# St Just Primary School

*"Aspirations and Achievements; Together One and All"*

# Pupil Premium Strategy

# Academic Year 2025-2028

# Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name: | St Just Primary School |
| Number of pupils in school | 166 |
| Proportion (%) of pupil premium eligible pupils: | 18% (30/166) |
| Academic year/years that our current pupil premium strategy plan covers: | 2025-2026 2026-2027 2027-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | October 2026 |
| Statement authorised by | LMC / TPAT |
| Pupil premium lead | Jon Hall |
| Governor / Trustee lead | Ruth Sellors (Chair of LMC) Anita Firth (Chair of Trustees) |

# Funding overview

| Detail | Amount 2025-2026 | Amount 2026-2027 | Amount 2027-2028 |
|---|---|---|---|
| Pupil premium funding allocation this academic year | £53,465.32 | £55,603.71 | £58,962.12 |
| Recovery premium funding allocation this academic year | 0% | 0% | 0% |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0% | 0% | 0% |
| **Total budget for this academic year** If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £53,465.32 | £55,603.71 | £58,962.12 |

TPAT approach to supporting disadvantaged pupils:

Addressing disadvantage is not about supporting pupils to 'escape' their lives. It is about ensuring they have agency and choice and access to opportunity to make a positive contribution. (to school and community). As a trust we are committed to ensuring that our strategy raises the outcomes for our pupils from disadvantaged backgrounds. In writing this paper guidance has been taken from the EEF research, the DFE approach to pupil premium and OFSTED. The DFE highlights a 3-tier approach which our trust strategy is based on. All the initiatives that we suggest supporting schools are based on research which is evidenced below.

## Part A: Pupil Premium Strategy Plan

# Statement of Intent

*At our school, our aim is to ensure that every pupil, regardless of their background or the challenges they face, makes strong progress and reaches high standards in all areas of learning. The focus of our Pupil Premium strategy is to provide targeted support for disadvantaged pupils, helping them to achieve this goal, while also ensuring that even our highest achievers continue to make progress.*

*We understand that some pupils face additional challenges, such as those with a social worker or young carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances.*

*Our approach is designed to support all pupils, whether disadvantaged or not, with a focus on high-quality, 'quality-first' teaching. This ensures that disadvantaged pupils receive the specific support they need, helping to close the attainment gap while benefiting all pupils. Our strategy is based on robust diagnostic assessments, addressing both common challenges and individual needs. By focusing on targeted interventions and continuous support, we aim to sustain and improve the progress of both disadvantaged and non-disadvantaged pupils. Each approach we adopt complements the others, working together to help all pupils achieve their full potential.*

*To ensure they are effective we will:*

- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.*
- *Act early to provide support once a need has been identified.*
- *close the attainment gap between pupil premium and their peers.*
- *Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.*
- *Ensure that the Pupil Premium grant reaches pupils who need it the most, with the recognition that not all students who are socially disadvantaged are registered or qualify for free school meals*
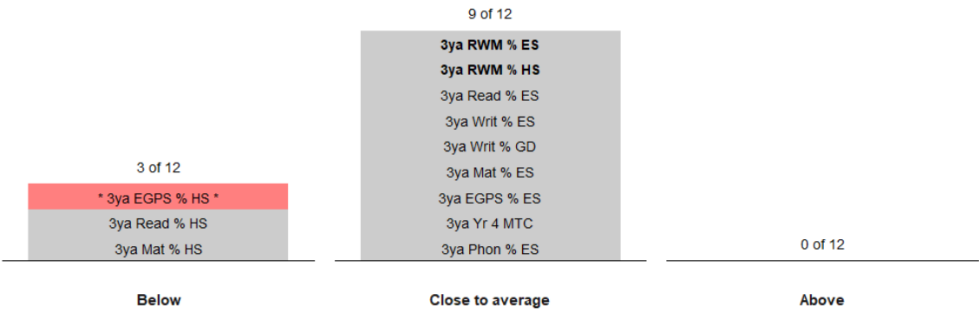
# Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.
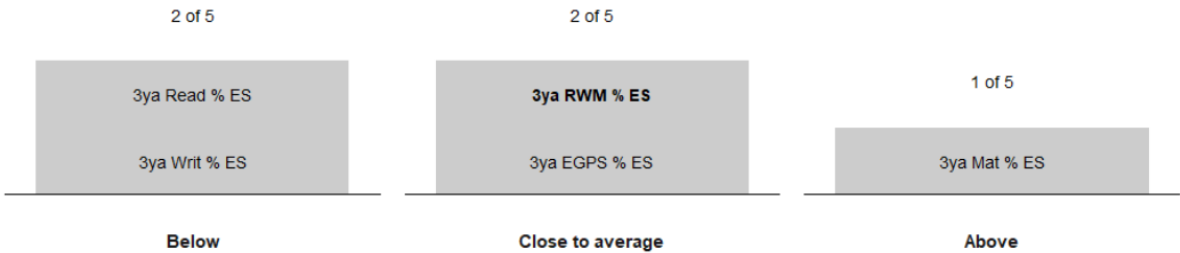
| | Detail of challenge |
|---|---|
| 1 | **Attainment** <br> **KS2 Data:** <br> Combined: <br> Expected Standard: 84%  (ALL) Pupil Premium: 28.6% (2/7) <br> Greater Depth Standard: 69% (ALL) Pupil Premium (14.3%)  (1/7) |

Phonics data: 60% = Pupil Premium 1/6

**KS2 Outcomes over time (IDSR)**

|  | 3 of 12 | 9 of 12 | 0 of 12 |
|---|---|---|---|
|  |  | 3ya RWM % ES | |
|  |  | 3ya RWM % HS | |
|  |  | 3ya Read % ES | |
|  |  | 3ya Writ % ES | |
|  |  | 3ya Writ % GD | |
|  | * 3ya EGPS % HS * | 3ya Mat % ES | |
|  | 3ya Read % HS | 3ya EGPS % ES | |
|  | 3ya Mat % HS | 3ya Yr 4 MTC | |
|  |  | 3ya Phon % ES | |
|  | **Below** | **Close to average** | **Above** |

Disadvantaged

|  | 2 of 5 | 2 of 5 | 1 of 5 |
|---|---|---|---|
|  | 3ya Read % ES | **3ya RWM % ES** | |
|  | 3ya Writ % ES | 3ya EGPS % ES | 3ya Mat % ES |
|  | **Below** | **Close to average** | **Above** |

There has been steady improvements in both phonics outcomes and KS2 outcomes. We have also seen improvements in the MTC in Year 4. Outcomes for pupils eligible for the Pupil Premium are inconsistent, but this is partly explained by the small cohort, creating a large confidence interval. Good Level of Development outcomes are consistent and have been marginally below national outcomes.

It remains a key priority to close the gap between the attainment of pupils eligible for the PupilPremium and their non disadvantaged peers.

| 2 | **Attendance and Punctuality**<br><br>**2024-2025**<br><br>Data: Attendance for all 2024/2025: 95.6%<br><br>Attendance for children who in receipt of Pupil Premium funding: 92.8%<br><br>% of children who are in receipt of Pupil Premium funding who are persistently absent: 31.3%<br><br>% of children who are in receipt of Pupil Premium funding who need support with punctuality: 6% |
|---|---|

| | |
|---|---|
| | Attendance for all children is good, including the attendance for children who are receipt of Pupil Premium funding. There are more persistently absent students as a proportion of students who are eligible for free school meals. There are individual challenges for these families; school robustly implements the Trust attendance policy. |
| 3 | **Parental engagement and support**<br><br>Parental Engagement Data<br><br>97% of parents of children who are in receipt of Pupil Premium funding attend progress meetings in Autumn, Spring and Summer term<br><br>*There is a high level of parental engagement with the vast majority of parents attending Parents' Evenings / teacher consultations. There are high levels of attendance at wider school events. These events include: Christmas Fayre, Nativities and other productions, Carol concerts, IN Crowd, Workshops for SEN/Maths, transition evenings, iPad meetings, Enrichment days, Business Enterprise,* |

## 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 |
|---|---|
| **Challenge 1**<br>Children who are pupil Premium have a combined measure at end of KS2 which increases year on year | Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium:<br>- By the end of 2025/2026, all year groups will achieve 50% in RWM  PP2/8<br>- By the end of 2026/2027, all year groups will achieve 55% in RWM PP 3/5<br>- By the end of 2027/2028, all year groups will achieve 65% in RWM PP 5/6<br><br>- By the end of 2025/2026, all year groups will achieve 70% in phonics   6/10<br>- By the end of 2026/2027, all year groups will achieve 80% in phonics   4/8<br>- By the end of 2027/2028, all year groups will achieve 85% in phonics    3/4<br><br>*Monitored by LMC, SLT, Data leader in half termly progress meetings* |
| **Challenge 2**<br>Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium | Attendance for both non-PP children and PP children will be above 96%<br>The number of children who are Pupil Premium who are persistently absent is less than 5%<br>There will be less than 6% of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school.<br>There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy.<br>There will be a reduced number of disadvantaged families receiving fixed penalty notices.<br><br>*Monitored by Attendance Officer and SLT in fortnightly meetings* |

| Challenge 3 **Support from home** Parents of children who are PP are involved in the school community and attend events | An increased number of parents will engage in workshops led by school staff to support and promote academic learning = more than 60% 100% of parent of children who are in receipt of Pupil Premium Funding will attend progress meetings School staff contact parents of children who are in receipt of Pupil Premium Funding in advance of any event Barriers are identified by school to enable the setting to be easier to reach *Monitored by SLT / PP lead* |
|---|---|

# Activity in this academic year

## Teaching: minimum 50% of budget (for example, CPD, recruitment and retention)

£30,000

| Activity | Evidence that supports this approach Challenge number(s) addressed | |
|---|---|---|
| Incremental coaching | To maintain high quality teaching, CPD must be embedded. Incremental coaching is a coaching approach where progress is made step by step, focusing on small, manageable improvement over time. It focuses on gradual growth, continuous feedback, sustainability and confidence building. The TPAT Pedagogy Project/Model, based on WALKTHRUS focuses on a specific area of teaching each half term. STEPLAB is a platform used to track and monitor progress. ***Evidence:*** - **Rosenshine's Principles of Instruction** https://www.aft.org/sites/default/files/Rosenshine.pdf - **EEF: Teaching & Learning Toolkit** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | 1, |
| Primary Assessment Strategy | Termly NfER Reading assessments and maths.co are used, analysed and inform future learning. Use of INSIGHT Trust aligned pupil progress meetings to review pupil premium progress and provide intervention. Accurate assessment which identifies areas of strengths and areas where pupils need additional support Assessment is robust and provides quantitate measures and accurate indicative prediction of KS2 SATS outcomes. Summative assessments are reliable in providing timely information about the progress of individual pupils and cohorts, in relation to others Assessments allow progress to be tracked over time | 1 |

| | | |
|---|---|---|
| | Assessments are used to measure the impact of interventions<br>Writing clinics – 1:1 feedback to feed forward<br><br>***Evidence:***<br>**-EEF : making use of diagnostic assessment**<br>https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment | |
| "Disadvantaged reading project" | The TPAT Disadvantage Reading Project, initiated in September 2023 is a rigorous approach to teaching reading comprehension, focusing on vocabulary, retrieval and then inference. It is instructional in approach.<br><br>***Evidence:***<br><br>**Reach Schools**: https://reachschools.uk/ | 1 |
| Digital pedagogy for the Advantage Project | IPad use in digital pedagogy in Primary schools impact positively on attainment. It focuses on equity (reducing barriers for children), engagement (boosting motivation and retention), personalised learning (supporting diverse learning needs), creativity (encouraging innovative thinking and expression), parental Involvement (strengthens home-school connection).<br><br>***Evidence:***<br><br>**EEF: Harnessing the potential of EdTech:**<br><br>https://educationendowmentfoundation.org.uk/news/effectiveness-of-edtech-reflections-from-new-review<br>**EEF: Using Technology to improve learning**<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | 1 |
| Access to NPQs and ECT support programme & professional development programme for support staff | Having well trained teachers will affect the attainment of all children. CPD has an effect size (0.09) comparable to giving a teacher 10 years' experience. [epi.org.uk]. Improving retention of skilled teachers, especially in challenging schools, ensuring consistency and stability for disadvantaged learners. [epi.org.uk]. Empowering teachers to better support pupils with complex needs, leading to more inclusive and effective classroom practice. [researchsc...ool.org.uk]<br><br>***Evidence:***<br>About us – The National Institute of Teaching<br>**Educational Policy Institute - The effects of high quality professional development on teachers and students**<br>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/<br>**EEF: SEN In Mainstream Schools**<br>Special Educational Needs in Mainstream Schools | EEF | 1, 2 |

| Mastering number/Maths Hub training programmes | Mastering number builds number sense early, developing fluency, flexibility and confidence with numbers EYFS-Y2. The programme also supports language development which is crucial for many children who are in receipt of Pupil Premium funding. High quality CPD is available and is a systematic and inclusive approach to learning. There is evidence that is closes the gap.<br><br>***Evidence:***<br>**Mastering Number: Building Strong Foundations in Early Years**<br>[www.ncetm.org.uk] | 1, 2 |
|---|---|---|
| ShREC to support EYFS | ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, respond, Expand, connect<br>***Evidence:***<br>https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach | 1, 2 |
| Agenda in PPA time / Staff training / SLT | Having the discussion about children who are in receipt of Pupil Premium funding scheduled into an agenda, raises the profile of the children as individuals, their attainment, as well as their relationships, safeguarding, behaviour and engagement with school and their peers.<br>This shows visible leadership and commitment, as well as a culture of high expectations.<br><br>***Evidence***<br>**DFE**<br>https://assets.publishing.service.gov.uk/media/5a7f203840f0b62305b853ac/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf<br>**EEF**: https://educationendowmentfoundation.org.uk/using-pupil-premium<br>**Hampshire services:**<br>https://leadership.hias.hants.gov.uk/pluginfile.php/5746/mod_resource/content/1/HIAS%20Moodle+%20Evaluating%20the%20impact%20of%20Pupil%20Premium%20funding%20in%20your%20school.pdf | 1,2, 3 |
| Attendance rewards | These rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture.<br><br>***Evidence***<br>**Attendance works**<br>https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf<br>**EEF Attendance and reading**<br>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools | 1, 2 |

**Targeted academic support : maximum 25% of budget (for example, tutoring, 1:1 support, structured interventions)**

£12 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Small group nurture and SEMH interventions e.g. Thrive, forest school | These programmes improve self-regulation, resilience and emotional wellbeing. There are studies which also show that those who attend Forest school outperform those who don't academically. It gives targeted support for children with ACES, also impacting on attendance.<br><br>***Evidence:***<br>https://www.thriveapproach.com/<br>**Early child developmental and care: forest schools**<br>https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430<br>**EEF Outdoor Learning Experiences**<br>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/outdoor-adventure-learning<br>**Mentoring**<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring<br>**Maeve – EMHP**<br>**Mental Health Support Team** | 1, 2, 3 |
| Targeted deployment of teaching assistants | Deployment of TAs i the classroom improves academic progress (esp in literacy and early years), support emotional regulation, inclusion and engagement and reduces teacher workload and improves classroom management. Release time for TAs as part of support for apprenticeship programme<br><br>***Evidence:***<br>**-EEF: Deployment of teaching assistants**<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants<br>**DfE: Deployment of Teaching assistants**<br>https://assets.publishing.service.gov.uk/media/5d1397fc40f0b6350e1ab56b/Deployment_of_teaching_assistants_report.pdf | 1 |
| Deployment of iPads to support home learning | There is growing evidence to support using iPads to support homelearning. There is academic gains, higher levels of engagement, equity and pedagogical support.<br><br>***Evidence:***<br>Teaching and Learning Toolkit | EEF<br>**Apple Education support**<br>https://www.apple.com/education/docs/ipad-mac-in-education-results.pdf | 1 |

| | | |
|---|---|---|
| Use of key apps & online programme– iMovie/keynote/everyone can create materials/ TTRS / Spelling Shed Wellcom | There is evidence starting to gather that TTRS can improve educational outcomes for disadvantaged children/ There could be improved maths fluency, increased engagement and potential to close gaps. This is the same for other educational Apps or online platform<br>***Evidence:***<br>**TTRS**<br>https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf<br>**Spelling Shed**<br>https://blog.edshed.com/spelling-shed-wins-a-bett-award/ | 1, 2, |
| Language buildings activities (storytelling, story baskets, rhyming games and songs, role play, I spy, | These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication.<br><br>***Evidence***<br>**EEF: Oral language interventions**<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions<br>**Reach out and read**<br>https://reachoutandread.org/article/intervention-research-to-improve-language-learning-opportunities-and-address-the-inequities-of-the-word-gap/<br>**Nuffield Early Intervention (NELI)**<br>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention<br>**Talk Boost**<br>https://ican.org.uk/training-licensing/talk-boost-ks1/ | 1 |
| Targeted English and Maths interventions e.g. Bug Club, Mastering number, Third Space Learning, | Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths.<br><br>***Evidence:***<br>**Literacy Trust**<br>https://literacytrust.org.uk/programmes/interventions/<br>**Parliament**<br>https://publications.parliament.uk/pa/cm5901/cmselect/cmpubacc/365/report.html<br>**Third Space Learning**<br>https://thirdspacelearning.com/blog/primary-school-interventions/<br>**Small Group Phonics**<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 1 |
| Revision support programme (KS2) | School based revision support programme, responsive to individual targets and QLA.<br><br>***Evidence***<br>**EEF: Building Study habits**<br>https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines<br>**EEF: 7 steps programme**<br>https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model | 1 |
| Attendance support | Attendance rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture. | 1, 2 |

| | TPAT Attendance Policy and the Tiered approach supports individual families with attendance<br><br>***Evidence***<br>**DFE**<br>https://www.gov.uk/government/publications/link-between-attendance-and-attainment<br>**Attendance works**<br>https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf<br>**Attendance Interventions**<br>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment | |
|---|---|---|
| Music Hub | Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field)<br><br>***Evidence:***<br>**EEF: Arts participation**<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation<br>**Cambridge University Press**<br>https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB<br>**CMST – Asone**<br>Year 3 class accessed in Autumn Term | 1 |

## Wider strategies: maximum 25% of budget (for example, related to attendance, behaviour, wellbeing)

£11,465

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Financial support for residentials, trips and visit | One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.<br><br>***Evidence:***<br>**- EFF: Closing the Attainment Gap**<br>https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap | 1,2, 3 |

| | | |
|---|---|---|
| TPAT attendance strategy | The TPAT attendance policy offers support to families and to school to ensure high attendance the Tiered approach is tracked rigorously and it supported by the TPAT inclusion team.<br><br>***Evidence:***<br>[Attendance - TPAT ConnectED](#)/<br>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance | 1, 2, |
| Funding children for breakfast club | Where Breakfast clubs are a part of wrap around care, children who are PP may get offered a place free of charge. This sets the children up for the day with a calm sense of belong and needs met.<br><br>***Evidence:***<br>**Benefits of Breakfast Club**<br>https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs | 1, 3 |
| Tracking of Personal development | Tracking personal development can increase educational outcomes by identification of barriers to learning, improved attendance and behaviour, identifying interventions<br><br>***Evidence:***<br>**NGA: Widening the Lens toolkit**<br>https://www.nga.org.uk/media/ypchvl3f/nao-study-supporting-the-attainment-of-disadvantaged-children-in-educational-settings.pdf<br>**NFER tracking: supporting disadvantaged pupils**<br>https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf | 1, 2, 3 |
| Music Hub | Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field)<br><br>***Evidence:***<br>**EEF: Arts participation**<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation<br>**Cambridge University Press**<br>https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB | 1, 2 |
| Parental Engagement | There is growing evidence to show that increased parental engagement can increase academic gains (esp in literacy and Early Years development) and social-emotional growth.<br><br>***Evidence:***<br>**EEF: Parental Engagement**<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement<br>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement<br>**NFER: Narrowing the Gap**<br>https://www.nfer.ac.uk/media/pwajjzq3/oupp02.pdf | 1, 3 |

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year.

| Intended outcome | Success criteria | 25-26 | 26-27 | 27-28 |
|---|---|---|---|---|
| **Challenge 1** Children who are pupil Premium have a combined measure at end of KS2 which increases year on year | Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium: <br> - By the end of 2025/2026, all year groups will achieve 50% in RWM  PP2/8 <br> - By the end of 2026/2027, all year groups will achieve 55% in RWM PP 3/5 <br> - By the end of 2027/2028, all year groups will achieve 65% in RWM PP 5/6 <br><br> - <br> - By the end of 2025/2026, all year groups will achieve 70% in phonics   6/10 <br> - By the end of 2026/2027, all year groups will achieve 80% in phonics   4/8 <br> - By the end of 2027/2028, all year groups will achieve 85% in phonics   3/4 <br><br> *Monitored by LMC, SLT, Data leader in half termly progress meetings* |  |  |  |
| **Challenge 2** Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium | Attendance for both non-PP children and PP children will be above 96% <br> The number of children who are Pupil Premium who are persistently absent is less than  8% <br> There will be less than 1 % of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. <br> There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. <br> There will be a reduced number of disadvantaged families receiving fixed penalty notices. <br><br> *Monitored by Attendance Officer and SLT in fortnightly meetings* |  |  |  |
| **Challenge 4** **Support from home** Parents of children who are PP are involved in the school community and attend events | An increased number of parents will engage in workshops led by school staff to support and promote academic learning = more than 60% <br> 100% of parent of children who are in receipt of PUpil Premium Funding will attend progress meetings <br> Schol staff contact parents of children who are in receipt of PUpil Premium Funding in advance of any event |  |  |  |

| | | | |
|---|---|---|---|
| | Barriers are identified by school to enable the setting to be easier to reach<br><br>*Monitored by SLT / PP lead* | | |

**Good Level of Development**

| | 2025 | 2026 | 2027 | 2028 |
|---|---|---|---|---|
| All children | 65% | | | |
| PP | 0 (1 child) | | | |
| Non PP | ? | | | |

**Phonics**

| | 2025 | 2026 | 2027 | 2028 |
|---|---|---|---|---|
| All children | 88% | | | |
| PP | 100% | | | |
| Non PP | 85% | | | |

**MTC**

| | 2025 | | | 2026 | | | 2027 | | | 2028 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 25/25 | 20/25+ | average | 25/25 | 20/25+ | average | 25/25 | 20/25+ | average | 25/25 | 20/25+ | average |
| All children | 24.14% | 72.41% | 21.13 | | | | | | | | | |
| PP | 66.67% | 66.67% | 21.5 | | | | | | | | | |
| Non PP | 13.04% | 73.91% | 21.04 | | | | | | | | | |

**KS2 reading**

| | 2025 | | 2026 | | 2027 | | 2028 | |
|---|---|---|---|---|---|---|---|---|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All children | 81.3% | 34.4% | | | | | | |
| PP | 57.1% | 14.3% | | | | | | |
| Non PP | 88 | 40% | | | | | | |

**KS2 writing**

| | 2025 | | 2026 | | 2027 | | 2028 | |
|---|---|---|---|---|---|---|---|---|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All children | 78% | 18.8% | | | | | | |
| PP | 42.9% | 14.3% | | | | | | |
| Non PP | 96% | 20% | | | | | | |

**KS2 Maths**

| | 2025 | | 2026 | | 2027 | | 2028 | |
|---|---|---|---|---|---|---|---|---|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All children | 81.3% | 18.8% | | | | | | |
| PP | 57.1% | 14.3% | | | | | | |
| Non PP | 88% | 20% | | | | | | |

**KS2 COMBINED**

| | 2025 | | 2026 | | 2027 | | 2028 | |
|---|---|---|---|---|---|---|---|---|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All children | 72% | 12.5% | | | | | | |
| PP | 28.6% | 14.3% | | | | | | |
| Non PP | 84% | 12% | | | | | | |

# Externally provided programmes - n/a

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|---|---|
| Bug Club / Active Learn | Pearson |
| TT Rockstars | Maths Circle |
| Numbots | Maths Circle |

# Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

| Measure | Details |
|---|---|

| | |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | This was put together with the total PP finding |
| What was the impact of that spending on service pupil premium eligible pupils? | |