

Pupil premium strategy

2024-2027

Arboretum Primary school Pupil Premium Strategy Statement – Year 2 of a 3 Year Plan 2024-2027

This statement details our school’s use of pupil premium for the 2024 to 2025 academic year 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 (updated 1 st Dec 2025)
Number of pupils in school	610
Proportion (%) of pupil premium eligible pupils	64% (342)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	Review 1: July 2025 Review 2: July 2026 Review 3: July 2027
Statement authorised by	Helen Phillips
Pupil premium lead	Rachel Winfield and Helen Phillips
Governor / Trustee lead	Suzanne Forster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£352,940
Pupil premium funding carried forward from previous years	£0
Pupil premium funding allocation 2024-2025	£352,940
Pupil premium funding allocation 2025-2026	£490,018

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.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In line with the EEF research, we take a tiered approach to Pupil Premium spending:

- High quality teaching,
- Targeted academic support
- Supporting wider strategies

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.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

As school leaders, we must consider a broad array of external evidence to inform our decision making, to enhance the expert knowledge we have of the pupils in our care. We believe that by following the 'best bets' of educational research we are able to maximise the use of our pupil premium grant (PPG) by choosing proven strategies that will support our pupils to grow and develop.

Our three year strategy, aligned to the school development plan, enables us to implement a blend of short, medium and long-term interventions.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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
- 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 and raise expectations of what they can achieve.

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is supported by the results from our NELI assessment screener in EYFS. These 'gaps' are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>In 2024, Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with reading than their peers. This was true across all cohorts (with the exception of Y1) and was replicated in phonics data too.</p> <p>Pupils are not making accelerated progress in phonics resulting in attainment being lower than national in KS1 over a three year trend. This results in pupils not being ready for Y2 and the challenge of the KS2 curriculum. This gap remains significant to the end of KS2.</p> <p>In 2025, the disadvantaged gap was closed in the data present for Y1 PSC. This needs to be embedded for future years Reading still remains an area of focus for our disadvantaged pupils in all year groups (with the exception of Y4 and Y1)</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils whilst less than the national difference could can still be improved further.</p> <p>In 2025 this remains an area of focus for all year groups (with the exception of Y4)</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. In 2025 this remains true across all cohorts (with the exception of Y1 and Y4).</p>
5	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and their wider family. This is due to a lack of external services, lack of agency support ie: Social services/ EHA/ family Hubs. Parents struggle to provide basic early education standards for their children. The majority of families do not engage in (and therefore children lack) enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. Our programme of SEMH intervention and support is in the process of development due to new leadership and staffing.</p>
6	<p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 0.9% and 2.5% lower than for non-disadvantaged pupils. We note that this is below the national gap of 3.4%, however our assessments and observations indicate that absenteeism is negatively impacting pupil progress.</p> <p>In 2024/25 the attendance of our PP pupils remains below that of their non-PP peers. It does however sit broadly in line with national. This is a trend which continues into the autumn data for 2025/26. WE must continue to prioritise this area to ensure that the disadvantage gap within the school does not widen in terms of attendance or achievement.</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 oral language skills and vocabulary among disadvantaged pupils in EYFS	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, as evidenced by NELI. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and EYFS outcomes.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that the gap between disadvantaged and non-disadvantaged pupils is less than 17%, in line with national (2023/24) More than 62% of disadvantaged pupils meet the expected standard, in line with national.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that the gap between disadvantaged and non-disadvantaged pupils is less than 20%, in line with national (2023/24) More than 59% of disadvantaged pupils meet the expected standard, in line with national.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A significant increase in parental engagement for whole school events and for bespoke events planned to address early education. • A well developed programme of support for all pupils at wave 1,2,3 • Increase in number of pupils accessing wave 2 and wave 3 SEMH support/ intervention
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 21%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 7%. • the percentage of all pupils who are persistently absent being below 22% and the figure among disadvantaged pupils being in line with their peers and with national.

This details how we intend to spend our pupil premium funding **this academic year** (2025-26) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£212,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>NTS – DDAT Boost Insight £6500</p> <p>DDAT Assessment training – LK and HP – £2400 cover</p> <p>Sonar license - £2000</p> <p>PPM – cover £500 x 3</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. Engage in Priority Literacy 'Oracy' project.</p> <p>Use strategies to support pupils articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will engage in CPD, educational research, fund ongoing teacher training and release time.</p> <p>Management time - £5000 JN and LK</p> <p>CPD - £1400</p> <p>Resources - £10,000</p> <p>Additional TAs x 2.5 in EYFS - £82,000</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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>https://voice21.org/publications/</p>	<p>1,5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle resources - £10, 000</p> <p>Ensure regular training and regular quality assurance of the programme by English Hub expert. - £4500</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>2</p>

<p>Management time and cover - £5000(CN and LK)</p> <p>Keep up, catch up tuition (Y1) - £1760</p> <p>(Y3/4) - £11,700</p> <p>(Y5/6) - £3900</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>DDAT network training x 3 - £480</p> <p>Maths Hub x 6 - £960</p> <p>DDAT Q&A visits x 2 - £320</p> <p>Embark on 'Maths Champions programme' to develop Maths in EYFS</p> <p>Cover and resources - £5000</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>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/maths-champions</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>NELI - £605</p> <p>SLCN support (1 day per week of Pupil Support) - £4875</p> <p>Mable license - £7370</p> <p>SENCO management time - £1800</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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>https://www.mabletherapy.com/</p>	5,6
<p>Detailed programme of CPD for all Teaching staff, resulting in additional hours for teaching assistant team to train.</p> <p>£24,610</p> <p>LDP course for leaders - £6000</p> <p>External providers to be booked to provide essential pedagogical knowledge to all staff</p> <p>Learning Now Ltd - £5000</p>	<p>Using research evidence well can therefore support teachers and leaders to refine their practice or make strategic decisions which make best use of time, effort, and funding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/more-resources-and-support/using-research-evidence</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,4

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

Budgeted cost: **£104,979**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p> <p>Tuition - £18,240 TA - £30,000 x 2 Lexonik licence - £3360 Lexonik (3 staff x 18 sessions per term) - £13,500</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our external</p> <p>20 wk tuition - £936.50 per class x 6 = £5619</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Engage in NELI research trial for Nursery pupils</p> <p>Purchase NELI programme to improve listening, narrative and vocabulary skills for all pupils but especially disadvantaged pupils who have relatively weak spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Purchase interventions to support pupils to 'catch up' and 'keep up'.</p> <p>Lexonik - £3360 Reading Plus – (£16,000 for 3 years) £5500 SpAG.com - £200 TT Rock Stars - £250 NumBots - £150</p>	<p>Interventions can be one important aspect of a school's provision for pupils, complementing (but not replacing) high-quality teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions</p>	

MTC check – 'Urbrainy' - £300		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£180,628**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour, emotional resilience and emotion coaching with the aim of developing our school ethos and improving behaviour across school.</p> <p>Educational Psychologist - £4000</p> <p>Pastoral manager - £36,000</p> <p>Emotion coaching supervision £3000</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	5
<p>Whole staff SEND training on supporting pupils with challenging SEND needs eg: PDA, ADHD, ASD</p> <p>STEPS project mgmt. time - £6000 (HP & HC)</p> <p>TA training on SEND interventions - £3000</p> <p>Parent training via coffee mornings - £300</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</p>	5
<p>Train Additional Senior Mental Health Lead to support emotional wellbeing of the community.</p> <p>£397 + £2400 mgmt time</p> <p>Engage in Carnegie Mental Health Award to develop provision within the school</p> <p>£495</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing</p>	5, 6
<p>Provision of a free daily breakfast club for all disadvantaged pupils. This will support attendance, punctuality, wellbeing and readiness to learn</p> <p>£13,300 for pupil food</p> <p>£3000 resources</p> <p>£24,000 staffing</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision</p>	5, 6
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	6

attendance/support officers to improve attendance. Attendance officer - £26,000 Home visits (2 staff) additional cost - £7800 Inclusive Attendance - £5000 Network events x 6 (KC & SF) - £420		
Support for families with accessing all elements of education eg: school uniform, visits Visits - £25000 Extra curricular clubs -£2560 Uniform - £3712 CGP revision guides - £720 Pupil support officer - £20,000	https://committees.parliament.uk/writtenevidence/118069/pdf/ https://d2tic4wvo1iusb.cloudfront.net/producton/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1733666674	All
KS2 fruit £7500		
Contingency fund for acute issues. £10,000	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.	All

Total budgeted cost: £490,287

Total allocation: £490, 018

Part B: Review of the previous academic year

2024/2025

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2024-25), drawing on national assessment data and our own internal summative and formative assessments.

Data	School (All Pupils)	School (Disadvantaged)	School (Non-Dis.)	National (All Pupils)	National (Disadvantaged)	National (Non-Dis.)
EYFSP Good Level of Development	54.1%	51.1%	58.6%	68.3% (2025)	Not Published	Not Published
KS1 Phonics Screening Check	71.2%	66.7%	81.8%	80% (2025)	67% (2025)	84% (2025)
Year 4 MTC Average Attainment Score	20.23%	20.04%	20.67%	21.0 (2025)	19.3 (2025)	21.7 (2025)
Year 4 MTC Scored 25 Marks	22.1%	17%	33.3%	37% (2025)	27% (2025)	41% (2025)
KS2 SATS Combined RWM Measure EXS	29.3%	28.8%	30.4%	62% (2025)	47% (2025)	69% (2025)
KS2 SATS Reading EXS	57.3%	53.8%	65.2%	75% (2025)	63% (2025)	81% (2025)
KS2 SATS Writing EXS	30.7%	28.8%	34.8%	72% (2025)	59% (2025)	78% (2025)
KS2 SATS Maths EXS	60%	57.7%	65.2%	74% (2025)	61% (2025)	80% (2025)

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Context

- Disadvantaged numbers continue to rise.
- The percentage of children receiving pupil premium is now 56% compared to 52% in 2024.
- The percentage of SEND pupils is now 22.4% compared to 13.6% in 2024. RW to check data

Challenge 1 – communication

Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These 'gaps' are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

Impact

Good Level of Development outcomes 2025: 53.3% (-15.3% on 2024)

Good progress Average progress Minimal progress

This was largely cohort specific; with 6 pupils not accessing the EYFS curriculum and instead requiring specialist provision in our Apples classroom.

Challenge 2 – Reading

Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with reading than their peers. This is true across all cohorts (with the exception of Y1) and is replicated in phonics data too.

Pupils are not making accelerated progress in phonics resulting in attainment being lower than national in KS1 over a three year trend. This results in pupils not being ready for Y2 and the challenge of the KS2 curriculum. This gap remains significant to the end of KS2.

Impact

Phonics Screening Check outcomes 2025: 72.2% (+4.2 on 2024)

Good progress Average progress Minimal progress

- The disadvantaged gap has significantly reduced. The previous wide gap (74.29% vs 65.79%) has been narrowed. The earlier large difference between groups has been significantly reduced, suggesting improved equity in early reading.
- School disadvantaged pupils (66.7%) are almost exactly in line with national disadvantaged pupils (67%). This indicates that disadvantaged pupils are now performing broadly at the national level in phonics.
- Phonics provision is strong for non-disadvantaged pupils. School non-disadvantaged outcomes (81.8%) are close to the national figure (84%). This shows that phonics teaching is effective and that most pupils are keeping up with national expectations.

KS2 SATS Reading EXS Outcomes 2025

Good progress Average progress Minimal progress

- Reading outcomes have improved compared with 2023/24 data. Reading in KS2 showed a 17% difference nationally between PP and non-PP, we had 12% difference. The 2025 data continues that pattern of improvement. This year, the percentage difference nationally between disadvantaged and non-disadvantaged is 18% whereas our school percentage difference is 11.4%, thus demonstrating that we are closing the gap.
- Disadvantaged pupils are closer to the national benchmark. This shows our school is helping disadvantaged learners make progress, even if overall scores are below national averages. We have a strong internal progress for non-disadvantaged pupils, 65.2% is higher than the disadvantaged group within the school, showing internal growth. The gap between disadvantaged and non-disadvantaged pupils in the school (about 11 percentage points) is smaller than the national gap (18 percentage points), indicating equity-focused strategies are working.

Challenge 3 - Maths

Internal and external assessments indicate that maths attainment among disadvantaged pupils whilst less than the national difference could can still be improved further.

Year 4MTC – Average Attainment Score

Good progress Average progress Minimal progress

- MTC average scores indicate that pupils have secure overall fluency in their multiplication facts. A solid average score (around 20) shows that most pupils know many of their times tables and as a cohort have a secure recall reflecting a good general fluency.
- Disadvantaged pupils outperform national disadvantaged in maths fluency (MTC Average Score) The Year 4 MTC average score for disadvantaged pupils is higher than national disadvantaged. This is a clear strength and evidence that maths interventions such as fluency sessions, targeted support and daily multiplication fact practice are having a positive impact.

Year 4MTC – Full marks

Good progress Average progress Minimal progress

- The proportion achieving full marks is lower, suggesting that while knowledge is generally strong, fewer pupils have reached the level of rapid, automatic recall needed to achieve 25/25 under timed pressure.
- School (All pupils) 22.1% achieve full marks vs national (All pupils) 37%.
- School Disadvantaged 17% vs national disadvantaged 27%.
- School Non-disadvantaged 33.3% vs National non-disadvantaged 41%.

KS2 SATS Maths EXS

Good progress Average progress Minimal progress

- Our overall performance is slightly below the national average (School, All pupils 60% vs National, All pupils 74%),
- Our disadvantaged pupils are performing closer to national benchmarks than their peers in many other schools (School disadvantaged 57.7% vs National Disadvantaged 61%). This demonstrates that targeted support for disadvantaged learners is having a positive impact.
- School gap between disadvantaged and non-disadvantaged is 7.5%. The national Gap is 19%.
- The difference between disadvantaged and non-disadvantaged (57.7% and 65.2%) pupils within our school shows we have a solid foundation to continue improving outcomes for all learners.

Challenge 4 - Writing

Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. This is true across all cohorts (with the exception of Y1).

KS2 SATS writing EXS

Good progress Average progress Minimal progress

- Our disadvantaged learners are performing close to their non-disadvantaged peers in this area (School Disadvantaged: 28.8% Vs School Non-disadvantaged 34.8%. This is showing that targeted Pupil Premium support is helping to reduce gaps. This gives us a strong foundation to continue improving outcomes for all learners.
- There remains a whole school focus on improving writing. The gap between disadvantaged and non-disadvantaged is not statistically viable as there are very few children meeting national standard. This is a legacy issue and one which has required a significant change to the whole school approach for writing. Internal data demonstrates that gradual improvements are being seen in Y2, Y3 and Y4; the children who have received this amended teaching and learning from the beginning of their journey.

KS2 SATs – Combined RWM (Reading, Writing, Maths)

Good progress Average progress Minimal progress

- While below national averages (School Disadvantaged 28.8% vs National Disadvantaged 47%), disadvantaged learners are not far behind the non-disadvantaged group within the school (28.8% vs 30.3%) showing a smaller internal gap than nationally.
- The difference between disadvantaged and non-disadvantaged students at our school is only 1.5 percentage points, compared with a national gap of 22 percentage points. This indicates equity strategies are supporting all learners more evenly.

Challenge 5

Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and their wider family. This is due to a lack of external services, lack of agency support ie: Social services/ EHA/ family Hubs. Parents struggle to provide basic early education standards for their children. The majority of families do not engage in (and therefore children lack) enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

Teacher referrals for support remain relatively high. Our programme of SEMH intervention and support is in the process of development due to new leadership and staffing.

Good progress Average progress Minimal progress

Children are now able to access a large variety of intervention programmes eg: ELSA, Hope, bereavement counselling, drawing and talking etc. There are recognised pastoral staff who are non-teaching and thus able to provide timely support to those pupils and families needing it. As a result, we are seeing more regulation within the classrooms from the vast majority of learners. Those pupils requiring additional and bespoke support access

this from within school or through timely referral to external agencies ie: Compass or Educational Psychology.

Parenting and families workshops are the next stage of our journey. A three year plan is in draft to provide education, support and provision to our children and families from their earliest starting point. We have already begun to work with Adult learning services, offering ESOL classes from November 2025.

Challenge 6 - attendance

Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 0.9% and 2.5% lower than for non-disadvantaged pupils. We note that this is below the national gap of 3.4%, however our assessments and observations indicate that absenteeism is negatively impacting pupil progress.

Good progress Average progress Minimal progress

FSM6	FSM6	354	School	91.9%	91.2%	88.1%	93.3%	92.0%	92.7%	93.5%	91.9%
			FFT National	92.3%	90.6%	91.5%	92.2%	92.7%	92.7%	92.7%	92.5%
			Difference	-0.4%	+0.6%	-3.3% •	+1.1% •	-0.7%	0.0%	+0.8%	-0.6%
Not FSM6	189	School	94.6%	92.7%	92.0%	95.1%	96.7%	93.7%	96.7%	96.4%	
		FFT National	95.8%	94.5%	95.4%	95.9%	96.2%	96.3%	96.2%	95.9%	
		Difference	-1.2% •	-1.7% •	-3.4% •	-0.8%	+0.4%	-2.5% •	+0.5%	+0.5%	

- The gap between national and school data for our disadvantaged pupils is minimal with these pupils performing broadly in line. There are, however, key year groups where this is a concern ie: Year 1.
- Our non-disadvantaged pupils attendance whilst higher as a % figure, demonstrates significant gaps between this and national.
- Whole school initiatives such as 'Inclusive attendance' are helping school to closely analyse attendance of individuals, groups and cohorts, offering timely and bespoke support to all.

Externally provided programmes

Programme	Provider
Lexonik	
TT Rock Stars	
Reading Plus	
Little Wandle	
White Rose Maths	
SPaG. com	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train an additional senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have also engaged in a full review of a pupil premium from a Trust representative.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We work as part of the DDAT network of schools; sharing best practice amongst 32 primary schools.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We regularly engage in CPD with Derby Research School.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach, in conjunction with our Trust and local academy committee (LAC) and will adjust our plan over time to secure better outcomes for pupils.