



Pupil premium strategy statement



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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	19% (62 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026 (the aims cover 3 years but we have focused on a funding overview for one year)
Statement authorised by	Amie James
Pupil premium lead	Amie James/ Alison Allerton
Governor / Trustee lead	Pauline Matheson Marks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103 334.84
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£103 334.84

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	N/A
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Part A: Pupil premium strategy plan

Statement of intent

At Standens Barn Primary School we aim that all children, irrelevant of their background, circumstances or the challenges they face will reach their full potential, make good progress and achieve high attainment across all areas of the curriculum.

Our strategy outlines how we will support our disadvantaged children to ensure they have the same experiences and opportunities to enable them to make excellent academic progress in line with their peers both in our school and nationally. We want to ensure we develop the skills they need to achieve their goals and to reach for their aspirations.

Our aim is for pupils to experience quality resources which support and impact on their learning. Individualised support is offered to our disadvantaged children, identifying their individual needs and barriers to learning to enable us to provide an effect support package, allowing each child to learn at their best. Our approach is responsive to common challenges and individual needs. Needs are identified through comprehensive analysis of data following assessment of both academic and emotional need where impact of intervention is then monitored and adjusted to match individuals.

Objectives and aims:

- To narrow the gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to reach age related expectations by the end of Key Stage 2 (in line with or above overall national outcomes).
- To ensure high quality teaching is the foundation for progress and success.
- To ensure that all staff have high aspirations of all disadvantaged pupils including those with additional needs and those who are high attaining.
- For early identification and intervention processes to be in place to ensure gaps in academic and social development are addressed quickly and effectively
- For a whole school approach to be used- where all staff take responsibility for the outcomes of disadvantaged pupils and implementation of strategies to raise attainment.
- To provide high quality pastoral and well-being support which focuses on the social and emotional development of pupils, ensuring they are 'ready to learn', feel happy and safe and to also develop their character and BEST (school ethos) principles.
- To address non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital through continuing to provide high-quality pastoral support.
- To ensure Pupil Premium funding reaches the pupils who need it most- ensuring its allocation is used following analysis of individual children, groups and cohorts.

School Context:

Standens Barn Primary School is 2-form entry. The school is located in Northamptonshire with 48% EAL and 12% SEN.

- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.
- The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

Challenges

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

Challenge number	Detail of challenge
1	<p>Rise in SEMH and increased numbers of children with complex difficulties</p> <p>Following chronologies devised, observations and discussions with pupils, staff, families and outside agencies, we have identified social and emotional issues for many pupils, notably due to anxieties, difficulties with social communication, learning resilience and attachment/trauma-based difficulties. These challenges affect disadvantaged pupils in many ways including their attainment, emotional regulation and responses to given situations and circumstances and readiness to learn.</p>
2	<p>Inward mobility across our school remains high and has serious impact on children's attainment. An increasing number of children join our school, throughout all school years, and require intensive support with curriculum input and, in some cases, this is in addition to learning English as an additional language or with SEND.</p>
3	<p>Limited wider experiences, EAL and exposure to articulate language use affect their knowledge and understanding of the world around them and the vocabulary they hear. This therefore impacts their literacy attainment and their comprehension and inference skills.</p>
4	<p>Whilst the gap is closing, the attendance of our pupil premium children as a group is collectively lower than the whole school and non-pupil premium children. In 2022-2023, attendance for pupil premium was 93.3% whilst non pupil premium was 94%. In 2023-2024, attendance for pupil premium was 94.3% whilst non pupil premium was 95.4%. In 2024-2025, attendance for pupil premium was 93.9% whilst non-pupil premium was 95.7%.</p>
5	<p>In some cases, support and engagement from home, access to resources and wider experiences are limited (such as satisfactory home environment, access to reading books, uniform, food and technology, exposure to wider vocabularies and English as a language or wider life experiences) and has significant impact on their academic attainment, life skills and life chances.</p>

6.	A higher portion of children with pupil premium enter school in various year groups with lower baseline scores and this therefore impacts attainment as they move through the school.
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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
To raise self-confidence, self-belief and sustain improved well-being and resilience for all pupils including those who are disadvantaged pupils.	Children to be settled within school environment, access learning successfully and consistently and face challenges readily and with persistence and enthusiasm. Children to seek help when needed, develop their emotional regulation and respond with appropriate actions to difficult circumstances.
To achieve and sustain improved attendance for all children particularly our disadvantaged children.	To narrow the gap between pupil premium children and non-pupil premium children All children to attend school daily and on time
To improve progress and attainment outcomes in reading, writing and maths for disadvantaged pupils- to enable them to reach the targets as set by previous outcomes and current attainment from Reception to Year 6.	To ensure that EYFS, KS1 and KS2 reading, writing and maths outcomes are at least age-related expectations, and combined outcomes are in line or above overall national outcomes.
To continue to improve phonics outcomes at the end of EYFS and KS1	To ensure that phonics outcomes for end of EYFS, Year 1 and 2 for all groups are at age related expectations.
<p>For PP children to be in school uniform and have equitable access to and participate in available school activities/clubs.</p> <p>For PP children to have access to wrap around care and extra-curricular activities through a subsidy from the voucher to support attendance if needed.</p>	<p>Children will access all given opportunities including visits and extra-curricular clubs and will attend school daily and on time.</p> <p>School will continue to plan and offer curriculum wow events and curriculum related visits and visitors</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £33 917.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All appropriate staff to receive CPD for phonics from RWINC lead professionals and InMAT</p> <p>RWInc interventions to be identified for those pupils who are not on track and FTT to be offered on a 1:1 basis</p> <p>Phonics Lead with a specific focus on raising Phonic attainment EYFS, Year 1 & Year 2.</p> <p>Coaching, modeling and monitoring of RWInc by Phonics Lead and RWINC to ensure the teaching and learning of phonics remains at a high standard and that the attainment and learning of disadvantaged children remains a focus.</p>	<p><i>EEF:</i></p> <p><i>Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</i></p> <p><i>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i></p> <p><i>Phonics can be especially beneficial for children who are lower attaining.</i></p> <p><i>The teaching of phonics should be matched to children's current level of phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</i></p> <p><i>Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children make progress in all aspects of reading including comprehension and the development of vocabulary and spelling, both of which should also be taught explicitly.</i></p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils.</i></p>	<p>2, 3, 6</p>
<p>PiXL assessments completed following data calendar 2025/2026 across all year groups. RSL to support staff to ensure QLAs guide practice and identify learning gaps and to ensure adaptations are based on impact.</p> <p>Teaching staff and SLT to use raising standards meetings, plans and data sheets to gather information in relation to children who are PP and ensure these tools are used to identify gaps in learning and next steps (adaptations and interventions)</p>	<p><i>Use of research-based assessment tools and QLA to address need and identify gaps in learning.</i></p> <p><i>Rigorous and regular monitoring ensuring gaps a identified and swift action taken so immediate impact on teaching and learning</i></p> <p><i>EEF:</i></p> <p><i>Diagnostic assessment can be used to assess the best way to target support.</i></p>	<p>2, 3, 6</p>
<p>Continue to develop a CPD and coaching approach for teaching staff by embedding the use of relevant and contextual Tom Sherrington Walkthrus</p>	<p><u>EEF-Effective-PD-Recommendations-Poster.pdf</u></p> <p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</i></p> <p><i>To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.</i></p>	<p>2, 3, 6</p>

Co	<p><i>EEF:</i> <i>The average impact of behaviour interventions is three additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i> <i>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</i></p>	
<p>Continue to embed strong feedback for all children but especially for those who are pupil premium eligible.</p> <p>Ensure those who are PP are a clear focus for all support staff and teaching staff (in both their roles as classroom teachers and subject leaders): Staff to use Walkthru models in teaching which are clearly evidenced during learning walks.</p> <p>Teachers demonstrate appropriate use of feedback within lessons (monitored during learning walks and drop ins)</p> <p>(SIP priority)</p>	<p><i>As above</i></p> <p><i>EEF:</i> <i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i> <i>Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback</i> <i>Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers.</i> <i>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</i> <i>It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</i> <i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</i></p>	2, 3, 6
<p>A non-class based SENDCo role to ensure support is identified early and interventions in place swiftly</p>	<p><i>See information in other columns</i> <u><i>Special Educational Needs in Mainstream Schools EEF</i></u></p>	1, 2, 3, 6
<p>Ensure each class has 1 Teaching Assistant to support with the learning in Reading, Writing and Maths lessons and interventions.</p>	<p><i>This allows the teacher to direct his/her time on to further teaching, by having the additional help to support learning and to support class management.</i></p>	1, 2, 6

	<p><i>This ensures that quality first teaching is the priority with pre-teaching and post keep up used to support learning.</i></p> <p><i>PP children are identified in RS meetings and on RS plan and support is given through additional class teaching time, by focusing on PP children and through the additional interventions listed in the RS plan.</i></p> <p><i>EEF:</i> <i>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</i></p> <p><i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</i></p> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i> <i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i> <i>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</i> <i>Providing training to the staff that deliver small group support is likely to increase impact.</i> <i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i></p>	
<p>Continue to develop and embed a school Oracy framework across the whole school and ensure this remains a priority area of focus for all staff.</p> <p>(SIP priority)</p>	<p><i>EEF:</i> <i>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).</i> <i>Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers.</i> <i>The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum.</i></p>	<p>2, 3, 6</p>

	<p><i>Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</i></p> <p><i>The average impact of +6 months' progress is based mainly on pupils' scores in tests of reading comprehension.</i></p> <p><i>This approach can have a positive impact on oral language outcomes too, such as a pupil's ability to retell a story or understand spoken vocabulary. The evidence looks promising, but measuring oral language ability reliably can be difficult. It has different dimensions, including both speaking and listening.</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £33 917.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWInc interventions to be identified for those pupils who are not on track</p> <p>TA in Year 1 & Year 2 with a specific focus on raising phonics attainment. TAs offer additional intervention and support groups for Literacy and Maths and allows children to 'keep up not catch up'</p> <p>Support will be given through intervention and/or follow up to misconceptions in the classroom teaching.</p>	<p><i>EEF:</i></p> <p><i>Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</i></p> <p><i>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i></p> <p><i>Phonics can be especially beneficial for children who are lower attaining.</i></p> <p><i>The teaching of phonics should be matched to children's current level of phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</i></p> <p><i>Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children make progress in all aspects of reading including comprehension and the development of vocabulary and spelling, both of which should also be taught explicitly.</i></p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils.</i></p> <p><i>Small group tuition has an average impact of</i></p>	<p>2, 3, 6</p>

	<p><i>four months' additional progress over the course of a year.</i></p> <p><i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p> <p><i>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</i></p> <p><i>Providing training to the staff that deliver small group support is likely to increase impact.</i></p> <p><i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i></p>	
Phonics Lead to ensure a specific focus on raising Phonics in KS2- additional teacher to undertake coaching, modeling and monitoring of RWInc to ensure the teaching and learning of phonics remains at a high standard and that the attainment and learning of disadvantaged children is focused on	See above	2, 3, 6
<p>Ensure the consistent use of bar modelling as a way of increasing pupil confidence:</p> <p>Bar modelling is an aid to problem solving which will support all pupils but will also support the bottom 20% with their understanding of the question and the steps that need to be taken to solve the problem.</p>	<p><i>EEF:</i></p> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p> <p><i>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</i></p> <p><i>Providing training to the staff that deliver small group support is likely to increase impact.</i></p> <p><i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i></p>	2, 3, 6
<p>Continue to improve the basic fluency and quick recall of multiplication tables of the lowest 20%:</p> <p>Continue to identify the children who need extra times table support and ensure extra times table practise using Fluency Bee, My Maths and Mathsframe MTC is given during both the school day and as home learning.</p> <p>Give parents up to date information about their child's times table progress and provide support packs to help their child at home.</p> <p>Hold Times table united event- inviting</p>	<p><i>EEF:</i></p> <p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p> <p><i>Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</i></p> <p><i>There is a strong evidence base supporting this approach with younger children.</i></p> <p><i>Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial</i></p>	2,3 , 6

<p>parents in from years 2,3 and 4 to emphasise the importance of multiplication fluency.</p> <p>SIP priority</p>	<p><i>to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</i></p>	
<p>Continue to reduce the basic grammar barriers that prevent children achieving the expected standard in writing</p> <p>SIP priority</p>		<p>2, 3, 6</p>
<p>Continue to commission need related agencies to support identified pupils (1:1 or identified groups)</p>	<p><i>EEF: The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p>	<p>1, 2, 6</p>
<p>Ensure each class has 1 Teaching Assistant to support learning for Reading, Writing and Maths and for those with SEMH difficulties and with high levels of low attaining PP/ and or PP with SEND</p>	<p><i>EEF: SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</i></p> <p><i>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</i></p> <p><i>The average impact of behaviour interventions is three additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p> <p><i>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</i></p>	<p>1, 2, 6</p>

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

Budgeted cost: £35 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure the continuation of a full time FSW/Early Help Lead role</p> <p>The FSW/Early Help Lead will also discuss attendance with families and to discuss and offer support with homework strategies with families.</p> <p>The FSW/Early Help Lead will work 1:1 with children and find and overcome the barriers to educational success, and/or coming to school on a weekly basis.</p>	<p><i>See information in previous columns</i></p> <p><i>EEF:</i> <i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p> <p><i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</i></p> <p><i>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</i></p> <p><i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</i></p> <p><i>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</i></p>	<p>1, 4, 5</p>

Ensure each class has 1 Teaching Assistant to support the teaching of learning for Reading, Writing and Maths and to support with pastoral issues and challenges that may arise in the classroom on a daily basis	<i>See information in previous columns</i>	
Attendance to be closely monitored through safeguarding supervision termly and weekly meetings and daily scenarios. Attendance procedures to be followed including parental meetings, EHA and contracts Referrals sent to EIP team and support sought from SAS Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. SIP priority	<i>Higher attendance rates mean that there is a greater chance of pupils reaching age related expectations. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i>	1, 4, 5
Children will experience wider school opportunities to enrich their knowledge and understanding of the world but to also promote their BEST qualities which will support them as lifelong learners- Continue to plan and deliver wow days, curriculum visits and visitors and extra-curricular activities Allocate funding directly to pupils to help with costs incurred through the school such as trips, experiences and music lessons. SIP priority	<i>EEF: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i>	5
Continue to implement Standens Barn uniform swop and shop or provision of uniform for identified PP children, when and where necessary Have additional PE and school uniform in school for children both second hand and donated from providers	<i>To ensure children feel part of team and sense of belonging and increase well-being as a result</i>	5
Continue to provide WAC for identified children on adhoc or regular basis dependent on need	<i>To ensure children feel part of team and sense of belonging and increase attendance as a result</i>	1, 5
Continue with our Roots of Empathy	<i>EEF :</i>	1 & 5

<p>programme and begin to build and design equivalent in line with SCARF and BEST</p>	<p><i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</i></p> <p><i>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</i></p> <p><i>Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact.</i></p> <p><i>When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</i></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 3 months’ additional progress in academic outcomes over the course of an academic year.</i></p> <p><i>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</i></p>	
<p>Continuation of Art Club run by VD with specific invitation to identified PP children</p>	<p><i>EEF:</i></p> <p><i>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i></p> <p><i>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</i></p> <p><i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p>	<p>5</p>
<p>Commission and begin 1:1 mentoring support for identified PP children with Pacesetters</p>	<p><i>EEF:</i></p> <p><i>The average impact of behaviour interventions is three additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p> <p><i>Approaches such as improving teachers’ behaviour management and pupils’</i></p>	<p>1 & 5</p>

	<p><i>cognitive and social skills are both effective, on average.</i></p> <p><i>Both targeted interventions and universal approaches have positive overall effects. Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</i></p> <p><i>There is evidence across a range of different interventions with highest impacts for approaches that have an academic component or focus on role-play and rehearsal.</i></p> <p><i>While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</i></p>	
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using key stage 1 and 2 performance data, phonics check results and PIXL assessments.

	Children at <i>secure/expected</i> All children									Children at <i>greater depth</i>									
	Read			Writing			Maths			Read			Writing			Maths			
	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	
R																			
1	16%	31%	66%	19%	36%	68%	3%	41%	82%	0%	8%	13%	0%	0%	5%	0%	3%	5%	
2	9%	44%	84%	0%	22%	81%	34%	53%	84%	3%	3%	23%	0%	0%	16%	3%	13%	23%	
3	52%	58%	71%	0%	25%	56%	14%	49%	67%	14%	35%	40%	0%	0%	9%	0%	7%	16%	
4	34%	54%	63%	9%	32%	60%	25%	42%	67%	4%	9%	12%	0%	7%	15%	0%	0%	10%	
5	48%	59%	70%	5%	50%	51%	22%	57%	72%	7%	13%	19%	0%	11%	13%	2%	2%	13%	
6	59%	76%	85%	17%	67%	75%	53%	67%	78%	11%	17%	32%	3%	7%	8%	5%	17%	37%	
	PUPIL PREMIUM									PUPIL PREMIUM									
R																			
1	0%	0%	40%	0%	0%	40%	0%	0%	80%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
2	0%	33%	100%	0%	0%	100%	67%	67%	100%	0%	0%	0%	0%	0%	0%	0%	0%	33%	
3	40%	33%	50%	0%	8%	33%	7%	17%	33%	13%	17%	33%	0%	0%	0%	0%	0%	0%	
4	36%	67%	78%	9%	33%	67%	27%	33%	78%	9%	11%	11%	0%	0%	0%	0%	0%	0%	
5	44%	47%	60%	5%	47%	40%	13%	47%	67%	6%	6%	20%	0%	24%	20%	0%	0%	7%	
6	58%	69%	85%	23%	69%	69%	38%	46%	85%	0%	8%	23%	0%	8%	8%	0%	8%	15%	

Data from tests and assessments show the progress and attainment of the school's disadvantaged pupils in 2024/2025 was above or in line with national expectations in KS2 (combined outcome of 69% (above national)). The implemented programmes of study, curriculum design and adaptations, rigorous interventions, structures and monitoring in place have supported a rise in attainment and good progress (80% of children making expected or better progress in Maths, 90% of children making expected progress or more in Reading, 80% making expected progress or more in Writing)

High mobility means we are also unable to track the curriculum progress for children from reception until end point and some disadvantaged children are missing significant amounts of curriculum knowledge and understanding and their progression of learning is heavily affected.

The overall outcomes for Year 1 Phonics Screener Checks at 89% and 80% for Pupil Premium (1/5 did not pass the PSC). We are now continue to strive to achieve high results with the continuation of the implementation of Read Write Inc and the associated interventions.

PP attendance for 2024/2025 was 93.9% whilst the whole school population was 95.7%. The gap continues to be 2% difference- the lower attendance is related to the specific needs of particular pupils, however, we continue to focus on increasing the attendance of our disadvantaged pupils within our current plan.

Our observations and assessments demonstrated that pupil behaviour continued to improve last year as evidenced in external audits, but challenges in relation to external factors (housing, finances and food), parental engagement, wellbeing and mental health remain significantly high.

Externally provided programmes

Programme	Provider
Assessment and interventions	PiXL, Itrack
Gymnastics, multi skills clubs, football, spy club, basketball,	Pacesetters
Lego Club	School staff and Kids with Bricks
Musical Theatre club	Limelight
SEMH support	JOGO, KidsAid, Service Six, ACEs family support team, School Attendance Support Service, ISST
Physical development and self-regulation	Blossom Occupational Therapy services
SALT	NHS SALT & Blossom SALT services
RWINc	Ruth Miskin
White Rose Maths	White Rose