYFS</p> <p>£6445.50</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading and writing</p>	<p>1</p>

	<p>skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	
<p>Phonics training and support: RWI Development Programme</p> <p>Reading lead monitors daily phonic lessons to boost phonics and early reading and provide one to one coaching for staff</p> <p>£2320</p> <p>Teaching of phonics in small groups based on regular and ongoing assessment/phonic one to one tuition</p> <p>£12,891 (0.5 TA)</p>	<ul style="list-style-type: none"> → All staff will be highly trained in the teaching of phonics and early reading. Evidence base shows that a phonics based teaching approach to be reading is low-cost and has a high impact. → High quality teaching of phonics and one to one intervention in place to ensure pupils keep up not fall behind. → Reading is at the heart of our curriculum and raising the profile of reading for pleasure helps to ensure pupils develop a love of reading and are enthusiastic about it. <p>Read Write Inc. Phonics - trial EEF</p> <p>The reading framework</p>	5
<p>Delivery of high quality CPD by lead teachers in relation to QFT and the curriculum. Staff to attend Trust network meetings to support the development of quality first teaching. Leaders to be given release time to monitor and evaluate the impact of the curriculum. Particularly focussing on the core subjects.</p> <p>£11,652.60</p>	<p>The EEF Guide to the Pupil Premium states: 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'</p> <p>Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk) The EEF Guide to the Pupil Premium EEF</p>	All
<p>Clear identification of the needs of disadvantaged pupils through regular pupil progress meetings with class teachers, SLT, SENDCO and HT. To monitor the progress of and provision for disadvantaged pupils, especially those in other vulnerable groups</p>	<p>'Collecting data about the attainment and progress of pupils eligible for the PP can help schools to identify trends and target additional support.'</p> <p>The EEF Guide to the Pupil Premium EEF</p>	All
<p>To ensure maths mastery is embedded in line with DFE and Maths Hub guidance through providing CPD (including Teaching for Mastery training and internal coaching).</p> <p>CPD- Resources- See reasoning-£105 Subject leader release time to monitor and coach staff x 6 days-£1149.96</p> <p>Coaching from math expert for subject leader x4 days- £2320</p> <p>-Release time to work with maths hub x6 days-£1149.96</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>EEF Toolkit- Mastery learning (+5) EEF report- Using Digital technology to support learning</p>	3

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Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £36,381

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 or small group tutoring for year 6. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>£7830.20 (Maths) £7830.20 (Writing) £7830.20 (Reading)</p> <p>(HLTA cover)</p>	<p>We recognise that Quality First Teaching is the most effective provision for supporting children who have barriers to learning. However, some children require additional intervention to ensure they make at least good progress or have support in addressing gaps in knowledge. Many of the interventions implemented are personalised or research based to have the best possible impact on attainment and pupil progress.</p> <p>Working in small groups is effective due to greater feedback from the teacher and more sustained engagement in smaller groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>In previous years, teachers have found this time very useful as they offer time for children to reflect on their learning and develop skills in areas where they need support.</p>	3, 4, 5
<p>Targeted deployment of additional adults to support the delivery of QFT and purposeful feedback to enhance progress through smaller groups within classes.</p> <p>£6445.50</p>	<p>Research indicates that the targeted deployment of additional adults working with smaller groups as part of QFT has a positive impact on outcomes. Teaching Assistant Interventions EEF</p>	3, 4, 5
<p>Targeted intervention focussing of foundational knowledge and automaticity. This also includes systematic approach to intervention that support pupils with gap in Foundational knowledge across the whole school.</p> <p>£6445.50</p>	<p>Research indicates the importance of children mastering foundational knowledge/ skills in all subject areas including reading, writing maths and general knowledge to be successful by the end of KS1.</p> <p>Strong foundations in the first years of school - GOV.UK</p>	

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

Budgeted cost: £67,159.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for disadvantaged families with poor attendance: adult dedicated to community and family key worker 2.5 days per week</p> <p>£19,000</p>	<p>Some of our families are struggling with accessing support outside of school e.g. support with parenting, pupil's behaviour at home which has a knock-on affect to attainment in the classroom and attendance.</p> <p>Good attendance is a key factor in ensuring that children make progress and achieve their potential. A small number of families at the school struggle to maintain good levels of attendance and punctuality. Occasionally the school will support these families (long term or short term) and offer a funded place at breakfast club. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving attendance for the most disadvantaged pupils Improving school attendance: support for schools and local authorities - GOV.UK</p>	<p>2,</p>
<p>Trained ELSA to support pupils and families with their emotional wellbeing</p> <p>Trained Drawing and Talking practitioner</p> <p>Develop and enhance SEMH provisions and interventions including nurture provision.</p> <p>£6445.50 (lunchtimes) £25,782 (TA) Training (£1700)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>2, 5, 6</p>
<p>Enrichment opportunities</p> <p>Wild Beach- £7830.20 Dance House- £250 Trips £1200 Residential £1100 Clubs £1512 + £2340 = £3852</p>	<p>Children need to feel included and have a sense of belonging to their school community. It is important that all children have equal access to enrichment opportunities regardless of economic background. Our children benefit from activities that enhance the curriculum and bring learning alive. Educational visits provide practical memories and experiences which are easier to recall and therefore support the children's long-term learning. Exposure to real-life experiences that will enrich the development of the child will enhance academic attainment.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): and Collaborative learning approaches. A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. Enrichment activities provide extra opportunities for these skills to be developed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>5, 2, 6, 7</p>

Total budgeted cost: £141,574.72 (allowance £137,486)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

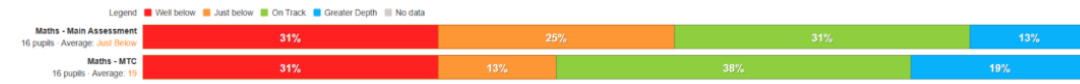
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended Outcome	Success Criteria
<p>Phonics and Early Reading</p> <p>Reading/phonics attainment is at least in line with National expectations for PPG pupils</p>	<p>The % of all children in Year 1 and Year 2 reaching the expected standard of the phonics screening check will be above that of national results.</p> <p>The % of Year 1 and Year 2 pupil premium children reaching the expected standard in the phonics screening check is in line with that of non-pupil premium children (with the exception of some pupils with a specific SEN in this area).</p>
<p>The % of year 1 children achieving the expected standard was 83% for all, 81% for disadvantaged. The gap between all and disadvantaged reduced by 10% over the year.</p> <p>The % of year 2 children achieving the expected standard by the end of year 2 was 90% for all, 74% for disadvantaged. These equates to 5 children not passing, all of whom are on the SEN register.</p>	
Intended Outcome	Success Criteria
<p>Attendance</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The attendance of children eligible for pupil premium will be in line with that of non-pupil premium children (target 96%).</p> <ul style="list-style-type: none"> Number of persistent absenteeism reduces.
<p>Attendance for disadvantaged pupils increased by 1.4% compared to last academic year. Persistent Absenteeism (PA) Reduction: PA among disadvantaged pupils reduced by 2.03%. The gap between PP attendance and that of all pupils remained unchanged.</p>	
Intended Outcome	Success Criteria
<p>Attainment in Maths</p> <p>To close the gap in the attainment in maths for disadvantaged pupils in KS2.</p>	<p>Formative assessment and teacher assessment 3 times a year indicates that maths attainment has improved.</p> <p>The gap between attainment of disadvantaged and non-disadvantaged has narrowed.</p>
<p>Reception: The attainment gap closed, moving from a 19% gap in the autumn term to a PP pupils outperforming all pupils by 3%.</p> <p>Year 1: A significant reduction in the gap by 12% was observed, indicating strong early intervention impact.</p> <p>Year 2: The gap increased by 4%, influenced by the mobility of two disadvantaged pupils who joined with low starting points, highlighting challenges posed by pupil turnover.</p>	

Year 3: 83% of disadvantaged pupils achieving the expected standard compared to 76% of all pupils, demonstrating strong relative performance despite the gap.

Year 4: Disadvantaged pupils outperformed their peers, with attainment increasing by 10%, a notable success in closing the gap and raising standards. Significant increase in PP attainment as shown below:

2023-2024:

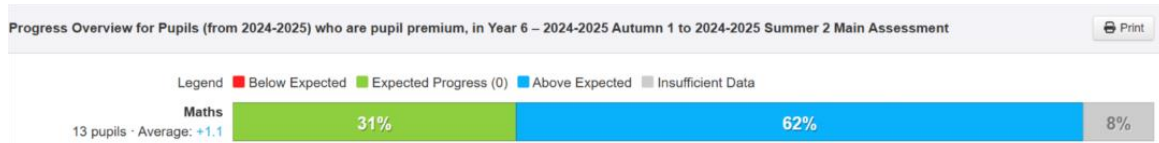


2024-2025:



Year 5: The gap increased by 2% impacted by pupil mobility.

Year 6: The gap increased by 3%, with mobility factors also influencing results but progress was strong:



Intended Outcome	Success Criteria
<p>Emotional Regulation and Literacy</p> <p>Support staff are well deployed and adequately skilled to model and support regulation strategies.</p> <p>All staff to begin delivery of My Happy Mind to increase understanding of emotional regulation and literacy.</p>	<p>Identified pupils receive high quality pastoral support that enables them to access high quality teaching and learning through developing good behaviour, self-regulation and positive attitudes to learning.</p> <p>Improved well-being and readiness to learn is evident for identified children through</p> <ul style="list-style-type: none"> Improved attainment Reduction in frequency of poor behaviour/ lack of regulation An increase in participation in enrichment activities for targeted pupils.
<p>Autumn (before intervention) - 97 incidents involving PP children; Summer 2, 72 incidents involving PP children (recording started part way in the autumn term)</p>	
Intended Outcome	Success Criteria
<p>Attainment in KS2 Writing</p> <p>More disadvantaged pupils to achieve the expected standard in Writing at the end of KS2 – gap closing.</p> <p>Disadvantaged pupils continue to make good progress and attain well in their writing across EYFS and KS1.</p>	<p>In Year 6, assessments, observations and data tracking show accelerated writing attainment among disadvantaged pupils.</p> <p>Across the school, formative assessment and teacher assessment 3 times a year indicate that disadvantaged pupils are making good or accelerated progress.</p>

The gap between attainment of disadvantaged and non-disadvantaged has narrowed in KS2.

Reception: The gap between PP and non-PP children’s writing attainment was diminished, with disadvantaged pupils outperforming all in writing by 11%.

Year 1: A positive reduction of 10% in the attainment gap was achieved.

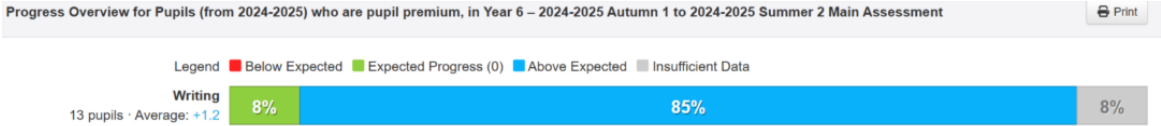
Year 2: The gap was maintained despite mobility challenges with new PP children entering significantly below expected levels.

Year 3: The gap remained low (+2%) from autumn to year-end, reflecting stable progress.

Year 4: The gap increased by 7%, partly due to incoming pupils with lower attainment, signaling the need for targeted support in this cohort.

Year 5: A significant reduction of 11% in the attainment gap was recorded.

Year 6: A concerning increase of 30% in the gap was noted following increased expectations and curriculum standardisation, highlighting a critical area for urgent focus. However, further analysis showed significant progress of all PP pupils:



Intended Outcome	Success Criteria
<p>Enrichment</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Finance is not a barrier for pupils to engage all enrichment activities the school has on offer.</p> <p>70%+ attend after school enrichment activities.</p>

- 100% of disadvantaged children engaged with enrichment during school hours e.g. Wild beach sessions, trips.

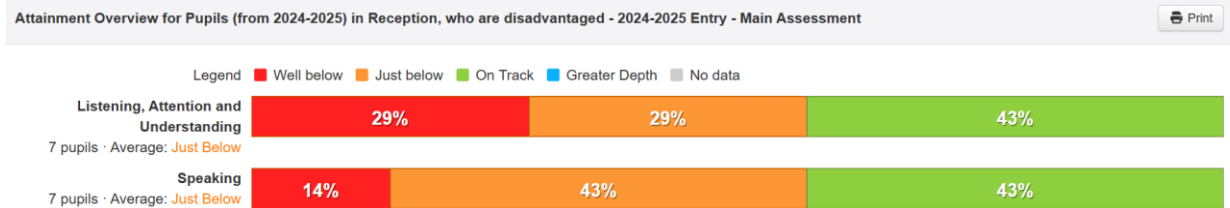
	2024-25
Year R	45%
Year 1	61%
Year 2	63%
Year 3	57%
Year 4	43%
Year 5	35%
Year 6	50%

- % of our disadvantaged pupils attended a club in out of school hours:

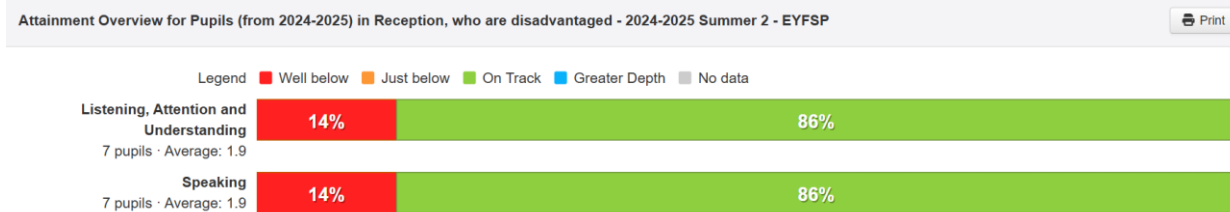
Intended Outcome	Success Criteria
<p>Oracy</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> · Pupils with speech and language needs are identified quickly through initial screenings at the start of EYFS as well as class-based observations. · Language Enrichment groups are put in place to support and activities included in daily class-based routines. · Class teachers embed activities to support language development into quality first teaching with emphasis on rich vocabulary development.

- Mid-year assessments monitor progress and attainment.
- Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
- Attainment in oral language skills is closer to that of non-pupil premium children by end of year (with the exception of some pupils with SEN).
- Children use a wider range of vocabulary when speaking and in their written work.

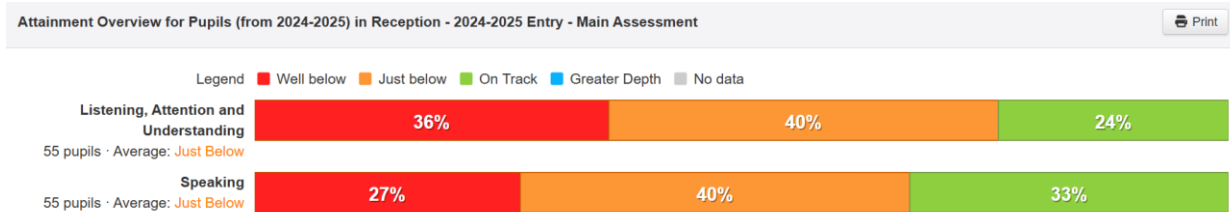
Entry-Disadvantaged:



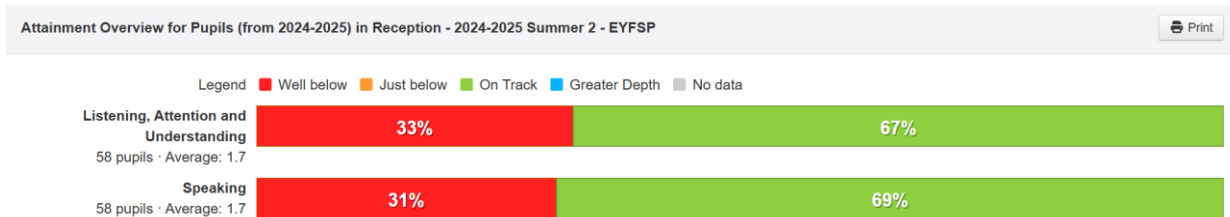
Summer2- Disadvantaged:



Entry: All



Summer 2: All



Gap between Disadvantaged and all- +19% and +10% (Autumn 1)
 Gap between disadvantaged and all- +19% and +17% (Summer 2)
 Positive gap maintained and increased.
 Disadvantaged pupils outperformed all pupils.

WellComm intervention- -All Pupil Premium children in the intervention group reached expected levels, demonstrating the effectiveness of targeted support for vulnerable learners.