

Pupil premium strategy statement for Berkeley Primary School

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 (2025-2026) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Berkeley Primary School
Number of pupils in school	547 (+38 Nursery)
Proportion (%) of pupil premium eligible pupils	28%
Academic years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Anna Cvijetic Headteacher
Pupil premium lead	Wendy Howlett Paul Newsome
Governor / Trustee lead	John Veall Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£246945

Part A: Pupil premium strategy plan

Statement of intent

The aim of our pupil premium strategy is to support all disadvantaged pupils to achieve in line with their peers in school and nationally and to make good progress irrespective of their background or the challenges they face.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the specific challenges faced alongside research conducted by the EEF. Our approach will be responsive to common challenges and individual needs and rooted in robust diagnostic assessment.

Common barriers to learning for the disadvantaged children at Berkeley Primary School can be: less support at home, low aspirations, weak language and communication skills, challenging behaviours and other SEMH needs and a lack of access to enrichment opportunities.

High-quality teaching is at the heart 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.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and raise expectations of what they can achieve.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment in Maths</p> <p>End of KS2 results show a difference of 13% between our pupil premium children and non-pupil premium children achieving the age-related expected level. Assessments, observations and discussions with staff have identified that children's ability to apply mathematical fluency to written strategies and problem solving / reasoning are low. The percentage of children achieving the higher standard in maths is below for all children.</p>
2	<p>Children's emotional wellbeing and behaviour.</p> <p>Teacher requests for and concerns around children's emotional / behavioural needs continues to be high, particularly for the younger children. Reports of children's mental health charities receiving an increase in referrals have been well documented recently. Analysis of EYFS data shows that, for those children not achieving GLD, the main area of learning is Personal, Social and Emotional Development (managing self, self regulation and developing relationships).</p>
3	<p>Phonics and Reading</p> <p>Assessments have shown that our disadvantaged pupils generally have greater difficulties with phonics than their peers. The percentage of children by the end of Year 2 in 2023/2024 achieving the phonics standard was 76% of pupil premium children compared with 88% of non-pupil premium children. This negatively impacts their development as readers. A significant proportion of those not meeting the standard at the end of Year 1, were pupil premium children.</p> <p>Internal and external monitoring identified that the teaching of phonics was good but the lesson format, assessment materials and resources being used were not supporting our children to learn effectively.</p> <p>In KS2, pupil premium children are performing broadly in line with their non pupil premium peers and achieving the expected standard, however fluency is a barrier in lower KS2 and monitoring suggests that this is a barrier for pupil premium children achieving the higher standard by the end of KS2. Currently the difference between the two groups is 10%.</p>
4	<p>Written communication skills</p> <p>Assessments and observations in English have identified that the communication skills (including written and presentation skills) and the application of good vocabulary of the children in our school needs further development to support their learning across the curriculum. This is more marked in our pupil premium children. Written communication is an area for development for all pupils but particularly for pupil premium children. The end of KS2 data showed that there was a difference of 8% between those pupil premium and non-pupil premium children meeting the expected standard. We will be building on the good results around oracy skills to develop our pupils writing.</p>
5	<p>Missed Learning / Attendance</p> <p>The attendance figures for 2023-2024 show a difference of 3.4% between pupil premium and non-pupil premium and further analysis, the percentage of persistent absentees in our disadvantaged group being 10% more than for our non-pupil premium group. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Character Education and Raising Aspiration</p> <p>Qualitative data found that children communicated experiencing anxiety and low levels of resilience within the classroom. In addition, pupils from year five and six demonstrated a lack of aspiration for their future. Those children that could communicate their aspirations had a limited awareness regarding the range of jobs available.</p>

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
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • KS2 maths outcomes show that the gap between the attainment of our PP children and the national averages has significantly diminished or closed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils with particular focus on the attributes within character education.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Targeted children increasingly employing strategies to self-regulate their behaviour and emotions. • Monitoring shows increased engagement with learning tasks across the curriculum and children are making expected or better progress in their learning. • Pupil and teacher scores relating to personal characteristics show an increase (baseline data compared with the end of the year).
Improved attainment in phonics for disadvantaged pupils.	<ul style="list-style-type: none"> • Phonics screening outcomes show the gap between the attainment of our PP children and the national averages has significantly diminished or closed. • Percentage of children achieving the Phonics check standard by the end of Year 2 is at least 90%. • All PP children without SEN, to have achieved the phonics check standard by the end of Year 3.
Improved writing attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • KS2 writing outcomes show that the gap between the attainment of our PP children and the national averages has significantly diminished or closed.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • The gap for persistent absences between disadvantaged pupils and their non-disadvantaged peers is reduced by at least 5%. • Percentage attendance for pupil premium children improves from 92% to 95% by the end of 2026-2027 academic year.
To raise the aspiration of all children within and outside of a school setting.	<ul style="list-style-type: none"> • Children to show an awareness of inspirational people and their character traits. • Children demonstrate an increase in awareness of future employment opportunities by 10% from the baseline data.

Activity in this academic year

This details how we intend to spend our pupil premium funding for this academic year (2025-2026) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £93950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed strategies to improve children's mathematical fluency (key number facts) and apply these to mental maths, written strategies and problem solving.	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1
Subscribe to White Rose maths planning resources.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Revise maths curriculum from EYFS-Year 6 using White Rose and Oak National as the core resources.	White Rose Maths' mastery approach focuses on deep understanding, not just surface-level knowledge, by breaking down concepts into small steps, reinforcing them through repetition (Concrete Pictorial Abstract - CPA) and ensuring all students grasp a concept before moving on, emphasizing fluency, reasoning, and problem-solving for adaptable skills, viewing learning as a "journey to mastery" rather than a race.	
Devise CPD programme to develop and support staff to effectively deliver the new curriculum.	Following question analysis of KS2 tests a need to focus on challenge and the application of key facts emerged.	
Develop strategies to improve the level of challenge for children with the potential to achieve GD.		
Regular release time for KS1 and KS2 Maths leads to attend Maths Hub training, monitor teaching and learning and support colleagues.		

<p>Continue to embed the delivery of Little Wandle phonics programme to ensure consistent practice and clarity in our teaching and learning in phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils Phonics EEF</p>	<p>3</p>
<p>Effective CPD for all staff to improve subject knowledge, knowledge and understanding of the scheme and the quality of the teaching and learning of phonics, including the continuation of Team Practice sessions, CPD & monitoring and feedback strategy to ensure consistent practice.</p>	<p>The phonics scheme and catch-up programme selected from the DfE approved list and from recommendations from the English Hub. Choosing a phonics teaching programme - GOV.UK</p> <p>High quality staff CPD delivered to both teachers and teaching assistants improves the impact it will have on children's learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p>Regular release time for KS1 and KS2 Phonics leads to deliver coaching sessions to develop staff knowledge and understanding and to ensure consistency in practice.</p>	<p>In In 2022, the Education Endowment Foundation (EEF) and HFL Education worked in collaboration to produce a suite of materials to support practitioners develop their skill and understanding of effective fluency instruction. HFL Reading Fluency Project</p> <p>Improving Literacy in Key Stage 2 EEF</p>	
<p>To develop the teaching of fluency in reading in KS2, including tracking and monitoring progress.</p>	<p>The programme was trialled in Year 3 and results showed a positive impact.</p>	<p>3</p>
<p>Ensure our fluency reading curriculum is sequenced and that explicit teaching of reading strategies, including fluency lessons built in throughout the school.</p>	<p>Ofsted research 2022 highlights the importance of developing writing alongside oracy and reading. Research review series: English - GOV.UK</p>	
<p>Devise and carry out a CPD plan (staff meetings, courses, coaching) for Fluency to ensure staff have the knowledge they need to teach this effectively including, supporting teachers and TAs with delivering high quality Book Club sessions, to include Fluency.</p>		

<p>Revise writing curriculum ensuring that we are clear on the knowledge and skills that need to be taught; reading and oracy skills link to content and that there is progression in the knowledge and skills needed across the school.</p>		4
<p>Subscribe to Spelling Shed and Letter join to ensure consistency and progression in our approaches to teaching spelling and handwriting.</p>		
<p>Devise and carry out a CPD plan including coaching sessions, staff meetings and year group meetings on relevant Writing areas to ensure staff have the knowledge they need to teach Writing effectively.</p>		
<p>Regular release time for Writing lead to attend relevant training and develop staff knowledge and understanding to ensure consistency in practice.</p>		
<p>Develop a clear whole school strategy and understanding of character education.</p>	<p>Public Health England, 'Local action on health inequalities: Building childrens and young People's Resilience In Schools,' highlighted the following:</p> <ul style="list-style-type: none"> ● The negative impact of socio-economic factors on resilience in schools ● The necessity for schools to build young people's resilience ● Students that are more likely to experience adverse conditions lack the necessary resilience to tackle them ● School's need to address resilience to aid better outcomes - both in terms of health and academia <p>Building children and young people's resilience in schools</p> <p>Self-regulation has been shown to be a cost-effective way to improve attainment (+3 months)</p>	2 and 6

	<p>Embedding self-regulation strategies is particularly useful for disadvantaged children. Self-regulation strategies EEF</p> <p>There needs to be better support and career advice for children in primary school, particularly disadvantaged and SEN pupils who need to be better prepared for the future. Careers Education, Information, Advice and Guidance</p> <p>Personal development and restorative practices - with the use of 'invisible backpacks' - prepares children for adult life. This allows children to see themselves as responsible and accountable citizens both globally and locally. Inspection of an outstanding school: Thoresby Primary School https://thoresbyprimaryschool.org.uk/Vision-Ethos/</p> <p>It is important for children to work towards long term goals in order to remain motivated. Higher levels of self-efficacy and self-belief are linked to better outcomes and interest in work. Character education in schools should be achieved through an effective curriculum, co-curriculum and be relevant to the school context. Character Education - Framework Guidance - GOV.UK</p> <p>Raising aspiration and career guidance is a necessity for social mobility. For children who lack social capital and home support, raising aspiration and effective career guidance is even more vital. Good Career Guidance Education Gatsby</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £77060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily individual sessions for targeted pupil premium pupils to address gaps in their mathematical fluency (Numberstacks).	One to one tuition is very effective at improving pupil outcomes and an effective strategy for providing targeted support for pupils that have a need in a specific area. One to one tuition EEF	1, 5
Focused phonics sessions delivered daily for a half term targeted at disadvantaged pupils who require further phonics support and the phonemes they need to learn. This includes delivery of Year 2, 3, 4, 5 and 6 intervention programme (Rapid).	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. (EEF) Phonics EEF These will be delivered in small groups. Small group tuition EEF	3, 5
Embed HFL reading fluency intervention in Years 3 and 4.	These will be delivered in small groups. Small group tuition EEF	3
Focus group of Year 5 children selected to be involved in the Reading Stars programme delivered by specialist staff and a teacher from the school.	We engaged in this programme last year and it had an impact on children's love of reading and writing confidence. www.studyparks.org.uk/reading-stars	4, 5
One to one classroom support and bespoke interventions delivered by dedicated staff (one to one or small group) to support children's emotional wellbeing and development of strategies for self-regulation.	Targeted interventions can have positive overall effects to attainment. Need to have a balance of interventions and approaches. Interventions with highest impact focus on self-management or role-play and rehearsal. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions School involved in the Thrive approach and using to target interventions for small groups of pupils. https://www.thriveapproach.com/impact-and-research/impact-report	2
Extending the use of Wellcomm as an intervention programme in to Year 1 as well as in Reception.	There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts, particularly on reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 4, 5
Qualified teachers to deliver small group and 1 to 1 tuition to Year 6 pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 and 5

	<p>Booster programme needs to specifically target the gaps and needs of the children in the groups as well as exposing the children to appropriate activities to ensure the interventions are effective.</p> <p>https://thirdspacelearning.com/blog/year-6-maths-revision-sats-booster-resource/</p> <p>These will be delivered in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £75935

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention Behaviour / Inclusion Leads to: support staff; deliver intervention sessions for pupils; attend, facilitate and deliver CPD and model strategies to promote our school ethos and a consistent positive approach to behaviour management across the school.</p> <p>Use training received (ELSA and THRIVE) to support individual children.</p> <p>Continue to research new approaches to compliment our behaviour strategies at a whole school level.</p> <p>New Inclusion lead to attend ELSA training and more experienced one to continue with the supervision sessions.</p>	<p>Important for consistency for whole school and interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Schools and settings that have adopted Thrive have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale.</p> <p>https://www.thriveapproach.com/impact-and-research/impact-report</p> <p>Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child about more effective responses. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.</p> <p>https://www.emotioncoachinguk.com/research-update</p>	2
<p>Improve the quality of social and emotional learning and our behaviour curriculum through the use of SCARF materials and professional development / training for staff.</p> <p>Involvement in the With Me In Mind programmes. Workshops and training delivered for staff, parents and children to support key times when pupils mental health may be effected e.g. transition to secondary school.</p>	<p>Evidence suggests that addressing childhood social and emotional skills can lead to improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://withmeinmind.co.uk/about-us/</p>	2
<p>Develop effective approaches to support parental engagement, particularly through communication for SEND, Phonics and maths workshops and events.</p>	<p>Evidence that parental engagement can have a positive impact on a child's development. Approaches need to be well thought out and ensure meet the needs of the children and not further widen the gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 3, 4 & 5

<p>Share attendance information regularly with parents and regular briefings for staff to ensure the importance of attendance is raised and staff have the knowledge to support attendance effectively.</p>	<p>Principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Work with the local authority's Education Inclusion officer, applying the local ATTEND framework.</p>		
<p>Develop strategies to support parents and children with attendance, including having dedicated staff with attendance as a clear focus (Family workers)</p>		
<p>External training for PP Lead to ensure up to date with current thinking for improving outcomes for PP children. (North Lincolnshire Disadvantaged Network, visiting other schools, Small Starts. Big Dreams).</p>	<p>Release time.</p>	<p>1,2,3,4,5</p>
<p>Subsidising educational visits, workshops, breakfast club, after school clubs which carry a charge and enrichment activities to ensure they can access wider opportunities that they may otherwise not be able to.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 5</p>
<p>Developing children's knowledge and understanding of inspirational people and characteristics to maximise their potential for learning and future aspirations. This will be done through:</p> <ul style="list-style-type: none"> ● Character education ● Introduction of Berkeley Backpack ● Assemblies linked to inspirational people and characteristics ● Oracy assemblies to focus on careers and aspirations ● Career fayres, visits and other events to raise aspirations 	<p>Public Health England, 'Local action on health inequalities: Building childrens and young People's Resilience In Schools,' highlighted the following:</p> <ul style="list-style-type: none"> ● The negative impact of socio-economic factors on resilience in schools ● The necessity for schools to build young people's resilience ● Students that are more likely to experience adverse conditions lack the necessary resilience to tackle them ● School's need to address resilience to aid better outcomes - both in terms of health and academia <p>https://assets.publishing.service.gov.uk/media/5a74abbbe5274a52940693af/Review2_Resilience_in_schools_health_inequalities.pdf</p> <p>Self-regulation has been shown to be a cost-effective way to improve attainment (+3 months)</p> <p>Embedding self-regulation strategies is particularly useful for disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies</p> <p>There needs to be better support and career</p>	<p>2 and 6</p>

	<p>advice for children in primary school, particularly disadvantaged and SEN pupils who need to be better prepared for the future. https://publications.parliament.uk/pa/cm5803/cmselect/cmeduc/54/report.html</p> <p>Personal development and restorative practices - with the use of 'invisible backpacks' - prepares children for adult life. This allows children to see themselves as responsible and accountable citizens both globally and locally. https://files.ofsted.gov.uk/v1/file/50238969 https://thoresbyprimaryschool.org.uk/Vision-Ethos/</p> <p>It is important for children to work towards long term goals in order to remain motivated. Higher levels of self-efficacy and self-belief are linked to better outcomes and interest in work. Character education in schools should be achieved through an effective curriculum, co-curriculum and be relevant to the school context. https://assets.publishing.service.gov.uk/media/5f20087fe90e07456b18abfc/Character_Education_Framework_Guidance.pdf</p> <p>Raising aspiration and career guidance is a necessity for social mobility. For children who lack social capital and home support, raising aspiration and effective career guidance is even more vital. https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p>	
<p>Involvement in the OPAL programme to develop play in school.</p>	<p>Following a visit to another school, discussions with other leaders who have OPAL in their school and a presentation lead by a member of OPAL staff this is a programme that was evaluated as something that would support improvements in behaviour and the development of key characteristics (resilience, co-operation, self regulation, risk taking etc) in our children</p> <p>The Case for Play in Schools: A review of the literature</p> <p>Supporting school improvement through play: An evaluation of South Gloucestershire's Outdoor Play and Learning Programme</p>	<p>2 and 6</p>

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 2024-2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level, local level and to the results achieved by our school's non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Below is an analysis of the findings and the progress made towards the intended outcomes of the previous strategy.

Intended Outcome - Improved maths attainment for disadvantaged pupils at the end of KS2.

The school's overall results in maths (74%) were in line with the national average (73%). Despite improvements seen from the Autumn term to the Summer term, the attainment gap for those achieving the age-related expectation between our disadvantaged pupils and non-disadvantaged pupils remains significant and the percentage achieving ARE is 8% below the national average for all pupils. This is an improvement on the previous year's results which was at 9%. Analysis of SATs papers showed that there had been improvements in the scores achieved in the arithmetic papers, however this knowledge wasn't effectively being applied to solve problems in the reasoning papers.

The whole school approach to teaching instant recall of times tables facts is now embedded. The strategies adopted have had a positive impact with the results of the MTC June 2024 showing 36% achieving the full score of 25. This is higher than national data (34% achieving 25).

The school's overall results in maths (75%) were in line with the national average (74%) for 2025. Year 6 phase lead confirmed a marked improvement in arithmetic scores across the board from the baseline scores. In addition, the percentage of non-pupil premium children not achieving the level expected for year 6 SATs was 30% compared to 21% of pupil premium children. The attainment gap for those children achieving age-related expectations between the two groups of children was not evident with 71% of pupil premium children achieving ARE compared to 52% of non-pupil premium children. The percentage of pupil premium children achieving above the expected standard in maths was 7% compared to 18% of non-pupil premium children.

The continued approach to teaching instant recall of times tables meant that the percentage of year four children achieving 25/25 on the MTC in 2025 was 53%. Pupil premium children achieving 25/25 (47%) was 11% lower than that of their non-pupil premium peers (58%). This is still above the national average of 38%.

Students will again be identified in due course for tutoring, and practice exams will be given to teaching staff to highlight areas of weakness across the three papers.

Intended Outcome - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils with particular focus on the attributes within character education.

Increased adult support and bespoke interventions planned and delivered have enabled those children experiencing difficulties to increasingly employ strategies to self-regulate their

behaviour and emotions. This has resulted in 2 pupils no longer requiring an individual behaviour plan (This equates to 6 over the last three years). In addition, through the school's robust evidence building practices and working with other agencies, four children have been assessed by the authorities SEND team as requiring specialist provision to better support their SEMH needs.

The number of children requiring regular support sessions with our Emotional Support teaching assistant has reduced. All school staff have become more skilled in recognising and supporting children's mental health as a result of staff training and the involvement of the educational psychologist and the With Me In Mind team. Opportunities to focus on mental health and building in mindfulness activities are now embedded across the curriculum and through assemblies.

Of the 34 for children in school that receive SEMH plans, 18 are PP premium children. This equates to 53%. PP and non-pupil premium children are identified for interventions at the earliest opportunity to enable staff to best cater for their needs and wellbeing. As of Autumn 2025, there are 20 children without SEMH plans participating in school nurture groups. 8/20 (40%) children are categorised as PP.

In order to further address the wellbeing needs of both PP and non-pupil premium children, two staff members (inclusion leads) are due to complete an ELSA (Emotional Literacy Support Assistant) training program.

Leaders visited other schools and attended network meetings to better understand character education. Staff training delivered to improve knowledge of teaching staff and plans put in place to introduce and develop character education across the school in the academic year 2025-2026.

Intended Outcome - Improved attainment in phonics for disadvantaged pupils.

A consistent approach to teaching phonics is now embedded across the school. The percentage of children by the end of Year 2 in 2023/2024 achieving the phonics standard was 76% of pupil premium children compared with 88% of non-pupil premium children. This negatively impacts their development as readers. A significant proportion of those not meeting the standard at the end of Year 1, were pupil premium children.

The consistent approach to phonics and the introduction of Little Wandle meant a 75% pass rate in the year 1 phonics screening. However, 66.6% of pupil premium children passed the screening. 58% of the relevant cohort achieved a good level of development (including literacy and numeracy) in reception. The phonics screening results for pupil premium children does show an improvement but not to the same degree as their non-pupil premium peers. A consistent approach to teaching phonics is now embedded across the school. The percentage of children by the end of Year 2 in 2024/2025 achieving the phonics standard was 65% of pupil premium children compared with 85% of non-pupil premium children. As a result, the majority of children requiring Rapid Phonics intervention will be pupil premium children.

Intended Outcome - Improved writing attainment for disadvantaged pupils at the end of KS2.

How we Teach Writing document written, the curriculum review completed and new plans in place for the start of the 2025/2026 academic year as well as continuing our subscription to Spelling Shed and Letter Join. All of which supports the effective teaching and learning of writing.

End of KS2 data in 2025 showed that our pupil premium children were performing broadly in line with non-pupil premium children as 82% of PP children achieved the expected standard or above compared with 83% for non-pupil premium children which indicates that the strategies in place are supporting all children.

Intended Outcome - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

The attendance figures for 2023-2024 show a difference of 3.4% between pupil premium and non-pupil premium and further analysis, the percentage of persistent absentees in our disadvantaged group being 10% more than for our non-pupil premium group. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Attendance figures for our pupil premium pupils for the academic year 2023-2024 show a difference of 3.4% between pupil premium and non-pupil premium and through further analysis, the percentage of persistent absentees in our disadvantaged group being 10% more than for our non-pupil premium group. This is a reduction by 1% from the previous year. We recognise this gap is too large and we will continue to work closely with our allocated education inclusion officer as part of the ATTEND framework to provide support and advice to improve attendance outcomes.

The attendance figures for 24-25 shows a difference of 2.6% between pupil premium and non-pupil premium. This is a slight drop from the previous year. Nevertheless, pupil premium attendance is still lower than the national average. Further analysis shows that 21% of pupil premium children were persistently absent (0.6% severely absent). 11.3% of non-pupil premium children were persistently absent. Continuing to work with our EIO is necessary to improve attendance and attainment for our pupil premium children. In addition, we will continue to impress upon adults the importance of attendance in relation to future prospects and attainment.

Intended Outcome: To raise the aspiration of all children within and outside of a school setting.

During the year, year 5 children had visits from Barclays Life Skills and Volker Rail. A number of PP children attended the local UTC to focus on engineering and STEM related fields. Furthermore, the year 6 children had visits from the fire brigade and all KS2 children had a talk with the 'fire dogs' present. During this talk, children were informed about the dogs and career aspects related to their handlers.

There were also online webinars attended by KS2 children regarding careers in aviation. This year, the main area for improvement will be to provide more discussions and visits for children in KS1 and EYFS. As a result, an online meeting has been arranged for 18.12.25 with a third party to explore a subscription to ready-made resources.

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