

Edward Pauling Primary School Pupil Premium strategy statement 2025-2029

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	345
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26-2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Adam Malin <i>Headteacher</i>
Pupil premium lead	Laura Burnside <i>Deputy Headteacher</i>
Governor	Chriantha Johnson <i>Pupil Premium Governor</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,150 (PLPP) £112,110 (PP) Total: £125,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Edward Pauling Primary School, we aim to ensure that *a//* pupils, regardless of their background, have access to high-quality education and support. Pupil Premium is designed to raise the attainment of all social-economically disadvantaged children, however the primary driver behind our strategy is to meet the needs of those children that are eligible for Pupil Premium Funding.

Our strategy is informed by a deep understanding of the needs of our pupils and an awareness that there are some significant non- academic challenges that have a negative impact on learning such as behaviour, attendance and social and emotional needs.

Our Primary aim is to ensure that our pupils receive high quality teaching and there is a specific focus to support those children from disadvantaged backgrounds, as this will help ensure that we continue to close the attainment gap between pupils in receipt of Pupil Premium funding and 'Non-Pupil Premium children'. We know from a wide body of evidence that targeted academic support has a positive impact on learning. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that aim, including progress for those who are already high attainers. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

We have a clear and strategic model for the spending of our Pupil Premium funding. Regular self-review helps us to identify key areas for the development and spending of Pupil Premium, alongside other funding that we receive. Senior leaders take responsibility for monitoring the provision and outcomes and the wider staff team support the implementation and evaluate the provision that is on offer. The Headteacher, Deputy Headteacher and other senior leaders regularly evaluate Pupil Premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place in order to continue to close the gap.

The aims of our strategy for this academic year are to ensure that we:

- close the gap between children in receipt of Pupil Premium funding and 'Non-Pupil Premium children'
- ensure that the tracking and monitoring of the attainment of pupils in receipt of Pupil Premium is robust and used to inform subsequent provision
- act early to intervene at the point need is identified
- continue to support the social, emotional and health needs of pupils in receipt of Pupil Premium

- monitor, support and challenge the attendance of children in receipt of Pupil Premium
- ensure that pupils in receipt of Pupil Premium make rapid progress in order to catch up to their peers, and wherever possible meet the Expected Standard
- ensure disadvantaged children are challenged in the work that they're set
- improve school readiness and pupil's engagement in school life through providing funding for before and after school clubs and subsidising trips
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The Pupil Premium Strategy has been carefully aligned to the ambitious two year School Development Plan which focusses on the following priorities:

- Develop the quality of teaching to ensure high quality learning for all
- Strengthen leadership capacity with clear roles, responsibilities, and accountability for improvement priorities
- Developing the quality of the curriculum in order to create an ambitious, progressive and engaging offer across all subjects.
- To ensure the Early Years Foundation Stage (EYFS) provision offers a high-quality curriculum and nurturing environment that effectively supports children's development and readiness for the transition to the next stage of their education.
- Enhance Parental Engagement and Community Involvement

Challenges

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

Challenge number	Detail of challenge
1	<p>Curriculum: Reading, Writing and Maths Attainment</p> <p>Assessment information shows significant attainment gaps for disadvantaged pupils from early years to the end of primary school. In 2024–2025, a 53% gap was evident in Reception GLD outcomes, indicating low foundational skills on entry to Key Stage 1. By Year 1, a 15% gap remained in phonics, reflecting continued barriers in early reading. At the end of Key Stage 2, an 18% gap persisted in pupils achieving the expected standard in Reading, Writing and Maths combined.</p> <p>This attainment gap highlights the need for targeted support and carefully structured teaching to ensure disadvantaged pupils can catch up and make strong, sustained progress across the curriculum.</p>

2	<p>Attendance</p> <p>During the 2024–2025 academic year, there was a clear gap in attendance between Pupil Premium pupils and their non-Pupil Premium peers. Attendance for disadvantaged pupils averaged 90.5% (1.7% below the national figure), compared with 94.3% for non-disadvantaged pupils (1.5% below national), resulting in a 3.9% gap.</p> <p>In addition, the proportion of pupils classed as persistent absentees was higher among the Pupil Premium cohort, with 10% identified as persistent absentees compared with 7% of non-Pupil Premium pupils. These gaps indicate a continued need for targeted and sustained support to improve attendance and reduce persistent absenteeism among disadvantaged pupils.</p>
3	<p>Well-being and Mental Health</p> <p>The school has experienced a significant rise in the level of well-being support needed by Pupil Premium families, particularly linked to increased housing pressures and the wider financial impact of the rising cost of living. There has also been a clear increase in emotion-based school avoidance among pupils, indicating growing needs around anxiety, bereavement and low mood.</p> <p>Local deprivation is above the national average, and many Pupil Premium families live in densely populated areas with mid-rise accommodation, which can intensify challenges related to space, stability and family well-being. These factors underline the need for enhanced and sustained support to ensure pupils can engage fully in school and access learning effectively.</p>
4	<p>Emotional Well-being</p> <p>Assessments, observations and conversations with pupils and families have highlighted that some children experience social and emotional difficulties, particularly around self-regulation and managing their emotions in an age-appropriate way. These challenges can negatively affect relationships with peers and adults, as well as pupils’ learning behaviours, progress and overall achievement. This underscores the need for targeted emotional well-being support to help pupils develop the skills required to thrive in school.</p>
5	<p>Communication and Interaction</p> <p>Assessments, observations and discussions with pupils identify communication and interaction as a significant area of need for disadvantaged pupils. Many pupils have underdeveloped oral language skills and notable vocabulary gaps, which are evident from the earliest stages of schooling and continue through to Key Stage Two. Attainment on entry is consistently below national expectations, with a substantial proportion of disadvantaged pupils beginning school without the age-appropriate communication and language foundations required to access learning securely.</p> <p>On-entry assessments for 2025–2026 highlight the scale of this need: 87% of Nursery pupils and 56% of Reception pupils were assessed as working below expected levels for Communication and Language using</p>

	<p>WellComm. These early language deficits impact pupils’ ability to engage in learning, articulate ideas, build relationships, and develop early reading and writing skills. This challenge underscores the need for a targeted, whole-school approach to developing spoken language, vocabulary acquisition and communication skills, beginning in the Early Years and continuing progressively through Key Stage Two.</p> <p>In addition, the school’s demographic data indicates that 51% of pupils are EAL, with the largest ethnic groups being White British (21%), Indian (18.3%) and Pakistani (12.8%). The rising number of pupils learning English as an additional language can present additional barriers to phonics, early reading and overall language fluency, further contributing to communication challenges for some disadvantaged pupils.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improve the quality of teaching across the school</p> <p><i>Linked to School Development Priority 1- Develop the quality of teaching to ensure high quality learning for all</i></p>	<p>Provide ongoing professional development for staff focused on inclusive teaching strategies that results in increased pupil engagement and improved assessment outcomes at the end of Key Stage Two.</p> <p>Internal data shows a narrowing of attainment gap between Pupil Premium and non-Pupil Premium pupils throughout the academic year.</p>
<p>Improved reading, writing and maths attainment among disadvantaged pupils</p> <p><i>Linked to School Development Priority 1- Develop the quality of teaching to ensure high quality learning for all</i></p>	<p>Phonics screening results in 2027/2028 show that at least 90% of disadvantaged pupils pass the Phonics Screening Check.</p> <p>KS2 reading, writing and maths outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>Disadvantaged pupils have at least average levels of Communication and Language skills.</p>	<p>Disadvantaged pupils will achieve at least age-expected levels in Communication and Language across all phases. Success will be demonstrated by:</p>

<p><i>Linked to School Development Priority 1- Develop the quality of teaching to ensure high quality learning for all</i></p> <p><i>Linked to School Development Priority 4- To ensure the Early Years Foundation Stage (EYFS) provision offers a high-quality curriculum and nurturing environment that effectively supports children's development and readiness for the transition to the next stage of their education.</i></p>	<p>At least 80% of disadvantaged Nursery and Reception pupils meeting age-related expectations in Communication and Language, as measured by WellComm.</p> <p>In KS1 & 2 disadvantaged pupils performing at or above national average levels in oral language, vocabulary development, and speaking and listening assessments.</p> <p>All disadvantaged pupils making sustained, measurable progress from baseline, closing the gap with peers.</p> <p>Pupils effectively applying improved communication skills across reading, writing, and wider curriculum subjects to enhance overall learning outcomes.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Pupils are able to self-regulate and manage emotions in appropriate ways.</p> <p><i>Linked to School Development Priority 2- Strengthen leadership capacity with clear roles, responsibilities, and accountability for improvement priorities</i></p>	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> -qualitative data from pupil voice, pupil and parent surveys and teacher observations -pupils ability to self-regulate without adult support <p>-The school will strengthen consistency in behaviour support by embedding restorative practices and aligning all staff with the reviewed behaviour policy, with a particular focus on helping children to regulate using approaches introduced through PACE-informed regulation strategies.</p> <p>-In house ELSA records and SEND provision mapping shows decreasing amount of targeted support needed.</p> <p>-Pupil voice indicates that children are aware and are confident to implement individual toolkits.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p><i>Linked to School Development Priority 5- Enhance Parental Engagement and Community Involvement</i></p> <p><i>Linked to School Development Priority 2- Strengthen leadership capacity with clear roles, responsibilities, and accountability for improvement priorities</i></p>	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • overall attendance rate for all statutory school age pupils is at least 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is no more than 2% and in line with national average. • percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
<p>Disadvantaged pupils access variety of enrichment activities and experiences, outside of school, which widen aspirations and future choices.</p> <p><i>Linked to School Development Priority 5- Enhance Parental Engagement and Community Involvement</i></p>	<p>90% Disadvantaged pupils participate in/attend at least one targeted enrichment activity per term.</p> <p>Feedback from pupils, parents and staff indicate these are positive and enriching experiences.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£56,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for Reading and Mathematics.</p> <p><i>Read Write Inc. School Portal</i></p> <p><i>NTS Maths assessments</i></p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p><i>Read Write Inc. Development Days, INSET training for Phonics lead</i></p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic Assessment Tool.pdf</p>	1
<p>The school will implement the Read Write Inc. Fresh Start intervention in KS2 to provide intensive, structured phonics support for disadvantaged pupils who have not yet secured decoding fluency, enabling rapid catch-up in reading.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics EEF</p>	1
<p>Enhance the reading curriculum to promote reading for pleasure and ensure all pupils, especially disadvantaged pupils, have access to a broad and engaging range of texts.</p> <p><i>English Lead to participate in Get Hounslow Reading project.</i></p>	<p>Disadvantaged pupils benefit most from regular reading for pleasure, which boosts literacy, vocabulary, and engagement (Clark & Rumbold, 2006; EEF, 2019).</p> <p>A broad, engaging reading curriculum and targeted support helps close attainment gaps (EEF, 2019; DfE, 2012).</p> <p>A strong school-wide reading culture fosters motivation and confidence for pupils with limited access to reading at home (Cremin et al., 2014).</p>	
<p>Professional development to support implementation of approaches</p> <p><i>Purchase, support and monitor the implementation of Read Write Inc.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children:</p>	1

<p><i>Ongoing coaching by RWI lead and RWI link to ensure that the teaching of phonics is consistent and of the highest standard.</i></p> <p><i>Fund teacher release time to embed key elements of guidance in school and support and monitor the implementation of RWI in EYFS and Key Stage One.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	
<p>Enhance the curriculum offer and consider disadvantaged children to further narrow the attainment gap between disadvantage children and non-disadvantage children.</p> <p><i>We will fund release time for school leaders to monitor the attainment and progress of disadvantage children and plan for any necessary interventions, staff training to take place to ensure that they make at least the expected progress in order to narrow the gap between them and non-disadvantage children.</i></p> <p><i>We will support subject leaders and inclusion leaders to monitor impact of PPG spending, refocus interventions where necessary and providing regular management release time to monitor the implementation of subject pathways.</i></p>	<p>Successful school leaders improve teaching and learning and thus pupil outcomes indirectly and most powerfully through their influence on staff motivation, commitment, teaching practices and through developing teachers' capacities for leadership.</p> <p>https://dera.ioe.ac.uk/11329/1/DCSF-RR108.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1, 5
<p>Ensure that teaching staff use quality first teaching strategies to ensure that teaching is of the highest standard.</p> <p><i>We will evaluate current staff professional development model and monitor teaching outcomes to ensure that teaching staff are reflecting of current research to inform own practice and good practice is shared across the school.</i></p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes, including the induction of early carer teachers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://cirl.etoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands/</p>	1, 5
<p>Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development</p>	<p>High-quality teaching is the most influential factor in improving pupil outcomes, particularly for disadvantaged pupils (EEF, 2021). Providing professional development</p>	1

<p>such as National Professional Qualifications (NPQs)</p> <p><i>Release time for English and Maths leads to complete NPQ</i></p> <p><i>Release time for Maths lead to engage in work with the Maths Hub.</i></p>	<p>time strengthens teacher expertise, improves retention, and supports sustained progress, helping to narrow attainment gaps.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p><i>Purchase of White Rose Maths</i></p> <p><i>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	1
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p><i>We will provide PD for all staff to support the implementation of an Emotionally Regulated Classroom.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	2, 3, 4

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

Budgeted cost: **£43,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to support language development, literacy and numeracy</p> <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p> <p><i>We will purchase resources (WellComm) and fund ongoing teacher training and release time.</i></p> <p><i>We will fund additional support for the teaching of those children who have English as an Additional Language prioritising those who are in receipt of pupil premium support.</i></p> <p><i>We will fund S&L release time for specialised intervention delivered by teaching assistants and engage with local services to further develop the skill set of staff (Eg WellComm).</i></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF</p> <p>WellComm is a Speech and Language Toolkit for Screening and Intervention in the Early Years: Revised Edition that plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p> <p>Evidence suggests that children from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to children who are behind their peers in oral language development, the targeted use of approaches can support some disadvantaged pupils to catch up with peers,</p>	<p>3, 5</p>

	<p>particularly when this is provided one-to-one.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</p> <p>https://www.gl-assessment.co.uk/case-studies/</p>	
<p>Teaching assistant deployment and interventions, delivering structured interventions</p> <p><i>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</i></p> <p><i>(Exceptional needs planning, RWI 1:1 tutoring, RWI Fresh Start, ELSA, booster sessions, nurture groups)</i></p> <p><i>Tutoring will be implemented with the help of DfE's guide:</i></p> <p>Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition EEF</p> <p>Small group tuition EEF</p>	1, 4, 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics EEF</p>	1

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

Budgeted cost: **£25,260**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p> <p><i>We will release ELSA trained staff for regular training and supervision.</i></p> <p><i>We will provide small group sessions and staff training to improve the MHWB of identified children and provide individual nurturing, ELSA or Zones of Regulation support sessions.</i></p>	<p>The overlaps between Pupil Premium, SEND and attainment are clear and present in all schools and are reported in many research documentations. Support from an ELSA trained member of staff to support identified children to engage in school as well as a whole school approach to improve quality first teaching has a positive influence on attainment.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> <p>Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of children has the potential to improve their educational outcomes and their health and wellbeing outcomes.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>http://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf</p> <p>The Emotional Literacy Support Assistant (ELSA) Programme: Can you develop an evidence base for an adaptive intervention?, Woodcock, C, Pickering, L (2019)</p> <p>https://www.zonesofregulation.com/research-evidence-base.html</p>	<p>2, 3, 4</p>

<p>Whole staff training on promoting mental health and wellbeing in schools approaches with the aim of developing our school ethos and improving behaviour across school through a revised relationship policy.</p> <p><i>We will provide PD for all staff to support the implementation of an Emotionally Regulated Classroom.</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF</p>	<p>2, 3, 4</p>
<p>Embedding principles of good practice set out in the DfE's guidance on Working together to improve school attendance - GOV.UK</p> <p><i>We have established an attendance lead, led by the Headteacher and supported by members of the administration team and senior leaders, to monitor attendance, host regular attendance meetings, with staff and parents, and engage with external agencies to support parents and improve attendance.</i></p>	<p>Approaches to support attendance are outlined in the Working Together to Improve School Attendance guidance and in the Attendance Toolkit.</p> <p>The EEF has produced a supporting school attendance resource structured around six evidence-informed themes to support school leaders and attendance teams.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</p> <p>https://www.lbhf.gov.uk/sites/default/files/section_attachments/1.11.ace_initiatives_to_improve_school_attendance.pdf</p>	<p>2</p>

<p>Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</p> <p><i>We will provide funding for before and after school clubs and subsidise trips.</i></p>	<p>Going on field trips offers children a unique cultural learning experience. It allows children to be involved in new environments, key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening a child’s understanding of the world and their place in it.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement</p>	<p>3, 5</p>
<p>Identify pupils who are young carers and ensure they receive targeted support to balance their caring responsibilities with their learning.</p> <p><i>Access to pastoral support, mentoring, liaison with external agencies.</i></p> <p>Opportunities for young carers to engage in enrichment activities, peer support groups and wellbeing programmes.</p>	<p>Research shows that young carers often face barriers to learning, including lower attainment, higher absenteeism and increased emotional stress (Becker & Becker, 2008; Dearden & Becker, 2004).</p> <p>Schools that identify and support young carers see improved attendance, resilience, and attainment, helping to close the gap for disadvantaged pupils (The Children’s Society, 2016).</p>	<p>1, 2, 3, 4</p>
<p>Engage parents through workshops, theme days and events to support learning at home. Structured home learning guidance and access to resources to ensure pupils stay on track.</p> <p>Families are signposted to wider services including financial, mental health, and Local Authority support, ensuring pupils’ needs are met and families can actively support their child’s learning.</p>	<p>Parental engagement is a key factor in improving outcomes for disadvantaged pupils (EEF, 2019; Desforges & Abouchar, 2003).</p> <p>Supporting families more widely can actively support their child’s learning (DfE, 2016; Siraj-Blatchford et al., 2011).</p>	<p>2, 3</p>

Total budgeted cost: £125,260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of national and internal assessment data indicates that disadvantaged pupils continue to underperform compared to their peers. While the attainment gap narrows slightly by the end of Key Stage 2, it remains a priority to close this gap.

2024–2025 Headline Data

Stage/Measure	All Pupils	Pupil Premium (PPG)	Non-PPG	SEN	Non-SEN
EYFS GLD	63%	17%	70%	36%	71%
KS1 Phonics	77%	33%	86%	44%	84%
KS2 Reading EXP+	72%	53%	79%	20%	83%
KS2 Writing EXP+	79%	53%	88%	30%	89%
KS2 Maths EXP+	68%	40%	79%	20%	79%
KS2 RWM EXP+	67%	40%	76%	20%	77%

Wider analysis shows disadvantaged pupils experience lower attendance and higher rates of persistent absence than their peers:

Attendance & Persistent Absence (Statutory School Age)

Group	Attendance %	Persistent Absentees %
All pupils	93.8%	14.6%
PPG	90%	7.16%
SEN support	90.7%	4.68%
EHCP	94%	6%

Performance outcomes for disadvantaged pupils fell below expectations, and the 2024–2025 Pupil Premium objectives were not fully met. Evaluation of last year's strategy indicates some approaches were less effective than anticipated. Consequently, the Pupil Premium strategy has been revised to address key challenges and set clear outcomes to close the attainment gap by 2027–2028, with adjustments to budget allocation and intervention planning for the current academic year.

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
RWI	Ruth Miskin
TT Rockstars	Maths Circle Ltd
CLPE	Centre for Literacy in Primary Education
Kapow	Kapow Primary
White Rose Maths	White Rose
ELSA (Emotional Literacy Support)	ELSA
WellCOMM	GL Assessment