



Christ Church CE Primary Academy

Pupil Premium Strategy

2025 - 2026

This statement details our school's use of pupil premium (and recovery 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 | 163 Year 1-6 (110 pupils are PP) 194 Year R-6 |
| PROPORTION (%) OF PUPIL PREMIUM ELIGIBLE PUPILS | 67.5% (Year1-6) Varying cohorts Year 4 85% - Highest |
| ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED) | 2025-2026 |
| DATE THIS STATEMENT WAS PUBLISHED | 4.12.2025 |
| DATE ON WHICH IT WILL BE REVIEWED | Termly |
| STATEMENT AUTHORISED BY | Julian Kennett |
| PUPIL PREMIUM LEAD | Nikki Summers |
| GOVERNOR / TRUSTEE LEAD | Julian Kennett |

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £199,600 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £199,600 |

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

In line with the tiered approach in EEF's pupil premium guide, our ultimate objectives for our disadvantaged pupils are to:

- 1) Ensure high-quality teaching in every class;
- 2) provide targeted academic support in order to narrow the attainment gap between disadvantaged and non-disadvantaged pupils; and
- 3) ensure wider strategies are used to support their academic success including accessing a wide range of enrichment experiences, which will positively impact on their academic achievement and well-being.

Raising attainment: our intention is that all pupils, regardless of their vulnerabilities or social context, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support our disadvantaged pupils, many of whom have multiple barriers to their education, to achieve well and make good and better than good progress.

Pupils' wellbeing: Our approach will be pro-active and responsive to common challenges and individual needs. Leaders will also ensure that they continue to consider those who have experienced trauma (in the wider context of social context) and that funding will continue to support their social, emotional and mental health. Opportunities and experiences will be promoted to raise self-esteem, develop self-confidence and increase their resilience to the challenges they may face in the school community. We will continue to work closely with Youth Engagement Services, Gang Prevention and Child Exploitation Teams.

Attendance: Good and excellent attendance is essential in raising attainment and increasing rates of progress across all cohorts, regardless of whether pupils are disadvantaged or not. Robust and rigorous measures will be implemented to monitor and analyse pupils' attendance throughout the academic year. Working closely with the Trust's Education and Welfare Officer the school will utilise pupil premium funding to ensure attendance is at least in line with national and that persistent absentees do not rise above national.

Early reading and phonics: Leaders will ensure there is a strong focus on early reading and phonics. Many of our disadvantaged pupils have limited opportunities for reading at home and parents experience anxiety around reading with their children. To support our parents in this, we will deliver Phonics workshops to explain the 'Little Wandle' phonics programme used in school to ensure they understand the importance of phonics in their child's journey in learning to decode and ultimately read. Parents will also be offered online videos and tutorials to support their child at home.

Communication and language development: Leaders will be committed to developing vocabulary through the curriculum and supporting those pupils new to English or whose language development is delayed.

CHALLENGES

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

| Challenge Number | Detail of Challenge | | | | | | | | | | | | | | | |
|-------------------------------------|---|----------------------|-------|-------|------------------------|-------|-------|-----------------------------------|-------|-------|------|--------------------|----------------------|-------------------------------------|------------------|---------------|
| 1 | <p><u>Deprivation:</u></p> <ul style="list-style-type: none">This is a school in extremely challenging circumstances, sitting in the highest percentile for deprivation 92% of pupils are in band 1 and band 2 of the National Indices of Multiple Deprivation Deciles, with 69% of pupils in the most deprived 10%. <p>Above all National Groups:</p> <table><tr><td>Pupil Premium</td><td>68.0%</td><td>24.7%</td></tr><tr><td>Minority Ethnic Groups</td><td>78.4%</td><td>38.4%</td></tr><tr><td>English as an additional language</td><td>44.8%</td><td>23.4%</td></tr><tr><td>SEND</td><td>32% (25.8%) (6.2%)</td><td>18.3% (14.8%) (3.5%)</td></tr><tr><td>Attendance (September 24 – July 25)</td><td>94.3% / 14.8% PA</td><td>94.5% / 15.2%</td></tr></table> <p>Only 19% of the adult population in Deighton are in full time work (2011 census) with 59% classed as semi-skilled and unskilled manual workers; and those on state benefit/unemployed and lowest grade workers.</p> <p>External factors in the home or school community can impact greatly as they then struggle to maintain good behaviours for learning. Many children will dysregulate in school due to factors affecting their well-being outside of the school environment.</p> | Pupil Premium | 68.0% | 24.7% | Minority Ethnic Groups | 78.4% | 38.4% | English as an additional language | 44.8% | 23.4% | SEND | 32% (25.8%) (6.2%) | 18.3% (14.8%) (3.5%) | Attendance (September 24 – July 25) | 94.3% / 14.8% PA | 94.5% / 15.2% |
| Pupil Premium | 68.0% | 24.7% | | | | | | | | | | | | | | |
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| English as an additional language | 44.8% | 23.4% | | | | | | | | | | | | | | |
| SEND | 32% (25.8%) (6.2%) | 18.3% (14.8%) (3.5%) | | | | | | | | | | | | | | |
| Attendance (September 24 – July 25) | 94.3% / 14.8% PA | 94.5% / 15.2% | | | | | | | | | | | | | | |
| 2 | <p><u>Low attainment and progress:</u></p> <p>In 2025:</p> <ul style="list-style-type: none">Early Years – Historic low attainment 2023 – 50% GLD & 2022 39% GLD – now 2025 66% GLD (so impact showing) – however still below National and DFE target of 75%Year 1 Phonics – below National 2025 (77%) however <u>3 year upward trajectory</u> (impact)Key stage 1 attainment of the expected standard in reading (48%) was significantly below national and in the lowest 20% in 2022. (Current Year 6). Upward trajectory though as now 53% in 2025 (still below national at 72%)Key stage 1 attainment of the expected standard in writing (37%) was significantly below national and in the lowest 20% in 2022. (Current Year 6) Upward trajectory as now 50% in 2025 (still below National at 63%)Key Stage 1 attainment in 2025 is below – Non – stat - Reading 53% (PP-47%) (Not-PP 64%) – Writing 50% (PP-41%) (NOT-PP 64%) and Maths 58% (PP-65%) (Not-PP 45%)Key Stage 2 – no progress measures in 2025 and attainment below National R,W,M 48% (61%)Historic low progress and attainment at the end of Year 6 – However progress evidenced from starting points. (Year 3 NFER data) | | | | | | | | | | | | | | | |

CHALLENGES ctd

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

| Challenge Number | Detail of Challenge |
|------------------|---|
| 3 | <p><u>High SEN need throughout school: (Communication and Interaction, and Cognition and learning)</u></p> <p>As of November 2025, school currently has 62 pupils on the SEN register 32% (25.8%) (6.2%) (33):</p> <ul style="list-style-type: none"> Of the 62, 12 pupils have an EHCP and 50 pupils require SEN Support. <p>This places Christ Church well above primary schools nationally (25.8% (14.8%)) and (6.2% (3.5%))</p> |
| 4 | <p><u>Limited vocabulary and delayed language acquisition and development in the Early Years</u></p> <p>Assessments on entry to Christ Church demonstrate pupils typically enter Early Years well below age related expectations, with limited vocabulary and lower levels of communication and language skills. This includes speech difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities. WELLCOMM assessments are demonstrating significant gaps in knowledge.</p> <p>2025 Attainment in Speaking is 17.2% below National, Listening, Attention & Understanding is 16.2% below National at the end of Reception. Both significant gaps.</p> <p><u>Of the 10 pupils not achieving a GLD at the end of Year Reception in 2025:</u></p> <p>40% Pupil Premium 50% EAL 50% SEND</p> <p><u>Through school:</u></p> <ul style="list-style-type: none"> proportion of pupils with EAL is above average (44.8% (23.4%)) school has 17 out of 17 possible ethnic groups. many of our pupils have multiple barriers to their education (FSM, EAL and SEN). <p>A study conducted for the Education Endowment Foundation (focusing on Early Language Development for children from socioeconomically disadvantaged backgrounds) clearly states that when schools are considering closing the gap with regard to language acquisition and development then schools must understand that one intervention will 'fit all' and that the nature of the intervention must vary and can take different formats including staff training (key to the implementation of effective interventions), parent-child interaction, facilitating dialogic book-reading, scaffolding classroom interactions, fostering narrative skills, or the direct teaching of vocabulary. The study also stressed the importance of interventions 'feeding into the development of early literacy' to improve oral language skills in the early years setting.</p> |

CHALLENGES ctd

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

| Challenge Number | Detail of Challenge |
|------------------|--|
| 5 | <p><u>Limited Life Experiences and Opportunities:</u> risk of child exploitation</p> <p>Pupils have very limited life experiences: incidents of gang related crime, domestic violence, drug and alcohol abuse, involvement with social care services and criminal convictions amongst our families are high:</p> <ul style="list-style-type: none"> • Violent and sexual offences, anti-social behaviour and criminal damage/arson are prevalent in the community. • Drug offences and possession of weapons, with drugs and possession of weapons rising locally. <p>The temptation for our young people to become involved in gang related crime is high and ex-pupils of Christ Church, within 3-4 years of leaving our school, have been known to become local gang members in possession of weapons. One, at the age of 14, has recently been reported by police to be a 'high ranking' gang member. There are also 4 ex-pupils who have recently been jailed for murder. These are separate incidents. Some of these pupils still have siblings in school.</p> <ul style="list-style-type: none"> • The % of children in the social care system within the community we serve is three times higher than the Kirklees average. • Adult obesity is well above the Kirklees and England averages. • Life-skills and training are within the most deprived 10% areas and emotional wellbeing is within the 205 most deprived areas. • 18% of children (1 in 5 under 16) are now living in low income families compared to national at 17%. |
| 6 | <p><u>Limited active Parental Engagement:</u></p> <p>In closing the disadvantage gap, EEF acknowledge that disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.</p> <p>This is evidenced through school data with regard to low attendance at parent consultations and parent workshops (reading, phonics and number). Many of our children (as evidenced through pupil voice and some home visits have limited access to books, libraries and technology (such as computers, laptops, Wi-Fi, etc).</p> |

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| 7 | <p><u>Attendance</u></p> <p>Attendance (and gaining support of parents to ensure good attendance) remains a challenge at Christ Church although positive data shows increased attendance and decreased PA.</p> <p>Our attendance for the period September 2024 – the end of Summer 2 2025 was 94.3% (National 94.9%). Persistent absentees: 14.8% (14.3% National).</p> <ul style="list-style-type: none">Attendance for FSM pupils was 93.4% and (20.2% PA) compared to NON-FSM 96.3% <p>IDSR – School Absence</p> <table><tr><td>21/22 – 93.1%</td><td>22/23- 92.7%</td><td>23/24 93.8%</td><td>24/25 94.3%</td></tr><tr><td>PA - 22.8%</td><td>24.9%</td><td>17.6%</td><td>16.9%</td></tr></table> | 21/22 – 93.1% | 22/23- 92.7% | 23/24 93.8% | 24/25 94.3% | PA - 22.8% | 24.9% | 17.6% | 16.9% |
| 21/22 – 93.1% | 22/23- 92.7% | 23/24 93.8% | 24/25 94.3% | | | | | | |
| PA - 22.8% | 24.9% | 17.6% | 16.9% | | | | | | |
| 8 | <p><u>Mobility</u></p> <p>School stability is a challenge. In 2023 and 2024 the school stability was Below Average. In 2025 the school stability BELOW AVERAGE at 77.19%. This data comes from the IDSR.</p> <p>Movement of pupils who may have achieved attained move on. Pupils new to school- unknown prior learning.</p> <p>Home grown pupils low. In Year 6 62.1% of pupils are homegrown.</p> | | | | | | | | |

| INTENDED OUTCOMES (This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.) | |
|--|---|
| Intended Outcomes | Success Criteria |
| Improved Phonics Screening Check scores for disadvantaged pupils across EY and KS1- Year 1 attainment to be inline or above National | <ul style="list-style-type: none"> • Little Wandle is followed with rigour, consistency and fidelity with phonics taught as the only route to decoding • Quality of teaching and learning is further strengthened with peer-to-peer support, observations and by adopting a reflective review of training needs • All children receive a daily, direct teaching session with fast, repeated practice • Children are regularly reading fully decodable books matched to their phonics knowledge in school and at home • Parents supported with on-line videos to enable home learning and practice • Early identification of children in danger of falling behind with effective keep up, catch up sessions built into the daily timetable in addition to the usual phonics session |
| Improved reading and writing attainment for disadvantaged pupils. | <ul style="list-style-type: none"> • As above for all success criteria in Yr2 and Yr6 • Pupil Progress Meetings held termly identify progress and children in danger of falling behind • Early identification of pupils in danger of falling behind with swift catch up support and intervention effectively implemented • Skilled staff leading catch up sessions • KS2 1:1 intervention programmes continued |
| Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2. | <p>End of KS1 and KS2 outcomes show that disadvantaged pupils perform as well as disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.</p> <p>In adopting a mastery approach to teaching maths, children will develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.</p> |
| Improved oracy skills, language development and communication for all pupils. | <ul style="list-style-type: none"> • Teachers and support staff demonstrate using a range of media and techniques through teaching and learning to model and promote higher-order oracy skills throughout the curriculum. • Through exploration of, and discussion around, curriculum 'big questions' and key vocabulary, pupils demonstrate the ability to discuss, practice and formulate responses promoting confidence in oracy and thereby developing and transferring communication skills across the curriculum. • Observations and assessments indicate improved language oracy skills, language development and communication for all pupils. • External verification for school improvement supports our findings in pupils' day to day learning and engagement in teaching in the classroom. |

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 Outcomes | Success Criteria |
|--|---|
| Improved attendance and improved rate of persistent absentees for disadvantaged pupils. | <ul style="list-style-type: none"> • In employing and working with the Trust's Education and Welfare Officer, attendance and the rate of PAs by the end of 2025/26 is at national and / or better than similar schools. • Rewards improve attitudes towards attendance. • Attendance attains an average of 96% attendance each term • There is a reduction of persistent absentees and suspensions |
| Robust and effective personal development, mental health and wellbeing of our school community | <ul style="list-style-type: none"> • Our school community will feel good in themselves and will be able to improve the wellbeing of the children they are working with to help them flourish and meet their personal potential. • Staff, pupils and their families will have a range of activities and opportunities that they can access to help support their mental health and well-being. • Children and their families will access a range of provision (led by specialist staff and/or external agencies) that will offer appropriate learning opportunities and/or workshops relating to community and national issues. • Themed days and weeks through the whole school curriculum will enable pupils to explain accurately how to keep themselves safe and healthy. • Our children will follow leadership and community based programmes in school to promote independence and life skills for the future (Worship Leaders, Well-Being Leaders, Play Leaders, Head Pupils, etc.). • Action will continue to be undertaken to ensure inclusivity at Christ Church CE Academy. |

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: £58,357

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--|
| <p>Purchased of standardised diagnostic assessments.</p> <p>NFER tests</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. INSIGHT</p> | <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and Year groups.</p> <p>Analysis of data to support pupils.</p> <p>Diagnostic assessment / EEF</p> | <p>£1870</p> <p>£811 (INSIGHT)</p> <p>1,2,3,4,5,6</p> |
| <p>Purchase of a DFE validated Systematic Phonics programme.</p> <p>Little Wandle</p> | <p>Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics / Teaching & Learning Toolkit / EEF</p> | <p>£750</p> <p>2,3,4</p> |
| <p>Improve the quality of social and emotional learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>SCARF</p> <p>MOTIONAL</p> | <p>Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Improving Social and Emotional Learning / EEF</p> | <p>£636 SCARF</p> <p>£719 MOTIONAL</p> <p>1,2,3,4,5,6,7,8</p> |
| <p>Ensuring staff and leaders at all levels are as skilled and up to date. Accessing up to date live online CPD to drive practice.</p> | <p>1. Improved Teaching Skills and Pedagogical Knowledge</p> <ul style="list-style-type: none"> Enhanced Teaching Practices: Professional development helps educators stay up-to-date with the latest teaching methods, instructional strategies, and technologies. | <p>£917 (The Key)</p> <p>£1000 (support staff)</p> <p>£1800 (Teachers)</p> |

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| | <ul style="list-style-type: none"> • Personalised Learning: Teachers can learn new approaches for meeting diverse student needs, such as differentiated instruction, inclusive education, or integrating technology into lessons. <p>2. Increased Student Achievement</p> <ul style="list-style-type: none"> • Better Learning Outcomes: As educators develop their skills, they are better able to engage students and adapt to individual learning styles, leading to improved academic performance. • Higher Teacher Motivation: When teachers feel more confident and supported, they are more likely to create dynamic, engaging learning environments that benefit student achievement. <p>3. Fostering a Growth Mindset</p> <ul style="list-style-type: none"> • Promotes Continuous Improvement: Professional development encourages a culture of lifelong learning, helping teachers remain reflective and committed to self-improvement. • Boosts Teacher Morale: Teachers who feel that their growth is valued and supported are more likely to remain satisfied and motivated in their roles. <p>4. Improved Retention and Job Satisfaction</p> <ul style="list-style-type: none"> • Teacher Retention: When educators are given opportunities for professional growth, they are more likely to stay in their current roles. This can reduce turnover rates and the associated costs of recruiting and training new staff. • Increased Job Satisfaction: Teachers who feel supported in their professional growth experience higher job satisfaction, which can also improve their work-life balance. <p>5. Adaptation to Educational Trends and Changes</p> <ul style="list-style-type: none"> • Keeping Up with New Standards: Educational standards and curricula often evolve, and professional development ensures that teachers remain aware of and can effectively implement these changes. • Incorporating Technology: With the rapid advancement of educational technologies, ongoing training enables educators to integrate digital tools and resources that can enhance learning | 1,2,3,4,5,6,7,8, |
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| Release time for teachers to attend Trust moderation, training and partnership meetings. Release time for Middle Leads / Subject Leads to attend and subject lead curriculum monitoring and moderation and release time for senior leaders to regularly monitor | <p>It is important for all teachers and leaders in school to have the time to effectively identify the needs of PP pupils, discussing current progress and barriers, so that there can be maximum impact.</p> <p>Disadvantaged pupils must be monitored closely and interventions needed promptly organised. Senior leaders have a duty to support teachers in identifying strategies to accelerate progress. Subject leaders must be able to articulate clearly the work they have undertaken in their subject as part of the ACE curriculum with regard to intent, implementation and impact.</p> <p>Outcomes from Trust moderation, training and partnership meetings and dissemination of such is crucial to successful curriculum planning and development. Internal data illustrating progress and attainment, including PP Meetings, notes of visits from external moderation and quality assurance by the Trust's School Improvement Partners feeds into all curriculum and school development planning.</p> | <p>£3,705 (cover)</p> <p>£10,000</p> <p>1,2,3,4,5,6,7,8</p> <p>Mentoring and teaching</p> |
| SEN1:1 | <p>We are mindful of the SEN Code of Practice in that, "Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN." SEN 1:1 support assistants follow the lead of the class teacher and are supported by the SENCO. Training is provided, including that from external agencies (e.g SALT) wherever possible to best support individual need.</p> | <p>£.....</p> <p>1,2,3,4,5,6,7,8</p> |
| SEND CO (2 days salary) | <p>The EEF states the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>69% of the pupils on the SEND register are also PP pupils.</p> | <p>£35,946</p> <p>1,2,3,4,5,6,7,8</p> |
| Online licenses | <p>EEF states: There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology. On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p>Some recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average. For example, technology may enable more immediate feedback on the individualised tasks</p> | <p>TT Rockstars £200</p> <p>1-6</p> |

| TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support structured interventions) | | |
|---|--|---|
| Budgeted cost: | £78,861 | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Literacy Development Worker | <p>Oral language development sessions led by our Language Development Worker, primarily in EY but also with small groups across school.</p> <p>EEF states:</p> <ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes of 7 months' additional progress, 6 months in primary. 2. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. 3. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment, particularly in Reading. 4. There is evidence to suggest that pupils 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>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> | <p>£34,041</p> <p>1, 2, 3, 4, 6</p> |
| Educational Psychologist (6 sessions) | Consistent and co-ordinated support, comprehensive training, holistic approach, early intervention, expert advice. In summary, having a Trust-wide Educational Psychologist enhances the ability to support pupils across multiple schools efficiently, provides a cohesive approach to educational psychology, and fosters professional development for staff, all of which contribute to improved student experiences and outcomes. | <p>£5,041</p> <p>2,3,4,6</p> |
| RAINBOWS – provision AM&PM | A resource base for pupils with communication and language needs provides a supportive, specialised environment that can greatly enhance the educational and social outcomes of students with C&L. Through targeted interventions, expert staff, and a collaborative approach, these pupils can overcome barriers to learning, leading to improved academic performance and better social integration. | <p>£15,579 £7789</p> <p>2,3,4,6</p> |
| Purchase of a programme to improve and help diagnose pupils who have barriers to speech and language. WELLCOMM | Targeted interventions can have appositve impact on pupils skills. Diagnostic tools that clearly identify pupils needs / risks can be used to ensure targeted support is put in place. | <p>£204</p> <p>2,4</p> |
| Use of Educational Teaching Assistants to provide 1:1 and small group intervention support for identified needs in school. Phonic | <p>Education Endowment Foundation (EEF) states:</p> <ol style="list-style-type: none"> 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. 2. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. | <p>£7592</p> <p>2,3</p> |

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| Groups & SALT programmes | 3. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. | |
| Use of Educational Teaching Assistant to provide 1:1 and small group SALT intervention support & Additional teacher for Yr 6 (Spring Term) | <p>Education Endowment Foundation (EEF) states:</p> <p>4. 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>5. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>6. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> | <p>£3615 £5000 2,3</p> |

| WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing) | | |
|---|---|---|
| Budgeted cost: | £141,552 | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Forest School | Research on Forest School and Outdoor Learning. - Cambridge Forest Schools Cambridge Forest Schools presents a range of research showing the educational and wellbeing benefits of forest school activities in educational settings, including OFSTED recommendations on its link to improving children's resilience. | £24,090 £21,749 £750 1, 2, 3, 4, 5, 7 |
| Safeguarding and Inclusion Officer | <p>EEF: Improving Behaviour in Schools: Evidence Review December 2019 NSPCC report that they have a call from a child on average every 25 seconds and 1 in 5 children have suffered abuse or neglect (NSPCC, 2018)...being bullied (Brown, 2018) are linked to lower attainment.</p> <p>Spilt et al (2013) ... students with combinations of behavioural and social risks and those from dysfunctional families ... suggest these groups may need additional targeted support.</p> <p>A multi-level and multi-component intervention, called School-Wide Positive Behaviour Support (Sorlie, 2015), incorporates the approach used in the systems and procedures category supplemented by teaching of school rules, positive expectations and social skills, and systematic praise and encouragement of positive behaviour (including reward cards), monitoring of student behaviour, school-wide corrections with mild and immediate consequences (response cost), time-limited small-group instruction or training in academic or social topics, individual interventions and support plans, classroom management skills, and parent information and collaboration strategies. Also, those students with similar needs and difficulties receive education in academic or social topics, or positive support. Further, high-risk students receive individualised and functional behaviour support plans that can involve education and family interventions. Significant positive effects resulted in student problem behaviour with reduced numbers of segregated students.</p> | £36,259 1, 2, 3, 5, 6, 7, 8 |

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| Well-being Provision ELSA & Nurture Lunch | <p>The EEF states: There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p> <p>"There is strong evidence out there about what works in closing the achievement gap – perhaps more evidence than in any other area education... This comes partly from work carried out by the Sutton Trust and the Educational Endowment Foundation to produce a toolkit of strategies that have been proven to work." Dr. John Dunford – National Pupil Premium Champion.</p> | <p>£20,858</p> <p>1, 2, 3, 4, 5, 6, 7</p> |
| Fare Share Yorkshire & Fruit KS2 | <p>Improved outcomes for pupils eligible for pupil premium with regards to healthy eating. Pupils alert and ready to learn.</p> <p>Hungry pupils unable to concentrate, need to have basic needs met to ensure learning can happen.</p> | <p>Fruit: £1,919</p> <p>Pupil Milk £2,145</p> <p>Fare Share; £1,449</p> <p>1, 2, 5, 7</p> |
| Positive opportunities, including educational trips | OFSTED reported that: 'within successful Primary Schools curriculums are enriched by first-hand experiences, including visits locally and further afield, contributions from adults with knowledge and skills that could enhance pupils' learning, and an extensive range of extra-curricular activities.' (Ofsted, 'The curriculum in successful primary schools' 553. 2002.) | <p>£6232</p> <p>Trips</p> <p>1,5,7</p> |
| Positive opportunities, life experiences. Residential Year 6 | OFSTED reported that: 'within successful Primary Schools curriculums are enriched by first-hand experiences, including visits locally and further afield, contributions from adults with knowledge and skills that could enhance pupils' learning, and an extensive range of extra-curricular activities.' (Ofsted, 'The curriculum in successful primary schools' 553. 2002.) | <p>£3495 & £923</p> <p>1,5,7</p> |
| Rewards to support Attendance | EEF: Improving Behaviour in Schools: Evidence Review December 2019 Schools cannot function well if pupils are frequently absent... schools have an important role to play, this is of particular concern as '... both authorised and unauthorised absence rates have increased since last year, the rate of the latter now being the highest since records began'. Increasing school absence (DfE, 2016) are linked to lower attainment. Hence, school approaches to prevent and respond to absences... are likely to involve the creation and sustained high quality behaviour management throughout the whole school with support from parents and other stakeholders. | <p>£1,500</p> <p>(rewards)</p> <p>1-7</p> |

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| Breakfast Club | Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education EEF. The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment. | £9091 (3salaries) 1,2,3,5,6,7 |
| Business Support Officer (Attendance) | Poor school attendance is a significant problem in England. This is of particular concern to the EEF because evidence suggests many students with poor attendance are likely to be those from disadvantaged backgrounds. 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). | £8,343 6,7,8 |
| Trust EWO Attendance & Pupil support | Poor school attendance is a significant problem in England. This is of particular concern to the EEF because evidence suggests many students with poor attendance are likely to be those from disadvantaged backgrounds. 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) | £1,129 6,7,8 |
| Online licenses CPOMS | EEF states: There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group intervention, with adults providing targeted instruction to the pupils. Some recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average. For example, technology may enable more immediate feedback on the individualised tasks | Online licenses £734 1,5,6,7,8 |
| FSM vouchers to support parents | Pupil Premium funding has a positive impact on the pupils at school. Enables wide access to resources both human and physical. Incentive to help parents / encourage parents to apply for funding. | £886 1,6 |

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| TOTAL BUDGETED COST: | £278,770 |
|-----------------------------|-----------------|

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

Pupil Premium Strategy Outcomes for 2024-2025

1. Improved Phonics Screening Check scores for disadvantaged pupils across EY and KS1

- Implementation of phonics has continued this year, demonstrating increasing levels of rigour, consistency and fidelity across the school
- As a school, we prioritise the teaching of early reading, to ensure pupils become confident, fluent readers as quickly as possible. Pupils that need additional support are identified quickly.
- Quality of teaching and learning has been further strengthened from additional support of the Teaching & Learning Consultant through introduction to the use of Heat Maps
- Assessment is used effectively to ensure all children are making progress. Where children are not, they are identified quickly and receive daily catch up.
- Additional highly trained adults used to support in Year 1 to ensure rapid progress made.
- Support by Head of School who delivers additional Phonics teaching in Year 1
- **77% of All pupils** met the phonic threshold (32 marks) in **2025** this was a +4% rise on the previous year. Attainment of FSM pupils is **85%** (2025) above National +18% and significant rise year on year 61% (2024), 67% (2023), 69% (2022)
- In Early Years **76%** of FSM pupils met GLD this is +24% above National for this group

2. Improved reading and writing attainment for disadvantaged pupils.

- Implementation of new whole class reading and writing modelled by experienced English Leader
- CPD for staff through coaching and modelling to enable high quality teaching
- Outcomes in Year 2 **41%** of FSM pupils attained Combined R,W & M **similar to** National FSM pupils **47%** FSM in Reading and **41%** in Writing significant rise from 2022 when it was 31% (R) and 13% (W)
- Double grouping in Year 2 – FSM w/NO-SEN 67% met Reading standard and 67% met Writing compared to the FSM pupils who are identified as SEND where 25% met the standard
- Outcomes for Year 6 **41%** FSM pupils attained combined R,W & M **just about in-line with** National FSM
- **54%** FSM in Reading and **41%** in Writing significant rise from 2023 when 35% (R) and the same at 41% (W)

3. Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.

- Year 4 MTC check **80%** of FSM pupils met the standard of 25 – significantly higher than National
- Year 6 – 50% of FSM met the EXS standard in Maths SAT

4. Improved oracy skills, language development and communication for all pupils.

- In EYFS, pupils join with significant speech and language skills. A Literacy Development worker is employed to work with and support these pupils as additional staffing
- Staff ALWAYS observed speaking and talking to children to develop vocabulary and language
- After school groups ran with parents to share the benefit of reading and talking to children
- Effective systems and processes in place for leaders and teachers to make early identification of pupils. Very close working relationships with Early Years SEND
- Communication outcomes in EYFS increased significantly in **2025** to 77% for FSM from 50% of FSM in 2024.
- Introduction of WELLCOMM assessments in September 2025 to further enhance

5. Improved attendance and improved rate of persistent absentees for disadvantaged pupils.

The Head of School has taken the following steps to ensure that everything is being done to promote good attendance and reduce rate of persistent absentees:

- First day calling (as per Safeguarding Procedures)
- Class/weekly rewards and termly rewards
- Half termly reports to all parents (*change of format which clearly identifies reasons for and pattern of absences*)
- Agenda items on KS and whole staff meetings – ensuring a whole school approach to raising attendance and reducing %PA. Class Teachers monitoring closely.
- *Personal letters to parents of pupils below 92%, encouraging continued attendance so as to not to fall below 90%.*
- *Personal letters to pupils just sitting below 38 missed sessions (still on target to achieve +90% by the end of the academic year), encouraging continued good attendance.*
- *Personal letters to parents of pupils with a marked improvement in attendance.*
- *Senior Leaders conducting daily home visits to support getting children in to school or where parents have failed to contact school to report and absence.*
- Attendance in 2024-2025 for FSM pupils demonstrated significant rise on previous years. Following on from many years of under challenge in this area.
- **All Pupils Attendance – 94.3% - this is higher than National median (92.5%) of similar schools**
- **All Pupils PA – 14.8% - significantly better than National median (22.1%) of similar schools**
- **FSM Pupils – 93.4% (91.5) – CCA pupils above National FSM pupils in similar schools DFE**
- **FSM Pupils – 15.1%(PA) (28.1) – CCA pupils performing significantly better than National**

6. Robust and effective personal development, mental health and wellbeing of our school community.

- Well-being leader trained to support groups and individuals across the school
- Pupils happy and engaged in school activities
- Raise in attendance for ALL – positive pupils in school
- Pupils attainment rising as attitudes to learning are much improved
- Behaviour positive – FIRST TIME in 5 years – ONLY 1 pupil suspended across school – July 2025 for 3 days
- Parent Survey States (Summer 2) 100% behaviour in school excellent
- Pupil Survey States that the majority of pupils behave well in lessons, in playground (Summer 2 & Autumn 1)
- External Review on Personal Development – highlighted an exemplary offer for pupils (July 2025)

EXTERNALLY PROVIDED PROGRAMMES

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

| Programme | Provider |
|--|----------------------|
| Little Wandle Revised Letters and Sounds Programme | Little Wandle |
| NFER | NFER Testing |
| School Food Bank | Fare Share Yorkshire |
| White Rose Maths | White Rose Education |
| SCARF – RHSE curriculum | SCARF |
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