

# Pupil premium strategy statement

## St Chad's CE Primary School, Winsford



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	30.3%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	3
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Fiona Davis
Pupil premium lead	Fiona Davis
Governor / Trustee lead	Graeme Buick

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76050
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
<b>Total budget for this academic year</b>  <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>	£76050

# Part A: Pupil premium strategy plan

## Statement of intent

*“For surely I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”*

**Jeremiah 29:11**

At St Chad's Primary School, our vision of “A Future with Hope” underpins our commitment to ensuring that all pupils, regardless of disadvantage or the barriers they face, are enabled to flourish academically, socially and emotionally. We believe that every child has unique potential and that high expectations, strong relationships and a deep understanding of individual need are central to securing success.

Pupil Premium funding is used strategically to diminish the difference between disadvantaged pupils and their peers by removing barriers to learning and promoting positive learning behaviours. Our intent is to equip pupils with the knowledge, skills and personal qualities they need to become confident, resilient and engaged learners who are well prepared for the next stage of their education.

Through the delivery of a high-quality, well-sequenced curriculum, underpinned by strong subject knowledge and inclusive teaching practices, we ensure that all pupils have access to rich learning experiences which broaden their knowledge, raise aspirations and support sustained progress. High-quality first teaching, alongside carefully planned and evaluated targeted interventions, enables gaps in learning to be identified early and addressed effectively.

Improving attendance is a key priority within our Pupil Premium strategy. We aim for the attendance of pupils in receipt of Pupil Premium funding to be at least in line with national figures, with persistent absence **reduced from 18% to 11% (pre-pandemic levels)**. We recognise that regular attendance is fundamental to learning, wellbeing and safeguarding, and we work proactively with pupils and families to overcome barriers.

Early reading and literacy are central to our approach. All pupils in receipt of Pupil Premium funding will be taught to read fluently through a systematic, synthetic phonics programme, ensuring that no child is left behind. As pupils progress, a strong emphasis is placed on developing age-appropriate comprehension skills and fostering a genuine love of reading. Secure reading skills support pupils to access the wider curriculum and underpin success in writing.

The development of communication, language and oracy is a core strategic focus. We prioritise vocabulary acquisition, expressive language and the confidence to articulate learning across a range of contexts and audiences. By strengthening spoken language and early reading, pupils are better able to transfer these skills into their writing and across the wider curriculum.

The mental health and wellbeing of all pupils is of paramount importance. We aim for all Pupil Premium children and their families to feel well supported, listened to and valued. Families are supported by the Senior Leadership Team, who work closely with external agencies where

appropriate to ensure that pupils and families can access timely emotional, pastoral and mental health support. Through this strategy, we seek not only to raise attainment, but to nurture hopeful, confident learners who feel known, supported and empowered to achieve their full potential.

## Challenges

Analysis of internal assessment data, attendance information, behaviour records and pastoral logs has identified the following key challenges which disproportionately affect pupils in receipt of Pupil Premium funding:

Challenge number	Detail of challenge
1	<p><b>Communication, Language and Literacy on Entry</b>            Assessments and observations indicate that a significant proportion of disadvantaged pupils enter school with lower starting points in communication and language. This impacts negatively on:</p> <ul style="list-style-type: none"> <li>• Vocabulary acquisition and oral language development</li> <li>• Phonics acquisition and early reading</li> <li>• Reading fluency and comprehension</li> <li>• Written expression and composition</li> </ul> <p>These gaps can widen over time without targeted, high-quality support.</p>
2	<p><b>Attendance and Persistent Absence</b>            Attendance for pupils in receipt of Pupil Premium funding is below that of non-disadvantaged pupils, and they are over-represented in persistent absence data. Evidence from assessments, book scrutiny and pupil progress meetings indicate that irregular attendance is directly limiting progress and attainment, particularly in core subjects.</p>
3	<p><b>Social and Economic Disadvantage</b>            Many disadvantaged pupils experience complex social and economic challenges, including:</p> <ul style="list-style-type: none"> <li>• Housing insecurity</li> <li>• Domestic violence</li> <li>• Parental mental health difficulties</li> <li>• High levels of anxiety and emotional distress</li> </ul> <p>These factors present significant barriers to learning and adversely affect pupils' behaviour, emotional regulation, self-esteem and readiness to learn. Current data shows that 3 Pupil Premium pupils require additional support for social, emotional and mental health (SEMH) needs.</p>
4	<p><b>Social, Emotional and Mental Health (SEMH) Needs</b>            A number of disadvantaged pupils demonstrate:</p> <ul style="list-style-type: none"> <li>• Low resilience and poor self-esteem</li> <li>• Difficulties with emotional regulation</li> <li>• Insecure attachments and adverse childhood experiences (ACEs)</li> <li>• Challenges with retaining new learning and sustaining attention</li> </ul> <p>These needs can limit engagement with learning and reduce academic progress if not addressed.</p>

5	<p><b>Overlap Between Pupil Premium and SEND</b></p> <p>A high proportion of pupils with Special Educational Needs and Disabilities (SEND) are also eligible for Pupil Premium funding. These pupils require carefully targeted and well-coordinated support to ensure that progress is sustained and that needs are met without lowering expectations.</p> <p>13 SEN children receive PP – 24.5% of PP children are SEN</p>
6	<p><b>Disadvantaged More Able Pupils</b></p> <p>Some disadvantaged pupils who demonstrate higher prior attainment lack:</p> <ul style="list-style-type: none"> <li>• Confidence in their own abilities</li> <li>• High aspirations and self-belief</li> <li>• Willingness to take risks in learning</li> </ul> <p>There is a need to ensure that disadvantaged more able pupils are challenged appropriately, supported to develop high expectations of themselves, and enabled to achieve at greater depth.</p>
7	<p><b>Low Attainment on Entry</b></p> <p>Overall, disadvantaged pupils enter school with lower attainment compared to their peers, particularly in communication, language and early literacy. Without targeted intervention, these gaps risk widening as pupils progress through school.</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
<p>Barrier 1: Communication, Language and Literacy on Entry</p> <ul style="list-style-type: none"> <li>• All disadvantaged pupils achieve age-appropriate fluency in reading.</li> <li>• Vocabulary acquisition improves and is applied across subjects.</li> <li>• Pupils demonstrate progress in writing that matches national expectations.</li> <li>• Early literacy gaps between Pupil Premium and peers are reduced.</li> </ul>	<p>Deliver high-quality, systematic phonics teaching across EYFS and KS1.</p> <p>Embed oracy-rich approaches across the curriculum, including structured talk tasks and vocabulary instruction.</p> <p>Provide targeted literacy interventions for pupils below age-related expectations.</p> <p>Ensure reading opportunities are frequent, purposeful and supported at home where possible.</p>
<p>Barrier 2: Attendance and Persistent Absence</p> <ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils is at least in line with national figures.</li> </ul>	Senior Leadership Team and Attendance Officer to monitor attendance rigorously and intervene early.

<ul style="list-style-type: none"> <li>Persistent absenteeism among Pupil Premium pupils reduces from 18% to 11%</li> <li>Improved consistency in learning leads to measurable gains in attainment.</li> </ul>	<p>Establish structured support plans for pupils with poor attendance, including regular check-ins and family engagement.</p> <p>Promote positive attendance culture via rewards, recognition and clear communication with families.</p>
<p><b>Barrier 3: Social and Economic Disadvantage</b></p> <ul style="list-style-type: none"> <li>Pupils feel supported and safe at school.</li> <li>Reduction in barriers that negatively impact behaviour, engagement and learning.</li> <li>Families report improved access to support and school partnerships.</li> </ul>	<p>Senior Leadership Team to coordinate pastoral support for families experiencing social or economic hardship.</p> <p>Link pupils and families to external services (mental health, housing, social care) when appropriate.</p> <p>Maintain a safe and inclusive school environment that promotes emotional security and wellbeing.</p>
<p><b>Barrier 4: Social, Emotional and Mental Health Needs</b></p> <ul style="list-style-type: none"> <li>Pupils demonstrate improved resilience, self-regulation and confidence.</li> <li>Reduction in social-emotional incidents and improved engagement in learning.</li> <li>Pupils are better able to retain knowledge and apply learning consistently.</li> </ul>	<p>Implement targeted SEMH interventions (counselling, mentoring, small group support).</p> <p>Train staff in trauma-informed approaches and strategies to build resilience and self-esteem.</p>
<p><b>Barrier 5: Overlap Between Pupil Premium and SEND</b></p> <ul style="list-style-type: none"> <li>Pupils with SEND achieve progress in line with peers.</li> <li>Pupil Premium pupils with additional needs are not left behind.</li> <li>Gaps in attainment between disadvantaged SEND pupils and others narrow</li> </ul>	<p>Coordinate individualised support plans for pupils with SEND who are also disadvantaged.</p> <p>Ensure high-quality, targeted interventions are informed by assessment and delivered consistently.</p> <p>Maintain high expectations while providing appropriate scaffolds for learning.</p>
<p><b>Barrier 6: Disadvantaged More Able Pupils</b></p> <ul style="list-style-type: none"> <li>More able disadvantaged pupils achieve at greater depth.</li> </ul>	<p>Planned Strategies:</p>

<ul style="list-style-type: none"> <li>Pupils demonstrate increased confidence and motivation to succeed.</li> <li>Attainment gaps for higher ability Pupil Premium pupils are reduced.</li> </ul>	<p>Provide challenging, high-expectation tasks across the curriculum.</p> <p>Offer enrichment opportunities to broaden horizons and raise aspirations.</p> <p>Use mentoring and coaching to develop self-belief and learning independence</p>
<p><b>Barrier 7: Low Attainment on Entry</b></p> <ul style="list-style-type: none"> <li>Pupils make rapid progress to achieve age-related expectations.</li> <li>Disadvantaged pupils narrow the attainment gap with their peers.</li> <li>All pupils are well-prepared for the next stage of education.</li> </ul>	<p>Early identification of learning needs via baseline assessment and ongoing monitoring.</p> <p>Targeted interventions in literacy, numeracy and phonics.</p> <p>Regular progress reviews to ensure interventions are effective.</p>

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

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

Budgeted cost: £ 7393

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is prioritised to ensure the progress of all pupils, particularly those in receipt of Pupil Premium funding. This includes:</p> <ul style="list-style-type: none"> <li>Implementation of the HOPE curriculum, which is ambitious and progressive in knowledge, skills and vocabulary from Early Years to Year 6.</li> <li>Ensuring teachers have access to high-quality CPD, aligned with School Development Plan priorities, to strengthen classroom practice.</li> <li>Ongoing curriculum development informed by educational</li> </ul>	<p>The best available evidence indicates that high-quality teaching has the greatest impact on pupil attainment and is particularly effective in improving outcomes for disadvantaged pupils.</p> <p>Evidence from the Education Endowment Foundation (EEF), including the Teaching and Learning Toolkit and EEF-funded research, highlights the positive impact of:</p> <ul style="list-style-type: none"> <li>Metacognition and self-regulation</li> <li>Mastery learning</li> <li>Effective feedback</li> <li>Literacy and language-rich teaching approaches</li> </ul>	<p>1, 4, 5, 6, 7</p> <p><b>Curriculum support: Science scheme £250</b></p> <p><b>MFL £220</b></p> <p><b>DT £156</b></p> <p><b>Twinkle £570</b></p> <p><b>Letter Join £260</b></p>

<p>research, including metacognition and self-regulation strategies.</p> <p>Creating language-rich classroom environments with consistent layouts and routines, designed to support learning while avoiding cognitive overload.</p>	<p>Ensuring that every teacher is supported to deliver high-quality teaching is therefore essential to achieving strong outcomes for all</p>	<p><b>CPD EYFS Training £87.50</b></p> <p><b>ELSA training £600</b></p>
<p>Developing pupils' collaboration, reasoning and communication skills is prioritised in order to improve engagement, learning behaviours and academic attainment. This includes:</p> <ul style="list-style-type: none"> <li>• Explicit teaching of collaborative learning skills, including turn-taking, active listening, reasoning and respectful challenge.</li> <li>• Planned opportunities for structured talk, peer discussion and feedback across the curriculum.</li> <li>• Use of well-designed group tasks that promote problem solving, reasoning and shared accountability.</li> <li>• Professional development for staff focused on effective group work, peer feedback and oracy-rich classroom practice.</li> </ul>	<p>Evidence from the Education Endowment Foundation (EEF) Teaching and Learning Toolkit indicates that collaborative learning approaches have a consistently positive impact on pupil attainment, particularly when they are structured and purposeful.</p> <p>EEF research highlights that effective collaborative learning:</p> <ul style="list-style-type: none"> <li>• Requires explicit teaching of collaboration skills</li> <li>• Is most effective when tasks are carefully designed and linked to clear learning outcomes</li> <li>• Supports pupils' language development, reasoning and metacognitive skills</li> </ul> <p>Approaches such as peer discussion, peer feedback and problem-solving tasks support disadvantaged pupils to articulate their thinking, deepen understanding and build confidence.</p>	<p>1, 3, 5, 6, 8</p> <p><b>CPD – Peer to Peer support – 2 hours per term per teacher - £2400</b></p>
<p>Reading is prioritised as a fundamental skill that underpins access to the wider curriculum. To strengthen reading comprehension for disadvantaged pupils, the school will:</p> <ul style="list-style-type: none"> <li>• Provide high-quality professional development for</li> </ul>	<p>Evidence from the Education Endowment Foundation (EEF) Teaching and Learning Toolkit indicates that reading comprehension strategies have a high impact on pupil attainment, particularly for disadvantaged pupils.</p>	<p>1, 5, 6, 8</p>

<p>teachers to strengthen the teaching of reading comprehension.</p> <ul style="list-style-type: none"> <li>• Ensure pupils have access to a wide range of high-quality texts and materials to support explicit comprehension teaching across the curriculum.</li> <li>• Deliver targeted small-group and individual reading support for pupils who require additional intervention.</li> </ul>	<p>EEF research shows that effective reading comprehension teaching involves:</p> <ul style="list-style-type: none"> <li>• Explicit instruction in a range of comprehension strategies, including inference, summarising, questioning and monitoring understanding</li> <li>• Opportunities for pupils to discuss texts and articulate their thinking</li> <li>• Teaching pupils to identify when understanding breaks down and apply strategies to resolve difficulties</li> </ul> <p>When taught explicitly and consistently, these approaches improve pupils' understanding of texts and support progress across all areas of the curriculum.</p>	<p><b>CPD:</b> <b>WEP</b> <b>meetings for teachers each term for subject leads 2 hours per term £2400</b></p> <p><b>High quality text – Termly reading text for each class £450</b></p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 41464

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>When pupils require support in addition to high-quality classroom teaching, targeted academic interventions are implemented to accelerate progress and close attainment gaps. This includes:</p> <ul style="list-style-type: none"> <li>• Small-group and, where necessary, one-to-one tuition in English and mathematics for identified pupils.</li> <li>• Early identification of need, with pupils</li> </ul>	<p>The Education Endowment Foundation (EEF) identifies targeted academic support as a key component of an effective Pupil Premium strategy. Evidence shows that structured one-to-one and small-group interventions can have a significant positive impact on pupil progress, particularly when they are:</p> <ul style="list-style-type: none"> <li>• Closely aligned to classroom teaching</li> <li>• Informed by assessment and teacher knowledge</li> <li>• Delivered consistently by trained staff</li> </ul>	<p>1, 5, 6, 7</p> <p><b>Intervention groups with TA – 3 Ta's 3 hrs a day 38 weeks a year £7093</b></p>

<p>monitored from entry to school to ensure timely intervention.</p> <ul style="list-style-type: none"> <li>Prioritised speech and language intervention in Early Years and Key Stage 1 to support communication, phonics and early reading.</li> <li>Termly pupil progress meetings to identify disadvantaged pupils requiring additional academic support and to ensure interventions are precisely targeted, time-limited and responsive to need.</li> </ul>	<ul style="list-style-type: none"> <li>Time-limited and reviewed regularly for impact</li> </ul> <p>EEF research also highlights the importance of early intervention, particularly in speech, language and communication, in preventing gaps in attainment from widening as pupils move through school.</p>	<p><b>Nessy Reading Dyslexia £85</b></p> <p><b>Early identification – Trackit Light £181</b></p> <p><b>Speech &amp; Lang intervention – 2 TA's 3 hrs a week 38 weeks - £4728</b></p> <p><b>Number stacks £75</b></p> <p><b>TT Rockstar £110</b></p> <p><b>SENCO &amp; Teachers meeting 1 hour per teacher per term £2732</b></p>
<p>The social, emotional and mental health needs of disadvantaged pupils, including the impact of trauma and adverse childhood experiences, can act as significant barriers to learning. To ensure pupils are emotionally ready to learn, the school provides targeted pastoral and wellbeing support alongside academic intervention. This includes:</p> <ul style="list-style-type: none"> <li>Targeted social and emotional interventions, delivered alongside academic support to improve readiness to learn,</li> </ul>	<p>Evidence from the Education Endowment Foundation (EEF) shows that social and emotional learning (SEL) interventions have a positive impact on pupils' attitudes to learning, behaviour and social relationships. On average, SEL approaches are associated with four months' additional progress when used alongside high-quality teaching and targeted academic interventions.</p> <p>EEF research highlights that effective social and emotional interventions:</p> <ul style="list-style-type: none"> <li>Improve pupils' self-regulation, emotional awareness and resilience</li> <li>Support positive relationships and behaviour for learning</li> <li>Enable pupils to engage more effectively with academic learning</li> </ul>	<p>3, 4, 7</p> <p><b>ELSA Supervision £400</b></p>

<p>behaviour and engagement.</p> <ul style="list-style-type: none"> <li>• Nurture-based provision for pupils who find the classroom environment challenging, informed by assessment tools such as Boxall profiling.</li> <li>• Proactive pastoral support, including meet-and-greet, breakfast provision and regular wellbeing check-ins, coordinated by trained staff and overseen by the Senior Leadership Team.</li> <li>• Access to therapeutic and creative approaches (e.g. play-based or art-based interventions) to support emotional regulation and engagement.</li> <li>• Whole-school implementation of Zones of Regulation to support pupils in recognising and managing emotions.</li> <li>• Ongoing staff training in trauma-informed practice, adverse childhood experiences (ACEs), de-escalation strategies, and supporting pupils with SEMH, autism and PDA profiles.</li> <li>• Close collaboration with external agencies and mental health services, with referrals made where</li> </ul>	<p>These approaches are most effective when embedded within a whole-school, trauma-informed culture and delivered consistently by trained staff.</p>	<p><b>ELSA interventions</b>  <b>- 6 hrs per week x 2 TA's x 38 weeks = £6304</b></p> <p><b>Free Snack £2660</b></p> <p><b>Swimming Lessons 18 children £1129</b></p> <p><b>Pastoral support 1 hour a day: SENCO Time £12392</b></p> <p><b>Play Therapy – 1 child - £950</b></p> <p><b>Lego Therapy – 2.5 hours a week £1970</b></p> <p><b>Staff Training – National College £500</b></p>
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<p>appropriate, to ensure pupils and families receive timely support.</p>		<p><b>MH services – FACE membership £230</b></p>
<p>£Early communication and language difficulties can significantly impact pupils' academic progress and their ability to access learning across the curriculum. To address this, the school will:</p> <ul style="list-style-type: none"> <li>• Deliver targeted speech and language interventions, led by a trained specialist teaching assistant, to support pupils with identified needs.</li> <li>• Ensure high-quality phonics teaching through regular staff training and monitoring, overseen by the EYFS Lead.</li> <li>• Carry out early screening of all EYFS pupils to identify speech, language and communication needs and ensure timely intervention.</li> <li>• Organise phonics teaching in stage-appropriate groups, delivered simultaneously, to allow precise teaching matched to pupils' current level of development.</li> </ul>	<p>Evidence from the Education Endowment Foundation (EEF) indicates that communication and language approaches have a positive impact on early learning, particularly for disadvantaged pupils.</p> <p>EEF research highlights that language development is most effectively supported when pupils are provided with:</p> <ul style="list-style-type: none"> <li>• Explicit modelling of spoken language</li> <li>• Opportunities for structured talk and verbal interaction</li> <li>• Targeted support to develop vocabulary, listening and expressive language</li> </ul> <p>In addition, EEF evidence shows that early literacy approaches, including phonics, have a consistently positive impact on early outcomes, with an average of four months' additional progress, and up to six months' progress when implemented effectively.</p>	<p>1, 7</p> <p><b>Phonics teaching – Floppy Phonic subscription £160</b></p> <p><b>EYFS Teacher time re Baseline assessment 3 days a year £1100</b></p>

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

Budgeted cost: £ 27193

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Poor attendance and persistent absence are significant barriers to learning for disadvantaged pupils. To address this, the school adopts a proactive and supportive approach to improving attendance, behaviour and wellbeing. This includes:</p> <ul style="list-style-type: none"> <li>• Senior Leadership Team working closely with attendance and administrative staff to identify pupils who are regularly late, absent or persistently absent.</li> <li>• Early and targeted intervention, including phone calls, meetings with parents and carers, home visits where appropriate, and Team Around the Family (TAF) processes.</li> <li>• Individualised support for</li> </ul>	<p>Evidence from the Education Endowment Foundation (EEF) indicates that improving attendance can have a significant positive impact on pupils' attainment, behaviour and long-term outcomes.</p> <p>EEF research highlights that:</p> <ul style="list-style-type: none"> <li>• Intensive and targeted support for families facing complex challenges can improve attendance over time</li> <li>• Sustained improvements in attendance are associated with better academic progress and improved social and behavioural outcomes</li> </ul> <p>Effective attendance strategies are most successful when they are supportive rather than punitive and are embedded within a whole-school approach to safeguarding and wellbeing.</p>	<p>2, 3</p> <p><b>Admin Officer Time 1 hrs a day plus 5 hours per half term - £4225</b></p> <p><b>Senco Time 4 hours a week £9689</b></p> <p><b>Senco family support 5 hours a week £9659</b></p>

<p>families to help them overcome barriers to attendance, with signposting to external agencies and services when required.</p> <ul style="list-style-type: none"> <li>• Regular safeguarding and DSL-led discussions and attendance at WEP Attendance meetings to review best practice, share expertise and ensure a consistent approach to attendance, wellbeing and family support.</li> </ul>		<p><b>Admin time at WEP termly meeting £170</b></p>
<p>Participation in the arts supports pupils' wider development, engagement with learning and emotional wellbeing, particularly for</p>	<p>The Education Endowment Foundation (EEF) defines arts participation as involvement in creative and artistic activities, either within the curriculum or as part of wider enrichment opportunities.</p>	<p>3, 4, 6</p>

<p>disadvantaged pupils who may have limited access to enrichment opportunities outside school. To address this, the school will:</p> <ul style="list-style-type: none"> <li>• Provide access to a broad and balanced curriculum that values the creative arts, including art, music, drama and dance.</li> <li>• Offer targeted opportunities to engage in arts-based activities, including workshops or projects led by specialist providers, to enhance pupils' confidence, creativity and engagement.</li> <li>• Use arts-based approaches within the curriculum to support learning in other areas, for example using drama, role play or visual arts to develop oracy, engagement and comprehension in reading and writing.</li> </ul>	<p>EEF evidence suggests that arts-based approaches:</p> <ul style="list-style-type: none"> <li>• Support pupils' engagement, motivation and self-expression</li> <li>• Have a positive impact on oral language development, confidence and wellbeing</li> <li>• Can enhance learning when used purposefully to support areas such as reading, writing and communication</li> </ul> <p>While arts participation is not primarily intended to raise attainment on its own, it plays an important role in supporting disadvantaged pupils' wider development and readiness to learn, particularly when integrated with academic learning.</p>	<p><b>Sing Up</b> £250</p> <p><b>Subsidies</b> <b>School Trips</b> <b>53 children</b> <b>@ £60 per child - £3200</b></p>
<p>A consistent and positive behaviour culture is essential to ensure that</p>	<p>Evidence from the Education Endowment Foundation (EEF) indicates that behaviour interventions have a positive impact on both</p>	<p>3, 4, 7</p>

<p>all pupils feel safe, supported and ready to learn. To support disadvantaged pupils and reduce barriers to learning, the school will:</p> <ul style="list-style-type: none"> <li>• Develop and implement a clear, consistent behaviour policy, underpinned by high expectations and restorative approaches.</li> <li>• Establish and embed whole-school routines and expectations to promote calm, purposeful learning environments.</li> <li>• Use positive reinforcement and reward systems to encourage appropriate behaviour, self-regulation and engagement.</li> <li>• Implement restorative practices as the foundation for behaviour support, helping pupils to reflect, repair relationships and develop self-management skills.</li> <li>• Provide regular professional development for</li> </ul>	<p>learning and attainment, with an average impact of four months' additional progress.</p> <p>EEF research highlights that:</p> <ul style="list-style-type: none"> <li>• A combination of universal whole-school approaches and targeted interventions is most effective in reducing disruption and supporting pupils with additional behavioural needs.</li> <li>• Approaches that focus on self-management, reflection, role-play and rehearsal of appropriate behaviours demonstrate the strongest impact.</li> <li>• Consistency in adult responses and clear expectations are key to sustaining positive behaviour change.</li> </ul>	
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all staff to ensure consistent application of behaviour strategies across the school.		
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**Total budgeted cost: £ 76050**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The impact of our Pupil Premium strategy has been reviewed using a range of evidence, including statutory assessment outcomes, phonics screening data, internal assessment information, attendance records, behaviour logs and pastoral monitoring throughout the 2024–2025 academic year.

Analysis of attainment data indicates that, while some disadvantaged pupils continue to perform strongly, overall attainment for pupils in receipt of Pupil Premium funding remains below that of non-disadvantaged pupils. However, internal progress measures show that progress for disadvantaged pupils is broadly in line with their peers, demonstrating that targeted academic support and high-quality teaching are helping pupils make sustained progress from their starting points.

The attainment gap between disadvantaged and non-disadvantaged pupils remains an area for continued focus. This has informed the school's ongoing emphasis on quality first teaching, early identification of need, and targeted academic intervention, particularly in reading, communication and language.

Attendance analysis shows that attendance for disadvantaged pupils continues to be lower than that of non-disadvantaged pupils, with disadvantaged pupils over-represented in persistent absence data. While targeted attendance strategies have led to improvements for some individuals, this remains a priority area within the current strategy, recognising the strong link between attendance, wellbeing and academic outcomes.

Behaviour data and staff observations indicate that pupil behaviour and engagement have improved over the course of the year, reflecting the impact of a consistent behaviour policy, clear routines and a restorative approach. However, social, emotional and mental health needs remain a significant barrier for a number of disadvantaged pupils, affecting readiness to learn and emotional regulation.

Pastoral records demonstrate that a high proportion of disadvantaged pupils have required additional emotional and wellbeing support. Support has been coordinated by the Senior Leadership Team, working closely with staff and external agencies where appropriate. Evidence from monitoring and pupil feedback suggests that targeted social and emotional interventions have had a positive impact on pupils' confidence, behaviour and engagement with learning.

Overall, the review of the 2024–2025 academic year highlights that:

- Progress for disadvantaged pupils is secure, though attainment gaps remain
- Attendance and persistent absence continue to be key barriers
- Behaviour has improved, but SEMH needs remain high for some pupils.
- Targeted pastoral and academic support has had a positive impact

These findings have directly informed the priorities and approaches outlined in the current Pupil Premium Strategy.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

Our Pupil Premium strategy is complemented by additional whole-school activity that is not funded by Pupil Premium or recovery funding, but which supports the wider aims of the strategy. This includes:

- Continued development of effective feedback practices across the school, informed by evidence from the Education Endowment Foundation (EEF), which highlights the positive impact that high-quality feedback can have on pupils' learning, particularly for disadvantaged pupils.
- Provision of a range of high-quality enrichment and extracurricular opportunities designed to support pupils' wellbeing, behaviour, attendance and aspirations. These activities focus on developing key life skills such as confidence, resilience, teamwork and social interaction. Disadvantaged pupils are actively encouraged and supported to access these opportunities to ensure equity of participation.

These approaches support the wider school culture and reinforce the impact of targeted academic and pastoral strategies outlined within this plan.