



The Hawthorns Primary School

Pupil Premium Strategy Statement

Three-Year long-term plan

2025 - 2028

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. This strategy is based on the long-term approach to pupil premium planning recommended by the Department for Education (DfE) and the Education Endowment Foundation (EEF).

The Hawthorns Primary School Overview (2025/2026)

Detail	Data
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	3.78%
Academic year that our current pupil premium strategy plan covers	2025/2026 – 2028/2029
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Raha Razeghi - Headteacher
Pupil Premium Lead	Nicola Wallace – Deputy Headteacher

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£19,695

Part A: Pupil Premium Strategy Plan

Statement of Intent

At The Hawthorns Primary School, we have an unwavering commitment to ensure that every child, regardless of background or challenges, makes excellent progress and reaches their full potential academically, emotionally and socially, while feeling a strong sense of belonging within our school community. Our pupil premium strategy focuses on supporting disadvantaged pupils to achieve these goals, including those who are already high attainers.

We recognise that not all students who are disadvantaged have been registered or have qualified for Free School Meals. To ensure equality of opportunity, pupil premium funding will be used to support any child, or groups of children, the school has identified as being disadvantaged, alongside pupil premium children. This relates to children of any academic ability.

We place the highest priority on our small number of pupil premium children. Our goal is to close any gaps in attainment and progress between these pupils and their peers through an adaptive teaching approach. We deliver high-quality teaching across all areas of the curriculum and provide targeted interventions where needed. Diagnostic assessments are used to identify and analyse individual knowledge and skills gaps, enabling us to plan subsequent lessons and interventions that remove barriers to learning and ensure full access to the curriculum.

Beyond academic support, we are committed to developing the whole child through a carefully planned personal development curriculum. Guided by Therapeutic Thinking, we focus on doing things for the child rather than to the child to improve their self-esteem and motivation to succeed thus ensuring each child has the drive to do well and demonstrate excellent learning behaviours.

Our Deputy Headteacher leads the strategic provision for disadvantaged pupils, using careful data analysis and the latest research to inform outcomes. Senior Leaders rigorously monitor, evaluate and support the progress of these pupils through a structured and continuous review process.

Our key principles are based around:

- Developing happy, confident children who value education and want to come into school every day.
- Nurturing and supporting children with their social and emotional well-being so they can access learning and be motivated to achieve.
- Encouraging children to develop a Growth Mindset, not be afraid to make mistakes and become confident and resilient learners.
- Effectively communicating with parents, building positive relationships and working in partnership with them so they are able to confidently support their children's learning.

- Enabling access to wider support and enrichment so that all children can meet their potential.

We aim to do this through:

- Our vision: *Belong, Believe, Achieve and Grow*.
- Promoting our Aspirational Qualities: Kindness, Independence, Resilience, Creativity, Curiosity and Collaboration through all areas of the curriculum.
- Using a Therapeutic Thinking approach to behaviour management.
- Insisting on the highest standards of teaching to ensure quality first teaching which closes the attainment gap using an adaptive teaching approach.
- Providing high-quality, individualised interventions to close gaps in attainment.
- Developing cultural capital to enable all children to access all areas of the curriculum.
- Building enjoyment and confidence through outdoor learning, sports and music.
- Actively encouraging all Pupil Premium children to participate in enrichment activities that foster inclusion and strengthen their sense of belonging within our school community.
- Providing a nurturing approach to social and emotional wellbeing.
- Allocating a key person to each Pupil Premium child to develop secure relationships with regular check-ins.
- Improving and sustaining parental engagement.

Challenges

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

Challenge number	Detail of challenge
1	Research demonstrates that there is a 27% gap in vocabulary for children aged 5 between the lowest income quintile and the highest quintile (Waldfogel and Washbrook 2010). Observations have shown underdeveloped oral language skills and language gaps across a range of pupils in our school.
2	Currently at The Hawthorns Primary school, 56.3% of our disadvantaged children are double disadvantaged with many also registered as SEND. 6.3% of children are triple disadvantaged being registered as both SEND and supported by social care. Research shows that children who are SEND and eligible for Pupil Premium funding 'face multiple disadvantages and increased vulnerability from the very start of their lives.' (Joseph Rowntree Foundation 2016.) Progress towards meeting age related expectations in the 3 core subjects have been impacted by this.

Venn Diagram of Disadvantaged Categories (Percentages)	
	<p>The Venn diagram shows two overlapping circles. The left circle is blue and labeled 'Disadvantaged' with 37.5%. The right circle is orange and labeled 'Double disadvantaged' with 56.3%. The overlapping area in the center is purple and labeled 'Triple disadvantaged' with 6.3%.</p>
3	Currently 50% of our disadvantaged pupils have been identified as requiring extra social and emotional well-being support in school for a variety of different and individual reasons. There are a small number of children who require support with their behaviour.
4	A small proportion of Pupil Premium children struggle with attendance for a variety of reasons such as Emotional Based School Avoidance. In 2024/2025 Pupil Premium children's attendance was 94.3% compared to 96.4% for non-Pupil Premium children.
5	Support for children's learning outside of school Our own internal systems of assessments and observations have identified that to further close the attainment gap for disadvantaged pupils requires a collaborative approach with our parents and local community, addressing barriers such as limited access to learning resources, low engagement with school activities, and inconsistent support for learning at home
6	Provision and engagement with wider enrichment opportunities Some children do not experience a range of enrichment activities outside of school because of additional costs or opportunities. 71% of PP children attended clubs in the autumn term of 2025/2026.

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.

Challenge number	Intended outcome	Success criteria
1	To improve the quality of oral language development – attainment in speaking and listening to be in line with non-PP.	Oracy will be given high priority and purposely planned throughout the curriculum. High quality interactions between adults and children are modelled and practised. Teachers provide stem sentences to support children. Disadvantaged pupils are prioritised in classroom talk and discussion. The use of talk partners is embedded in our teaching and learning approach so children can exchange ideas and rehearse their oral explanations. Children

		<p>will be able to confidently take part in discussion to express their thoughts.</p> <p>Target vocabulary will be explicitly taught to develop children's knowledge of Tier 2 and 3 vocabulary in reading and writing lessons as well as throughout the curriculum. All teaching staff will model using a wide range of Tier 2 and 3 vocabulary. Children will confidently use a wide range of vocabulary in their talk as a result.</p> <p>Talk for writing strategies will be used so that children can orally learn, re-tell and internalise text organisation and structures.</p>
2	To enhance relevant adaptive teaching practices across all key stages and with all staff, ensuring that teaching is consistently responsive to PP eligible pupil needs, by providing targeted professional development and embedding strategies	<p>At all the following key assessment points our children who are eligible for the PP grant meet the expected standard, or beyond.</p> <ul style="list-style-type: none"> ● Making a good level of development (GLD) at early years ● Y1 phonics screening check and making sure they have met the phonic standard by Y2 ● In Y4 they meet the expected standard in the multiplication check ● All children reach the expected standard (EXS) or beyond in reading, writing and maths at the end of KS2 ● The number of children who reach age related expectations increases in reading, writing and maths and the gap closes between the rest of the cohort and national figures. ● There is evidence of data analysis that indicates specific targeted interventions which support children's overall attainment and progress in the core subjects of reading, writing and mathematics.
2 Working below age-related expectations in writing	<p>To improve the quality of teaching and learning in writing.</p> <p>To raise attainment in writing to be in line with non-PP.</p>	<p>Effective learning journeys are planned with a clear audience and purpose for writing.</p> <p>High quality teaching with an emphasis on modelled writing, overlearning of basic writing skills and daily implicit /explicit teaching of grammar, punctuation and spellings evident in all year groups.</p> <p>Scaffolded support in place for PP/SEN children to make at least the expected progress</p> <p>Teachers prioritise PP children with immediate, specific and relevant feedback and responsive next steps.</p> <p>PP children make accelerated progress to achieve at least an expected or better level of attainment.</p>
2 Working below age-related expectations in mathematics	To develop confidence in maths by identifying barriers to learning and closing gaps in knowledge and understanding.	<p>Increased confidence and development of a growth mindset within our disadvantaged children.</p> <p>Implement the use of PiXL diagnostic assessment to identify the gaps in learning so starting points for teaching are adjusted.</p>

		<p>Maths interventions (including same day interventions) in place for identified children aimed to close identified gaps.</p> <p>PP children make accelerated progress to achieve at least an expected or better level of attainment.</p>
2 Early reading and phonics	<p>To maintain high standards of teaching and learning in phonics through a systematic synthetic phonics programme.</p> <p>All PP children meet the expected standard in phonics by the end of Year 1.</p>	<p>All children have access to high quality teaching of phonics as soon as they enter the school.</p> <p>High standards of phonics taught consistently by all teachers and teaching assistants with pace and rigour in every lesson. Children are taught in small groups at the correct stage of their phonics learning.</p> <p>1:1 tuition in place for identified children from regular assessments.</p> <p>The shared reading of high quality rich texts is prioritised throughout the whole school.</p> <p>EYFS and KS1 class teachers focus on singing rhymes and songs as well as shared reading of stories and poetry.</p>
2 Working below age-related expectations in reading	<p>To ensure that every child acquires the reading skills needed to access the whole curriculum and be able to read for purpose.</p> <p>All PP children reach age related expectations in reading.</p>	<p>To identify, track, monitor and support PP children in reaching at least the expected standard for their year group.</p> <p>Pre-teaching of key vocabulary to PP children.</p> <p>Knowledge organisers and other resources and opportunities available within the curriculum in order to build cultural capital.</p> <p>PP children are pre-exposed to Master Reader texts before each lesson - copies sent home and audio books made available.</p>
2 Double disadvantaged Triple disadvantaged	<p>To identify and meet the special educational needs of PP children.</p>	<p>Liaison with the SENCO to ensure these children are identified and SEN plans are in place to support them.</p> <p>Focused support provision in place for the double disadvantaged children where required.</p> <p>Close involvement of DSL and DDSLs to support those children who are triple disadvantaged.</p>
3 Social and emotional well-being	<p>To promote the social and emotional well-being of PP children.</p> <p>Children are happy and want to come into school every day.</p>	<p>Build secure relationships with PP children through high quality interactions with class teacher and teaching assistants as well as senior leaders.</p> <p>Support social and emotional needs through lunchtime clubs and end of day Rainbow club with nurture based activities.</p> <p>1:1 bubble time (talk time) and check ins with key people.</p> <p>Senior Mental Health Lead and Mental Health Support Team involvement to develop parental confidence.</p>
3 Social and emotional well-being	<p>To maintain high standards of behaviour for PP children in line with the rest of the school.</p>	<p>Embed a Therapeutic Thinking approach to behaviour management which considers the background experiences of children. Therapeutic plans in place</p>

		<p>for identified children to provide focused support for improving behaviour.</p> <p>Play and lunchtime plans in place to support identified children including PP and SEN children, e.g. lunchtime clubs on a daily basis to help structure lunchtimes.</p> <p>Structured games and activities available at lunchtimes on EYFS/KS1 and KS2 playgrounds to support play.</p> <p>Involvement with outside agencies (Foundry, MAIC panel, LA SEN, Mental Health Support Team) to support behaviour needs.</p>
4 Attendance	To improve attendance for PP families	<p>Senior leaders and operations staff monitor attendance on a daily basis. SENCO and Deputy Headteacher identify any barriers to attendance such as Emotional Based School Avoidance and work closely with PPG families to support.</p> <p>Close liaison with PP families to help remove barriers such as uniform costs, trip/event costs and worries about homework.</p>
5 Support for Children's learning outside of school	Greater communication with and support for PP families	<p>Prioritise PP families before parent consultation meeting times go live to ensure a convenient time slot for the parents has been arranged.</p> <p>Call PP families before whole school events such as Phonics Showcase and Maths Open morning to ensure they are aware of events and can attend.</p> <p>Chromebooks allocated to KS2 PP children who do not have access to a device at home.</p> <p>Senior Mental Health Lead and SENCO to provide regular school communication for parenting courses to develop positive home learning approaches.</p>
6 Wider enrichment opportunities	To provide wider enrichment opportunities for pupils to build confidence and also help to build cultural capital.	<p>All PP children to have the opportunity to attend:</p> <p>Outdoor learning, music lessons, music clubs, lunchtime clubs, after school clubs, sporting activities and competitions</p> <p>Improved tracking of attendance to internal and external clubs to identify those children who are not participating.</p> <p>Funding used to allow all PP children to take part in school events, workshops and trips.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6000 (including SLT professional development through attending PixL conferences, staff development meetings, coaching and team teaching, external training) including £1000 for the ongoing support of the RWI programme training and resources.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of oral language development through high quality professional development for staff to improve practice.</p>	<p>EEF Early Years Toolkit says ‘communication and language approaches typically have a very high impact and increase young children’s learning by seven months’.</p>	<p>1</p>
<p>Through targeted professional development, we aim to strengthen teachers’ confidence in using adaptive teaching strategies, enabling them to respond effectively to the diverse needs of all pupils.</p>	<p>EEF Exploring the evidence - adaptive teaching: https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</p> <p>Adaptive teaching research informed guide (Chartered College): https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/</p> <p>Research evidence suggests that adaptive teaching has positive effects on both academic achievement and non-academic outcomes (Parsons et al., 2018). Studies have found benefits across multiple subject areas, including literacy, mathematics, science and social studies. One study found that teachers’ adaptive teaching competency influenced student achievement through improved quality of instruction (Brühwiler and Blatchford, 2011).</p>	<p>2</p>
<p>Strive to improve Quality First Teaching to achieve the best outcomes for all pupils, particularly the most disadvantaged amongst them.</p> <ul style="list-style-type: none"> • Teacher demonstration followed by guided practice and independent practice • Teachers to model their own thinking to help pupils develop their metacognitive and cognitive skills • Diagnostic assessment 	<p>High quality teaching should be a top priority for schools. The EEF guide to the Pupil Premium -Autumn 2025 says, “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.” (p3)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>Rosenshine’s Principles in Action: https://www.goodreads.com/en/book/sh</p>	<p>2</p>

<ul style="list-style-type: none"> • Improved teacher responsiveness to children's misconceptions • Flexible grouping • Increased awareness for all staff of PP pupil barriers and gaps in prior learning • Feedback and marking at the point of learning • Half termly Core Team meetings will include a focus on all PP children • Task checklists as a visual scaffold to support pupils to independently complete a task. 	<p>ow/44056942 https://www.youtube.com/watch?v=6NBaLy364u8</p>	
<p>Ongoing training and development for RWI systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>According to the key findings in EEF Toolkit:</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p>	2
<p>Mentoring and coaching for teachers especially those who are in their Early Careers.</p> <p>Instructional coaching involves experts working with teachers to discuss classroom practice on a one to one basis on a regular and sustained basis. Experts observe the teacher in action before encouraging focused practice of specific teaching skills.</p>	<p>The EEF cites that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p>	2
<p>Leadership time for development of a Senior Mental Health practitioner.</p>	<p>"Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning."</p> <p>According to the EEF Toolkit, there are 3 main categories for social and emotional learning and a combination of all 3 are generally used in schools:</p> <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, 	3

	<p>which also aim to support greater engagement in learning;</p> <ul style="list-style-type: none"> • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs <p>“The EEF Toolkit evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The EEF says this approach could have + 4 months impact on a child’s learning.</p>	
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continuation of RWI 1:1 phonics tuition to close gaps for children who are working below expectations.	<p>Our RWI training highlights that identifying needs early helps to narrow the gap in phonics and reading further up the school.</p> <p>The EEF Toolkit cites:</p> <p>“1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.”</p> <p>The EEF indicates this approach could have + 4 months impact on a child’s learning.</p>	2
<p>Targeted individual and group interventions for reading and writing include:</p> <p>Frequent/daily readers, differentiated RWI phonics groups, PiXL therapy groups for reading and writing, opportunities for guided writing groups in class,</p>	<p>The EEF Guide to Pupil Premium - Autumn 2025 says that targeted academic support can be very positive but for this to happen, it must make impact back in the classroom, “linking structured small group interventions to classroom teaching and the curriculum is likely to be an essential ingredient of an effective pupil premium strategy.”</p> <p>“...well-evidenced teaching assistant interventions can be targeted at pupils that require additional support</p>	2

spelling intervention groups in KS2, pre/over learning writing interventions and handwriting practise.	and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.”	
Specific groups/ interventions for maths include: PiXL therapy groups; Power of 2 interventions	<i>However, we must make sure that interventions are not a substitute for high quality teaching in the classroom and that our disadvantaged children still have access to the teacher and high-quality teaching.</i> The EEF indicates this approach could have + 4 months impact on a child’s learning.	2
Keep-up intervention groups conducted by class teachers for targeted children to reach age related expectations. Same day interventions in place across all year groups		2

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

Budgeted cost: £5,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime clubs to bring structure to lunchtimes for vulnerable and disadvantaged children.	The EEF Toolkit suggests that specific behaviour interventions can have a moderate impact on learning. “Overall, effective approaches can promote better engagement with teaching and learning by reducing challenging behaviour and improving pupil engagement.” Our established lunchtime club helps to structure playtimes which can be difficult for some children for a variety of reasons. Children return to class regulated and more focussed for the afternoon lessons whilst still having opportunities to build positive relationships with their peers.	3
SEMH groups/1:1 support, such as: bubble time, bucket time, social stories, social skills, daily check ins with key person in class.	The EEF toolkit cites, “Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and	3

	<p>lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</p> <p>We believe that children having meaningful conversations and social interventions with significant adults will improve their self-esteem and their well-being will be enhanced which will lead to more progress being made academically. The EEF says this approach could have + 4 months impact on a child’s learning.</p>	
<p>Additional family support to fund e.g.</p> <ul style="list-style-type: none"> • funding for trips and visitors. • Paying for one club per term for any child who shows an interest. • Support with payment for uniform. • Additional books/revision books, learning resources. 	<p>According to the evidence on the briefing paper: ‘The value for after-school clubs for disadvantaged children’ 2016, clubs are of great value to children for improved self-esteem and confidence, greater benefits for health and fitness, social development and direct links to the curriculum.</p> <p>These activities also support children’s personal, social and emotional well-being by developing a sense of belonging and participation in school life as well as an increase in their cultural capital.</p> <p>We will track the participation of Pupil Premium children in both internal and external clubs and invite any children who are not enrolled. Our target is for 100% of PP children to attend a club each term.</p>	5
<p>Supporting attendance</p> <p>Staff to know our families well to understand and diagnose specific needs</p> <p>Maintain strong relationships between school and home</p> <p>Build a culture of community and belonging for all families</p>	<p>The EEF toolkit states that ‘poor attendance is linked to poor academic attainment across all stages’.</p> <p>Attendance is tracked and monitored rigorously.</p> <p>Parents supported to ensure children attend school on time every day.</p> <p>Pupil Premium Lead ensures timely and sensitive communication with PP families.</p>	4
<p>Support for Children’s learning outside of school</p> <ul style="list-style-type: none"> • Homework clubs • Loan of IT equipment • Priority booking for parent consultation evenings 	<p>The EEF Toolkit says, “Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.”</p> <p>We will ensure that our PP children in Key Stage 2 have access to a device which will help them to access the online homework activities more easily. We also aim to</p>	4

<ul style="list-style-type: none"> • Active engagement of PP families through regular communication. • Signposting families to locally available parent workshops. • Signposting families to locally available financial assistance and mental health support. 	<p>set up a weekly homework club where disadvantaged pupils will get priority to attend. The EEF says that homework support could have +5 months impact on a child's learning.</p> <p>One of the EEF Toolkit's key findings about parental engagement was, "Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions."</p> <p>We will prioritise our PP families before parent consultation meeting times go live to ensure a convenient time slot for the parents has been arranged.</p> <p>We will sign post our PP families to any Parent information meetings that would support their children's learning. E.g. the RWI parent information meeting.</p> <p>The EEF say that building positive relationships with parents could have +4 months impact on a child's learning.</p>	
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Total budgeted cost: £19,695

Part B: Review of Outcomes in the Previous Academic Year

Our review processes

According to research by the EFF and the DFE having a three-year strategy approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During our regular monitoring and SEF review, we evaluate the quality of teaching and success of interventions, based on evidence, and determine the most effective approach moving forwards.

Senior leaders hold half term Core Team meetings with class teachers to review attainment and progress of pupils. The progress of Pupil Premium children are discussed in detail: individual targets are set and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG are reported separately as a group in our termly data drops and in our termly data report which are provided for trustees to review. This means that the progress of disadvantaged pupils is closely monitored.

Once the three-year term has been completed, a new three-year strategy will be created considering the lessons learned during the execution of the previous strategy and updated by any new guidance and evidence of best practice that becomes available.

Pupil Premium Strategy Outcomes

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

Comparison of Pupil Premium children's attendance:

Academic year	Pupil Premium	Non-Pupil Premium
2024/2025	94.3%	96.4%
2023/2024	92.1%	95.8%

Although there is still a gap between Pupil Premium children and Non-Pupil Premium children's attendance, there has been a 2.2% improvement since 2023/2024 for Pupil Premium children. The gap between PP and Non-PP children has also decreased from 3.7% to 2.1%.

Comparison of Pupil Premium children's behaviour incidents:

Academic year	Pupil Premium	Non-Pupil Premium
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2024/2025	0 suspensions	0 suspensions
2023/2024	0 suspensions	1 suspension

The number of serious Level 3 behaviour incidents have reduced since 2023/2024 with zero suspensions or exclusions in 2024/2025.

Objectives set at the start of 2024-25 academic year	RAG	End of 2024-25 Evaluation																		
Strive to improve Quality First Teaching to achieve the best outcomes for all pupils, particularly the most disadvantaged amongst them.	Green	School self-evaluation of the Quality of Education judged to be Good. External validation of the school continues to be Good with elements of Outstanding for Personal Development and Behaviour.																		
Ongoing training and development for RWI systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.	Green	Year 1 phonics screening check result: 100% of all pupils passed. 100% PP pupils passed. Year 2 phonics re-screening check results: 100% of pupils passed. 100% of PP pupils passed.																		
Targeted individual and group interventions for reading. For PP children to show parity with non-PP children in terms of attainment in reading.	Orange	<p>Summer 2025 attainment:</p> <table border="1"> <thead> <tr> <th></th> <th>Non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>94.6%</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>87.7%</td> <td>66.7%</td> </tr> <tr> <td>Y6</td> <td>90.2%</td> <td>33.3%</td> </tr> </tbody> </table> <p>End of Key Stage 2 progress analysis:</p> <table border="1"> <tbody> <tr> <td>Child A</td> <td>Child A made expected progress from Y5 to Y6 and achieved the expected standard.</td> </tr> <tr> <td>Child B</td> <td>Child B made accelerated progress from Y5 to Y6 of additional 12 months. Child is working at pre-key stage 2 standards.</td> </tr> <tr> <td>Child C</td> <td>Child C made accelerated progress from Y5 to Y6 of additional 12 months. Child did not achieve the expected standard.</td> </tr> </tbody> </table>		Non-PP	PP	EYFS	94.6%	100%	Y2	87.7%	66.7%	Y6	90.2%	33.3%	Child A	Child A made expected progress from Y5 to Y6 and achieved the expected standard.	Child B	Child B made accelerated progress from Y5 to Y6 of additional 12 months. Child is working at pre-key stage 2 standards.	Child C	Child C made accelerated progress from Y5 to Y6 of additional 12 months. Child did not achieve the expected standard.
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For PP pupils to show parity with non-PPG children in terms of attainment in writing.		Non-PP		PP
		EYFS	84.2%	100%
		Y2	80.7%	66.7%
		Y6	91.8%	33.3%
End of Key Stage 2 progress analysis:				
Child A		Child A made expected progress from Y5 to Y6 and achieved the expected standard.		
Child B		Child B made accelerated progress from Y5 to Y6 of additional 3 months. Child is working at pre-key stage 2 standards.		
Child C		Child C made accelerated progress from Y5 to Y6 of additional 10 months but writing assessed as working towards. Outcome of GaPS test met the expected standard.		
For PP pupils to show parity with non-PPG children in terms of attainment in maths.		Non-PP		PP
		EYFS	87.5%	100%
		Y2	91.2%	100%
		Y6	90.2%	33.3%
End of Key Stage 2 progress analysis:				
Child A		Child A made expected progress from Y5 to Y6 and achieved the expected standard.		
Child B		Child B made accelerated progress from Y5 to Y6 of additional 12 months. Child is working at pre-key stage 2 standards.		
Child C		Child C made accelerated progress from Y5 to Y6 of additional 12 months. Prior assessments demonstrated that the		

		child had a secure understanding of mathematics but did not achieve the expected standard in the statutory assessments.
<p>Continuation of 20:20 Club to bring structure to lunchtimes for vulnerable and disadvantaged children.</p> <p>Purchase of SEMH resources to improve the quality of provision for social and emotional wellbeing of all pupils, especially the most vulnerable.</p> <p>Funding of training and leadership time for development of a Senior Mental Health lead.</p>		<p>This intervention has had a significantly positive impact on the lunchtime provision for both vulnerable and disadvantaged pupils with a reduction in the number of behaviour incidents.</p> <p>The Senior Mental Health lead has established a good working relationship with staff and the Mental Health Support Team. Support for parents was signposted via the weekly Bulletin, referrals for parenting courses and a Year 6 resilience group completed.</p>
<p>SEMH groups/1:1 support, such as: bubble time, social stories, social skills, daily check ins with key person in class.</p>		<p>Bubble time has had a positive impact on the mental health and wellbeing of focus pupils. PP pupils are well supported and have good relationships with their key person.</p>
<p>Additional family support to fund extra-curricular activities.</p>		<p>Pupils have been able to participate in school trips and residentials as well as extra-curricular activities outside of the school day.</p> <p>Pupils have been supported through the purchase of revision materials to support learning.</p>