

# Pupil premium strategy statement Sir John Lillie Primary School

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

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

## School overview

Detail	Data
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	59% (103)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-26 Year 1 of 3
Date this statement was published	Dec 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Sue Hayward
Pupil premium lead	Chloe Grassie
Governor / Trustee lead	Sue Hardwick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,580
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£141,580

# Part A: Pupil premium strategy plan

## Statement of intent

At Sir John Lillie Primary School, we are committed to supporting all children, regardless of background or individual barriers to achievement, to make excellent progress and attainment across all areas of the curriculum.

We are committed to narrowing any identified gaps in attainment between pupils. We tailor our provision to meet individual need through the use of research based intervention programmes that can offer sustained and accelerated progress for our pupils.

High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit the non-disadvantaged pupils in our school.

We ensure that all children consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour. The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and their families.

The targeted and strategic use of pupil premium funding will support us in enabling all pupils to reach their full potential through -

- Creating a safe and welcoming environment for all children
- Having high expectations of children which empowers them to succeed
- High quality teaching and learning
- Removing barriers to learning created by known circumstances, academic needs, family, language or background
- Supporting vulnerable families
- Broadening speech and language skills, including vocabulary, to develop children's ability to access their learning across all subject areas
- A focus on reading and developing a reading programme which enables all children to read fluently and therefore access all areas of the curriculum
- Identification and regular reviews of our pupil premium children
- Bespoke intervention for 1:1 and targeted groups
- Enabling pupils to develop resilience and look after their social and emotional wellbeing, through signposting and creating a safe environment with open pathways for communication
- Improving the cultural capital of our disadvantaged children by providing a rich and varied programme of experiences.

### Our objectives

- To close the gap for pupil premium children and therefore raise the attainment & progress of disadvantaged children
- Provide opportunities for children to participate in enrichment activities, thus improving cultural capital and broadening the children's experiences in school and beyond the classroom.
- Improve attendance for pupil premium children, reducing persistent absenteeism.
- To develop self-confidence, independence and social skills, including mental health and well-being.
- SDP Link: To further develop adaptive teaching strategies for children with PP / To further develop early writing of PP pupils by effectively building the foundations for writing in Reception

## Challenges

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

Challenge number	Detail of challenge
1) Lower attainment & progress of children with PP.	<p>Our data shows that, in particular, the writing and maths attainment &amp; progress needs to be raised across the school and that the gap between disadvantaged and non-disadvantaged pupils could be decreased. Our data also shows that pupil premium children often begin their education with a baseline in speech and language significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school.</p> <p>SDP link: <b>Maths Fluency: To further develop number fluency across the school with a focus on the use of resources to support pupils understanding.</b></p>
2) Lack of rich and varied experiences.	<p>Disadvantaged pupils often miss out on participating in a range of experiences with their families. Our pupil premium families tend to lack outside engagement in community activities or visits/trips at weekends. This has an impact on pupils' knowledge, imagination and vocabulary to call upon in writing activities. It has also impacted on health and wellbeing.</p> <p>Evidence suggests that the cultural capital, passed on through families', helps children to do better in school. External opportunities to develop the whole child, are not always accessible to some of our pupil premium families. As a school, we feel it is important that pupil premium children participate in subjects and lessons that they may not have access to elsewhere, giving the children a rich experience to help them in their studies. Opportunities need to be provided through an engaging, diverse and progressive curriculum that promotes depth and a richer understanding of the world.</p>
3) Attendance and punctuality	<p>Attendance for some pupil premium children is below target and not in line with school or national expectations. Families in our community face a number of additional pressures (e.g. housing, high mobility, financial etc.) that can be barriers to providing the support they need to improve school attendance.</p> <p>SDP link: <b>Attendance: To raise the school attendance to ensure it is in line with or above LA figures.</b></p>
4) SEND	<p>Many pupils eligible for pupil premium also have other factors, such as SEND, to consider when planning successful interventions. Previous school closures have had further impact on the children's communication skills, especially the disadvantaged students across EYFS and KS1. Provisions need to be put into place to help close the gap in these areas to support pupil premium children to achieve as highly as their peers, including those with SEND.</p> <p>SDP link: <b>To further develop adaptive teaching strategies.</b></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><b>To close the gap for pupil premium children and therefore raise the attainment &amp; progress of disadvantaged children.</b></p> <p>To ensure that disadvantaged pupils achieve well and that the gap is narrowed from their starting points as they progress through the school with a greater number achieving expected and greater depth in reading, writing and maths.</p>	<p>End of year data shows accelerated progress made in all core areas and pupils making steps to achieve national average scores or above in reading, writing and maths.</p> <p>Children are identified quickly and targeted interventions are set up in a timely manner, including in-class, through SALT, LSA interventions and the National Tutoring Programme. Impact reports show accelerated progress made with identified SMART targets.</p> <p>Focus areas of academic need are identified promptly through data scrutiny, observations, individual context, children's work and termly pupil progress meetings.</p> <p>Progress is accelerated for children eligible for pupil premium (target of at least 7 progress points per year)</p> <p>Increase in the % of PP children achieving expected and greater depth in English and Maths at end of EYFS, KS1 and KS2 and in Phonics, so that they are at least in line with National</p> <p>Every child is a reader: Little Wandle phonics and reading programme is fully imbedded and rapid catch-up is provided for children below ARE</p>
<p><b>Provide opportunities for children to participate in enrichment activities.</b></p> <p>Thus improving cultural capital and broadening the children's experiences in school and beyond the classroom.</p>	<p>A range of learning opportunities take place outside the classroom in every year group and are accessible for all children, regardless of background or disadvantage. All children are included and participate in school trips, workshops and events.</p> <p>Pupil surveys show 88% of PP pupils who enjoy school, feel proud to be part of the school, take part in extracurricular learning and feel challenged in their learning is in line with 89% of other pupils</p> <p>The PTA is being established with the intent to support families eligible for PP through fundraising events and enrichment activities.</p>

	Evidence in books, lesson observations and pupil interviews demonstrate the impact of educational visits on pupil engagement and overall outcomes.
<p><b>Attendance for pupil premium children improves and persistent absenteeism reduces.</b></p> <p>Engagement of parents increases with attendance, homework and engagement in community events, helping to raise children’s aspirations and hopes for the future as well as improve attitudes to learning.</p>	<p>Attendance data shows the gap is reducing in line with national data. Children attending school daily and participating fully in learning and activities.</p> <p>Attendance of pupils eligible for PP is in line with the school target of 96%</p> <p>Key pupil premium families will be identified quickly, regular contact and support in place, working with the SASO (school attendance and support officer)</p> <p>SASO (School Attendance and Support Officer) supports families with low attendance and engages them, with the support of the school, with early help if families agree</p> <p>Improved attendance leads to accelerated progress in all subjects</p> <p>Positive attitudes and behaviour to learning and engagement in school.</p> <p>Bespoke support provided for families with persistent absence</p> <p>Parents of children eligible for pupil premium attend parents’ consultations and school events.</p> <p>Home / school communication is evident through signed reading records and completed homework, regular updates on weekly newsletter</p> <p>Attendance awards presented in whole school assemblies to celebrate classes with highest weekly attendance</p>
<p><b>To develop self-confidence, independence and social skills, including mental health and well-being.</b></p> <p>Pupils who transition from our school are resilient, know how and when to ask for help</p>	Pupils are able to focus on their learning during the school day. Pupils with specific social and emotional health needs access targeted and specialist support

<p>and are able to make informed, healthy and safe choices.</p>	<p>The school has 2 mental health champions, a trained ELSA and a MIND practitioner to support with social, emotional needs and wellbeing.</p> <p>Low level of incidents of disruption to teaching and learning.</p> <p>Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks.</p> <p>When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.</p> <p>All staff and pupils are aware of who to ask for help, including the designated mental health first aiders and safeguarding leads. Timely interventions show improved wellbeing and resilience as well as academic achievement. Data gathered through pupil voice and the CLT.</p>
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## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Embedding of Little Wandle Phonics / reading programme	<p>This scheme has a strong evidence base indicating a positive impact on pupils particularly on pupil premium pupils.</p> <p>Little Wandle Letters and Sounds Revised has been developed by Little Sutton and Wandle English Hubs and taken forward by <u>Little Sutton Primary School</u> and <u>Wandle Learning Trust</u> in partnership with other phonics and early reading experts. Our school has developed a highly effective Letters and</p>	1, 2 and 4

<p>Staff, particularly ECT's, to receive CPD to support the implementation and assessment of the new scheme.</p> <p>Daily Supported Reading</p> <p>Daily Supported Phonics</p>	<p>Sounds approach over recent years, with Phonics screening check results consistently amongst the top five per cent in the country.</p> <p>Little Wandle Letters and Sounds Revised has been built around the update (Department for Education – Letters and Sounds improving rates of progress 2021) that they were funded to produce by the Department for Education, as well as drawing on the latest research into how children learn best, how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.</p> <p>DSR has had a long-term impact on reading outcomes. The programme was researched and observed by a team of lead practitioners, phase/subject leaders and SLT prior to implementation. Little Wandle Letters and Sounds Revised is a systematic synthetic phonics programme (SSP) Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum. Coordination, training, monitoring and support for this programme is an integral part of the Literacy Team leadership roles across our school.</p>	
<p>Small sets for pupils who are underachieving or significantly behind age-related expectations taught by highly qualified and experienced teachers and HLTA's</p>	<p>Children facing the most complex barriers to their learning should be taught by the most qualified. Experienced class teachers and HLTA's are all outstanding classroom practitioners who are highly qualified with significant teaching skills and are able to tailor the learning according to SMART targets in small groups, with a particular focus in upper key stage 2 in preparation for secondary school.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>1 and 4</p>
<p>HLTA / LSA SEN interventions</p>	<p>Where children require additional support, additional provision is created to develop a meaningful learning experience based on reflective best practice and working with the professionals who support the school.</p> <p>Individual and group progress towards the four areas of learning, as guided by the SEN Code of Practice, informs planning and all learning experiences including developing language, emotional regulation and independence</p> <p>Tailored interventions guided and supported by outside agencies such as SALT, Inspire and the EP service allows for the pace of learning to be effective, making connections between isolated skills that form a genuine learning journey. Independence is the ultimate goal.</p> <p>Ensuring High quality teaching for all pupils who have the greatest need features in most EEF guidance across all areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1 and 4</p>
<p>Specialist ICT teaching for all pupils. Specialist teachers will also run weekly sports clubs for KS1 and KS2</p>	<p>Access to high quality teaching in specialist areas has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas including maths and English.</p> <p>Pupils will gain self-confidence in areas of enrichment and creativity, boosting their self-esteem and sense of self-worth, particularly if they face academic challenges or difficulties.</p>	<p>2 and 4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted HLTA support in and out of class for focused interventions.</p>	<p>MITA research has been used to shape the model for targeted HLTA support and interventions to bring about maximum impact on pupil outcomes.  <a href="https://maximisingtas.co.uk/">https://maximisingtas.co.uk/</a></p> <p>HLTAs providing Quality First Teaching on a small adult to pupil ratio brings about maximum impact on pupil outcomes with focused interventions and in class support. Data shows Improved standards in reading and writing in Y2-6; Data shows that the number of children passing the Year 1 Phonics Screening is higher than national and children are making expected progress in reading across all year groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1 and 4</p>
<p>LSA SEND specific support and training, including use of outreach services such as OAT.</p>	<p>Whilst going through the process of applying for an Education and Health Care Plan, some children need more support than working in small groups/ interventions. EHC applications can be timely, so putting the necessary support in place immediately is crucially important.</p> <p>This tailored support can also negate the need to apply for an EHCP if the pupil receives adapted learning which enables them to access their class learning. This can include pre-teaching which is a research driven directive suggested by SALT and EP professionals.</p> <p>SALT, EP and Inspire all offer targeted training and support for LSA's who work with children who have EHCP's. This training is completed early in the school year so that interventions can start early and have greater impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1,2 and 4</p>
<p>'NELI' Speech and Language Intervention in Reception Class – delivered by trained EYE or CT</p> <p>ECAT (Every Child a Talker) Speech and Language</p>	<p>The evidence based programme aims to accelerate children's progress in language and communication by an average of six months, after a twenty-week intervention. A SAL focus in EYFS works as a preventative model to ensure that SAL needs are identified at an early stage, with interventions put in place to support the child and close the learning gap.</p>	

Intervention in Nursery Class – delivered by trained EYE or CT		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitored daily and analysing data half termly.</p> <p>Support from LA Attendance officer.</p> <p>Supporting families to get their children into school each day.</p> <p>Embedding principles of good practice listed in DfE 'Improving School Attendance' document.</p>	<p>Regular monitoring of attendance has shown to have a direct impact on attainment.</p> <p>Support with approaching hard to reach parents.</p> <p>Research shows time given to many families, by school and Children's Services, having difficulties getting children into school increases attendance and in term academic progress. Also, the well-being of the family improves.</p> <p>This document has been written from research with schools: Attainment cannot improve for children if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step. 'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school.'</p>	
<p>ELSA (Emotional Literacy Support Assistant) training for identified colleague</p>	<p>Research shows that having a trained ELSA supports children's well-being through their learning and leads to a positive impact on attendance and wellbeing.</p> <p>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils.</p> <p>Evidence-based programme of intervention for pupils who are facing social and emotional difficulties. This intervention targets children for whom emotional and social difficulties are a barrier to their learning.</p> <p>It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</p>	
<p>Social, Emotional and Mental Health interventions; to be delivered by trained ELSA staff</p>	<p>In addition to training an ELSA as detailed above, we have in place PSED and mental health leads to create a holistic view for addressing social and emotional barriers to children's learning. We also have a MIND practitioner</p>	

<p>and dedicated MIND practitioner. Lunchtime nurture group</p>	<p>who works with disadvantaged pupils and their families to support children through times of change or difficulty.</p> <p>Improving Social and Emotional Learning (SEL) in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL (Social and Emotional Learning) for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	
<p>Subsidised or free places for enrichment afterschool clubs for targeted children.</p>	<p>Disadvantaged children to have access to extra-curricular and enrichment activities. To impact language development, physical development, social development, aspirations etc.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<p>Bi-weekly SLT meetings to discuss pupil group progress.</p>	<p>A 'Plan, Do, Review' cycle is recommended to support implementation of strategies to achieve our pupil premium objectives. It is essential that our senior leaders meet to plan, deliver or arrange targeted CPD and evaluate how effective all interventions are and the impact they have on children's learning and mental health.</p>	
<p>Establish a PTFA to arrange community fundraising events Engage children and families in the school community – open mornings, concerts and class assemblies Enable pp children to attend enrichment activities through subsidising</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <a href="#">Teaching and Learning Toolkit</a> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

Despite the many challenges faced, we have been committed to achieve the very best outcomes for our children. Overall, the strategies put in place to support the progress and attainment for disadvantaged pupils have had a positive impact, however this impact has been limited by COVID-19 related interruptions over the recent years. The significance of the COVID impact has been difficult to measure. Throughout the last academic year, we needed to prioritise within our curriculum in order to cover the skills and knowledge missed during periods of home schooling. Although our provision and support was very good during the lockdowns, there is no substitute for a class teacher doing face to face learning. We also carried out intervention through Google Classroom but we found that our disadvantaged children were less engaged and made less progress than with face to face intervention in school.

Intended outcomes 2024-25:

- 1. To close the gap for pupil premium children and therefore raise the attainment & progress of disadvantaged children.**

To ensure that disadvantaged pupils achieve well and that the gap is narrowed from their starting points as they progress through the school with a greater number achieving expected and greater depth in reading, writing and maths.

- 2. Provide opportunities for children to participate in enrichment activities.**

Thus improving cultural capital and broadening the children's experiences in school and beyond the classroom.

- 3. Attendance for pupil premium children improves and persistent absenteeism reduces.**

Engagement of parents increases with attendance, homework and engagement in community events, helping to raise children's aspirations and hopes for the future as well as improve attitudes to learning.

- 4. To develop self-confidence, independence and social skills, including mental health and well-being.**

Pupils who transition from our school are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices.

Review of outcomes against success criteria:

#### **1 Closing the gap**

End of year data shows accelerated progress made in all core areas and pupils making steps to achieve national average scores or above in reading, writing and maths.

Attainment DATA

The gap narrowed in reading by 3.2 points, in writing by 9.4 points and maths by 6.4 points across the last academic year

Children are identified quickly and targeted interventions are set up in a timely manner, including in-class, through SALT, LSA interventions and the National Tutoring Programme. Impact reports show accelerated progress made with identified SMART targets.

Early intervention is a priority. Having reviewed the impact of the NTP against the cost, we have ascertained that our most effective interventions were administered by experienced teachers and HLTA's, working closely with the class teachers. The NTP has not been running since Sept 2023 but was replaced with in-house targeted interventions.

Focus areas of academic need are identified promptly through data scrutiny, observations, individual context, children's work and termly pupil progress meetings.

Ongoing

Progress is accelerated for children eligible for pupil premium (target of at least 7 progress points per year)

Increase in the % of PP children achieving expected and greater depth in English and Maths at end of EYFS, KS1 and KS2 and in Phonics, so that they are at least in line with National

Progress DATA Year 1-Year 6 2024-2025

63% of non PP have made at least expected progress in reading

61% of non PP have made at least expected progress in writing

64% of non PP have made at least expected progress in maths

58% of PP have made at least expected progress in reading

57% of PP have made at least expected progress in writing

61% of PP have made at least expected progress in maths

The gap narrowed in reading by 3.2 points, in writing by 9.4 points and maths by 6.4 points across the last academic year

Every child is a reader: Little Wandle phonics and reading programme is fully embedded and rapid catch-up is provided for children below ARE

Ongoing

## 2 Enrichment

A range of learning opportunities take place outside the classroom in every year group and are accessible for all children, regardless of background or disadvantage. All children are included and participate in school trips, workshops and events.

2023/24

Gardening club

Martial arts

Drama

Lunchtime football

Art

2024/25

Gardening club

Martial arts  
Drama  
Lunchtime football  
Art  
2025/26  
Gardening club  
Martial arts  
Drama  
Lunchtime football  
Art  
Dodgeball  
Guitar  
Coding

The PTA is becoming more established and is beginning to support families eligible for PP through fundraising events and enrichment activities.

Set up in summer 2023 and is ongoing

Evidence in books, lesson observations and pupil interviews demonstrate the impact of educational visits on pupil engagement and overall outcomes.

Book monitor forms and feedback from subject leads as well as SLT evidences how trips and visits have enriched the work in books and displays in classrooms, leading to improved outcomes

### **3. Attendance**

Attendance data shows the gap is reducing in line with national data. Children attending school daily and participating fully in learning and activities.

Trends in attendance have continued to be positive.

Attendance is still in an improved position on last year of 94.2% across all schools in LBHF

Overall attendance in SJL is currently 94.1% in line with the LA average. For years 1-6 the figure is 94.44% which is above LA average.

Attendance of pupils eligible for PP is in line with the school target of 96%

Attendance for PP is 93.5%, only just below the non PP attendance of 94.7%. This is due to a very small group of PP families for whom attendance is an ongoing concern. The school is working very closely with these families to help support them with issues affecting the children's attendance.

Key pupil premium families will be identified quickly, regular contact and support in place.

Ongoing – support provided from office staff, MIND practitioner, SMHL's, Inclusion Manager and ELSA.

It was recognised in our Ofsted 2025 report that bespoke strategies are used for targeted families.

The school regularly celebrates attendance success in weekly newsletters and on 3/12/24 a text was sent out to all parents to celebrate the excellent attendance across the school as only one child (pp) was absent that day.

Improved attendance leads to accelerated progress in all subjects

Case studies of individual children and families shows a link between improved attendance and higher outcomes/progress.

Positive attitudes and behaviour to learning and engagement in school.

This has been identified as a strength in our SEF and in our Ofsted report (March 2025) and in all observations made by external visitors

Parents of children eligible for pupil premium attend parents' consultations and school events

We are working very closely with the families of approximately 25 pp pupils, for whom non engagement is still a concern. We operate an open door policy and flexibility of parent consultation times so that parental/guardian contact is made with class teachers to discuss progress, success, attainment and concerns promptly.

Home / school communication is evident through signed reading records and completed homework

For children who regularly fail to bring in signed reading records or homework, class teachers and TA's initiate dialogue and offer support to families, signposting or passing to SLT if necessary. This is personalised depending on individual situations and reasons for non-communication.

#### **4. SMSC / PSHE**

Pupils are able to focus on their learning during the school day. Pupils with specific social and emotional health needs access targeted and specialist support. Specialist staff support those children who have been directly affected by the recent pandemic, through therapeutic intervention.

Targeted interventions and specialist support has enabled pupils with PSHE related needs to achieve their SMART Targets as evidenced in impact reports and support plans.

We have had recent CPD on masking.

The school has a trained ELSA and a MIND practitioner to support with social, emotional needs and wellbeing.

A dedicated room has been set up and ELSA support has been allocated a regular time slot to work with pupils which have been referred by other members of staff.

Low level of incidents of disruption to teaching and learning.

Exactly 50% of behaviour incidents recorded concern pp children.

7 pp chn have been involved with behaviour incidents during Autumn Term 1 across the school. The child with the highest number of reported behaviour incidents recorded is a non pp pupil.

8 out of 10 recorded incidents occurred in the playground and did not disrupt class learning time.

Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks.

Link inspector, SLT and subject lead feedback demonstrates high levels of engagement in class activities, positive learning attitudes and increased confidence

When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.

Ongoing – SENCO and specialist intervention team (internal and external)

New PSHE scheme has been introduced to ensure the curriculum covers content on resilience and communication

New behaviour ladder and reflection space introduced

School Values have been revised and published in a child friendly format, included in the curriculum (particularly evident in PSHE) and discussed in assemblies

All staff and pupils are aware of who to ask for help, including the designated mental health first aiders and safeguarding leads. Timely interventions show improved wellbeing and resilience as well as academic achievement.

Data gathered through pupil voice and the CLT demonstrate that pupils know who to ask for help and assemblies have been used to reinforce and remind children of strategies for supporting their mental health and wellbeing. This was recognised in our Ofsted report 2025 where behaviour was noted as excellent and that this supports the children to be ready to learn and for the next stages of their education.

## Externally provided programmes

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

Programme	Provider
White Rose Maths	White Rose Maths
Little Wandle Letters and Sounds Revised	Little Wandle
Kapow (humanities, computing, PSHE	
Developing experts (science)	
Get set for... (PE, music)	
MFL Spanish	Little Angels
NCETM	Maths hub
TTRS / NUMBOTS	
ELSA	LBHF EP service
NELI (Nuffield Early Language Intervention)	Nuffield Early Language Intervention
MIND well-being practitioner	H&F MIND charity

# Service pupil premium funding (optional)

<i>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</i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

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

- We have utilised a DfE grant to train a senior mental health lead (PSHE Lead to access this). The PSHE/SMH Lead will work alongside the FSO, SENCO and external professionals and identified families to ensure pupils receive the support they may require to meet their needs. Primary focus will be placed on;
  - putting in place a whole-school approach to positive mental health and wellbeing
  - using formal curriculum teaching opportunities, PSHE provision map and resources in the school to promote good mental health
  - working with all staff to raise mental health awareness using existing established systems.
  - using existing systems and staffing within school to support earlier identification of, and intervention for, children with mental health issues.
  - working with mental health provision and outreach services in the local area, including CAMHS, OAT and MIND, in order to develop a good understanding of outcome measures used by mental health professionals. This will support us in recognising any gaps that need filling in terms of mental health provision for children in our setting.
- Continued work with The MIND Team and Tavistock NHS Trust therapist. The MIND team is a school-based service which responds to the emerging mental health needs of students in schools by offering assemblies and workshops on relevant wellbeing topics. The team also offers training to school staff and parents/careers to educate and build confidence in addressing common mental health concerns experienced by children and young people. Our dedicated MIND practitioner and Tavistock Therapist both operate on a referral basis to provide 1:1 or group therapy for individuals and/or groups of children. MIND therapy usual runs on a 6-week cycle while Tavistock provide longer-term therapy of 1-1.5 yrs for more complex cases.
- Robust quality assurance cycles across the school to monitor teaching and provision
- On-going CPD for teachers to ensure a coherently sequenced, ambitious and progressive wider curriculum planning, implementation and evaluation. As a school, we have considered the literature regarding effective use of pupil premium, the impact of disadvantage on educational outcomes alongside studies about the impact of the pandemic on disadvantaged pupils (e.g. EEF, 2021; Ofsted, 2021). We have also based our strategy on our extensive knowledge of the needs of our pupils. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure best possible outcomes for pupils.