

Longlands Primary School - Pupil premium strategy statement 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	215
Proportion (%) of pupil premium eligible pupils	29.5% (NA 23.8%)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Ashleigh Calver
Pupil premium lead	Ashleigh Calver
Governor / Trustee lead	Joe Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84840
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£97,050 PLAC = £7890 CLA = £2400 EYPP =£1920

Part A: Pupil premium strategy plan

Statement of intent

At Longlands Primary School we strive to achieve the best for every child in our care. We believe that all pupils should be given the opportunity to reach their potential and succeed regardless of their background or ability. We believe in excellence for all and that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional and bespoke support; we use pupil premium funding to provide equity of opportunity and to enable the children to build strong foundations for the future through our broad and balanced curriculum.

The focus of our pupil premium strategy is to narrow the existing attainment gap between disadvantaged and non-disadvantaged pupils, particularly within reading, writing and maths and to continue to support progress and provide challenge for those who are already high attaining. We consider each child as a unique individual and decide what additional provision should be made for them to reduce the attainment gap between the highest and lowest achieving pupils nationally.

Our pupil premium strategy is underpinned by the guidance from the Education Endowment Foundation for Pupil Premium. [The EEF Guide to the Pupil Premium | EEF](#) focusing on teaching quality first, layering targeted support, and embedding wider strategies to address barriers. We monitor the impact of support, resources and spending on a half termly basis, addressing challenges and implementation of successful outcomes over a sustained period of time.

To achieve these objectives the school is adopting the tiered approach recommended by the Education Endowment Foundation (EEF), which places the greatest focus on promoting high quality teaching, supported by targeted academic interventions and wider non-teaching strategies. Therefore, underpinning this plan is the development of high-quality teaching alongside other specific interventions based on identified needs.

1. High-Quality Teaching

We prioritise investment in teaching because evidence shows this has the greatest impact on disadvantaged pupils.

- Professional development for staff focused on effective pedagogy and curriculum design
- Embedding high-quality feedback practices
- Use of assessment to identify gaps and inform teaching

2. Targeted Academic Support

We provide structured interventions for pupils who need additional help.

- One-to-one and small group support in literacy and numeracy
- Structured phonics and reading programmes
- Mentoring and targeted support for pupils at risk of underachievement

3. Wider Strategies

We address non-academic barriers that can hinder learning.

- Attendance monitoring and support programmes
- Behaviour and wellbeing initiatives, including pastoral care
- Enrichment opportunities to broaden cultural capital
- Parental engagement activities to strengthen home-school partnerships

Other barriers to learning for disadvantaged children, can be less support at home, low language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. A key element of our approach is to support and nurture pupils to ensure that they are ready to engage with their learning, displaying positive behaviours and attitudes to tasks. Both internal evaluations and academic literature highlight the need for high quality pastoral support and attendance intervention to meet the needs of our PP children. As such, some funding is directed to ensuring that high quality pastoral care is available to all students.

Our ultimate objectives are:

- To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils to ensure that all pupils develop basic skills in reading, writing and maths to best prepare them for future education.
- Focus on improving language and communication skills for all.
- Ensure disadvantaged pupils have access to a wide range of experiences, extra-curricular opportunities in addition to a broad and balanced curriculum.
- Ensure disadvantaged pupils have attendance over 96% so they are able to access and make the most of the learning opportunities in school.

The key principles of our strategy:

- To promote an ethos high aspirations and attainment for all
- Provide opportunities for all our students to engage in their learning and to acquire the skills and knowledge they need for future success
- To use an individualised approach to address barriers
- To ensure high quality teaching
- To ensure all children to have access to an enriched quality curriculum
- To develop self-esteem and confidence of identified disadvantaged and vulnerable children
- To develop children’s literacy skills, including oral language and communication strategies in early years, so that vocabulary knowledge, reading and writing outcomes are improved

- Track the progress of disadvantaged pupils regularly, identify any barriers to learning and adjust provision where required
- Allocate resources, training for staff and support to address key priorities.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PPG pupils particularly in communication, literacy and language.
2	A large majority of PPG pupils, have multiple needs i.e. are also EAL or SEN pupils.
3	A large number of PPG pupils exhibit social and emotional needs
4	There is a gap in attainment in reading, writing and maths for PPG children, they are not performing as well as their non-disadvantaged peers.
5	Attendance to be inline or above 96% target. A large proportion of persistent absentees are disadvantaged pupils.
6	Engaging families to participate in enrichment activities

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
A. To raise attainment of underachieving and disadvantaged pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress	<p>Children's educational gaps in core subjects are identified and interventions or additional teaching is provided. These are discussed in PPMs and pupils are making expected progress towards targets.</p> <p>Training provided where needed for additional adults in school to ensure effectively targeted support for underachieving and disadvantaged pupils.</p> <p>Additional teaching and learning opportunities provided by school led tuition.</p>

	<p>Special educational needs are identified quickly to allow for targeted support Children with SEN achieve expected progress from their individual starting points and work towards achieving age related expectations. M-scales are being used effectively to plan to meet pupils' needs. Specialist advice and resources to support children's learning.</p> <p>Attainment across the school in reading, writing and maths to be above 70% ARE. The gap in attainment between disadvantaged and non-disadvantaged pupils in reading across the school decreases to below 15%. The gap in attainment between disadvantaged and non-disadvantaged pupils at the end of KS2 decreases to below 30%.</p> <p>Attendance is closely monitored, with the target of 96% set for all pupils. There is no significant gap in attendance between PP and non-PP.</p>
<p>B. High 'quality first teaching' for all.</p>	<p>Monitoring of teaching and learning shows that all children are receiving quality first teaching.</p> <p>Planning will show how the curriculum is personalised for specific learners and the progress that they make.</p> <p>Staff CPD has a positive impact on the quality of teaching and learning.</p> <p>Dual needs SEND PPG pupils have improved access to high quality teaching and a more personalised provision/curriculum experience.</p>
<p>C. To develop self-esteem and confidence of identified vulnerable pupils - fostering positive peer and parent relationships and removing social and emotional barriers to learning.</p> <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are catered for or alleviated.</p>	<p>Children's learning is enriched. Funding is well spent subsidising the cost of planned trips, educational activities or extra-curricular activities throughout the year.</p> <p>Small group support is planned, pupils positively engage with this provision and are making measurable progress.</p> <p>Pastoral Support is provided for children and families by school staff and CHEXs – parent and pupil voice feedback is positive.</p> <p>Parents are actively involved in supporting their child's social, emotional and behaviour difficulties.</p> <p>Pupil and parent questionnaires show that parents and children of disadvantaged families feel supported and additional barriers removed where possible.</p>
<p>D. Pupils eligible for PPG are able to articulate their emotions and regulate their emotions.</p>	<p>There is clear evidence of their improved wellbeing. Pupils can express their feelings using emotion vocabulary and employ strategies for regulating their emotions underpinned by zones of regulation learning. A range of strategies to support their Social, Emotional and Mental Health (SEMH). School is a place they feel supported and safe.</p> <p>Pupil voice (Spring 2026) will report that PP children are happy and safe in school.</p>
<p>E. Children's literacy, including oral language and communication strategies in early years,</p>	<p>Planned staff CPD on language development and literacy has increased confidence in this area.</p>

<p>will be developed so that vocabulary knowledge, spelling and writing outcomes are improved.</p>	<p>Professional expertise have been engaged with including HFL TLA support. Resources to support curriculum have been invested in such as now press play, drawing club.</p> <p>Keyword aware strategies used to promote vocabulary acquisition across all year groups.</p> <p>Children achieve early learning goals in communication and language at the end of Reception. Percentage of children is in line with the school's non-PP pupils, which in turn is at least in line with the national average.</p> <p>Children are confident to talk to others and share their ideas.</p> <p>Children listen to and read a wide range of quality texts to enhance vocabulary acquisition Children's writing shows evidence of good vocabulary.</p>
<p>F. To support disadvantaged readers to develop early reading skills and read regularly by having access to high quality texts both in school and at home.</p>	<p>The Little Wandle Phonics scheme to teach early reading is embedded. Keep up and catch-up sessions in place for all who need them. As a result, pupils make good progress with their reading. 80% of pupils, who can access the phonics screening test in Y1, pass.</p> <p>Support is in place for identified children that do not pass the phonics screening.</p> <p>Books are carefully matched to children's abilities; pupils take a matched reading book home each day.</p> <p>Little Wandle fluency books used to further reading with children who can confidently decode, to promote fluent reading.</p> <p>All pupils develop a love of reading. Where it is known that pupils do not read at home they benefit from individual reading in school.</p> <p>The reading curriculum is carefully mapped so that it mirrors pupil's experiences but also is a window to the wider world.</p> <p>Parents provided with opportunities to engage with supporting their child to read through in school opportunities and workshops.</p>
<p>G. Funding places for PP children in extra-curricular clubs and enrichment activities and trips, providing necessary equipment such as PE kits.</p>	<p>PP children have the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children.</p> <p>Children participate in curriculum enrichment activities that are on offer.</p> <p>Extra-curricular opportunities to enrich learning and support home/school partnership.</p> <p>100% of PP children have an opportunity to participate in extracurricular activities, enrichment activities and trips.</p>
<p>H. Raise attendance of disadvantaged pupils so that it is inline or above non-disadvantaged pupils.</p>	<p>Target for attendance of PP Pupils is 96% or above. If it is not, a clear action plan and support is in place and attendance trends increase over time. Attendance of PP pupils is inline with their non-disadvantaged peers.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing bespoke and whole school CPD to increase the quality of teaching and learning</p>	<p>EEF guide to pupil premium – tiered approach – high quality teaching. The EEF document states that good quality teaching helps every child.</p> <p>Ensure all staff have up to date training in phonics and teaching is consistently good. Phonics has a positive impact overall (EEF +5) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds: Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Subject co-ordinators to monitor the teaching and learning of their subject and provide, or signpost appropriate CPD and support when needed. HFL TLA support for Literacy, Maths, EYFS SLs.</p> <p>CPD around the development of C&L, including speech and language training for staff within EYFS and for SEND pupils in years 1-6. EEF (+7) Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Professional development for teaching assistants to deliver structured interventions to improving learner outcomes. Ensuring that any interventions are well-linked to classroom content Teaching Assistant Interventions EEF</p>	<p>2, 4</p>
<p>Provision for dual needs SEND PPG pupils ensuring they have improved access to high quality teaching and a more personalised provision/curriculum experience</p>	<p>Careful assessment of pupils' needs so that teaching assistants support is well targeted Teaching Assistant Interventions EEF</p> <p>Individualised instruction can be an effective approach to increasing pupil attainment (EEF +4) Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>

<p>Approaches that prioritise the development of communication and language skills.</p> <p>Vocabulary rich environment created.</p> <p>SEN pupils supported to develop communication skills</p>	<p>Communication and language approaches typically have a very high impact. Intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. EEF (+7) Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils are exposed to regular rhymes, singing, books and discussion to acquire new vocabulary. Teaching and modelling vocabulary and language. Vocabulary is a focus at the beginning of each new unit of work across subjects and pupils are exposed to subject specific vocabulary. Speech and language therapy plans in place for children that require it. Vocabulary rich environment Specific intervention and resources that support and promote vocabulary development and retention EEF (+5) – oral language interventions consistently show positive impact on learning. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Reviewing reading resources.</p> <p>Purchase of high quality texts to support reading development.</p> <p>Reviewing and embedding Essential writing.</p>	<p>This update carefully considers the transition from developing early reading skills to fluent readers in guided reading, strengthening teacher knowledge and practice. Focus on exposure to rich language to develop understanding and reading comprehension. Reading comprehension strategies have a high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension. (EEF +6) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1,4

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

Budgeted cost: £ 26,240

Intervention TAs (£25,000), Music therapy (£1240)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little wandle phonics scheme.	Phonics has a positive impact overall (EEF +5) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds:	4

	Phonics EEF (educationendowmentfoundation.org.uk)	
Interventions across all year groups to support literacy and numeracy learning and those to promote communication and language.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. (EEF +4) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. (EEF +6) Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Chexs growth programme. Mentoring through the mental health lead and key adults.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF +4) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Activity and resources to meet the specific needs of disadvantaged pupils with SEND.	Funding for Music therapist to work on developing language skills. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. (EEF +6) Oral language interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF +4). Targeted support has a greater impact than universal approaches (EEF+6) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2, 3

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

Budgeted cost: £23,810

CHEXs support worker and the growth programme (£6813) Curriculum enrichment (£8,000), Counselling (£8997)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with families to support emerging needs.</p> <p>Funding for Pastoral Support Workers.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Providing practical strategies with tips, support, and resources to assist learning at home. Offering more sustained and intensive support where needed (EEF+4) Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 5, 6</p>
<p>Interventions to promote well-being and pupils SEMH needs, including, lego therapy, nurture and access to the school counsellor.</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). Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF +4). Targeted support has a greater impact than universal approaches (EEF+6) Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Activities to enhance the curriculum and provide wider learning experiences. To ensure PPG children have access to educational visits and extra-curricular activities</p>	<p>Children who are exposed to wider learning experiences have a better understanding of the world. Increased exposure to opportunities allows for higher aspirations. Remove finance or practical reasons as a barrier to experiences. Without this funding, the majority of our PPG children would not be able to experience enriched curriculum experiences, extra-curricular activities or residential or educational visits.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance (EEF +1) Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (EEF +3) Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 5</p>
<p>Monitoring attendance and support.</p>	<p>Monthly meetings with focus on PPG</p>	<p>5</p>

	attendance and punctuality. Approaches to raise attendance are supportive and in line with DFE guidance. Support is tailored to individuals.	
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Total budgeted cost: £97,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

PPG funding has been spent in a targeted way to ensure success for our most disadvantaged pupils and promote ambitious aspirations for all.

Evaluation of academic outcomes and access to learning experiences have identified the below strengths:

- Internal data shows that disadvantaged pupils are making similar progress from their starting points, as non-disadvantaged.
- Pupils have had equality of access to and enhanced curriculum provision promoting best outcomes for all.
- Targeted pastoral support has enabled the children to have targeted support focused on wellbeing, resilience and aspirations. This has prepared Y6 pupils well for the transition to secondary school.
- Feedback from PP children is that they enjoy school.

Attainment at the end of KS2 2025			
No in cohort = No of PPG = 14	Y6 % of all pupils at EXS+	Y6 % of disadvantaged pupils at EXS+	National other working at EXS +
% at EXS+ in reading	52%	33%	75%
% at EXS+ in writing	48%	20%	72%
% at EXS+ in maths	45%	27%	74%

Desired outcome A: To raise attainment of underachieving and disadvantaged pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress.

Success criteria: Attainment across the school to be above 70% ARE. The gap in attainment between disadvantaged and non-disadvantaged pupils in reading across the school decreases to below 15%. The gap in attainment between disadvantaged and non-disadvantaged pupils at the end of KS2 decreases to below 30% in writing.

Comments:

14 Pupils in the Year 6 2025 cohort were eligible for PP. This cohort has historically been low attaining and received intensive support to raise attainment. Despite the extensive support implemented since returning from lockdown, the 2025 Year 6 cohort have continued to be low attaining.

33% of PP pupils reached EXS+ in reading, despite the low attainment the 2025 cohort made good progress from their starting points. The low attainment is cohort specific and reflective of the complex nature of the cohort. The attainment in reading at the end of KS2 for 2023 and 2024 cohorts was higher than national figures for disadvantaged pupils and in line with national non-disadvantaged pupil outcomes in 2024.

Attainment of disadvantaged pupils at the end of KS2 in reading, writing and maths is lower than targets and of previous years cohorts. Targets set for PP pupils were aspirational; with intensive support in place including 2 class teachers for 0.3 of the week to facilitate small group targeted support. All PP pupils made good progress towards targets. There is a wider in-school gap at the end of KS2 between disadvantaged and non-disadvantaged attainment in reading of 46%. A 66% gap in attainment outcomes for writing and a 30% gap in attainment outcomes for maths. This is cohort specific and not a whole school trend.

Attainment across the school in year 1-5 is strong with 72% of pupils at ARE in reading, 64% in writing and 68% maths. Whole school internal data demonstrates that PPG pupils are making expected progress, they are given every opportunity to achieve in-line with their peers. Discussions at PPMs and focused grouping has allowed highly targeted, quality first teaching with a strong emphasis on differentiation and the achievement of personal targets. Intervention groups have been well planned and supported pupils to plug gaps. The current systems of bespoke targeted interventions work well and along with quality first teaching secures progress that is at least good for all pupils including those in receipt of PPG. Immediate feedback and marking allows children to make accelerated progress. Data analysis shows that increasing the number of children making good or better progress is a whole school target.

Desired outcome B: High 'quality first teaching' for all.

Success criteria:

Monitoring of teaching and learning shows that all children are receiving quality first teaching. Dual needs SEND PPG pupils have improved access to high quality teaching and a more personalised provision/curriculum experience.

Comments:

Monitoring cycle shows that teaching and learning across the school is good or better. The curriculum is broad and balanced, clearly sequenced to build on prior learning and being implemented effectively. *'The school is highly ambitious for what pupils can learn and achieve. The school's curriculum helps pupils to build secure foundations across the subjects they study. Over time, pupils develop exceptionally strong knowledge which they confidently apply to new situations.'* Ofsted November 2024

Pupils with SEN are provided with bespoke learning plans when necessary. *'Teachers adapt the curriculum to match pupils' individual learning needs. The school swiftly identifies pupils with special educational needs and/or disabilities (SEND). The school knows the best ways to support these pupils. As a result, pupils with SEND also achieve well.'* Ofsted November 2024.

Areas where teaching is weaker have been addressed through a thought-out programme of CPD. Visits from external advisors highlight many strengths in teaching practice and help move teaching practice forward.

Focusing on pupils eligible for the PPG ensures that they are given every opportunity to achieve in-line with their peers. Focused grouping allows highly targeted, quality first teaching

with a strong emphasis on differentiation and the achievement of personal targets. *'Teachers skilfully check pupils' understanding. They are alert to any misconceptions that pupils might have.'* Ofsted November 2024. Intervention groups address any areas of misconception rapidly. Immediate feedback and marking allows children to make accelerated progress.

Desired outcome C: To develop self-esteem and confidence of identified vulnerable pupils - fostering positive peer and parent relationships and removing social and emotional barriers to learning.

Success criteria:

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are catered for or alleviated.

Comments:

Targeted social and emotional support has been available to those eligible for PPG and their families. Longlands and CHEXS have worked in partnership to raise aspirations, build confidence, and improve wellbeing for disadvantaged pupils and families. Over 50% of disadvantaged pupils including the wider family accessed support through CHEXS services. A Family Support worker (from CHEXS) has provided targeted and bespoke support to children and families through individualised support and group workshops. The Family Support Worker has an integral role within building home/school relationships providing early and sustained help for families facing emotional, financial, or parenting challenges affecting children's wellbeing. The CHEXS impact report shows the positive impact of the family support service. Emotional well-being and behaviour issues were the greatest need at referral. 83% reported improved relationships and communication at home. 85% reported greater confidence in parenting. The school has invested in the CHEXS growth programme that has targeted pupils with identified social and emotional needs. This has had a positive impact on pupils' overall well-being, shown through both actions and pupil voice, *'CHEXS has helped me to make more friends and feel more confident.'* *'I've learned to work with people I didn't know, it makes me feel brave.'* Children consistently reported feeling more confident, more settled in school and better able to manage their emotions, outcomes echoed by parent and teacher feedback throughout the programme.

Specialist provision such as forest school, music therapy, lego therapy and nurture groups have been run to support pupils with emotional, social and/or behavioural difficulties allowing them to maximise their efforts on learning in the classroom. Forest school provides targeted small group support and pupils positively engage with this, *'I like going in nature and getting to work as a team.'* Play therapy has been used to target individual pupils with more complex SEMH. Pupils have all made progress from individual starting points. Zones of regulation has continued to be used as a whole school approach to enable pupils to understand and articulate their feelings and emotions.

Desired outcome D: Pupils eligible for PPG are able to articulate their emotions and regulate their emotions.

Success criteria:

There is clear evidence of their improved wellbeing.

Comments:

Pupil voice (Autumn 2024) reported that PP children are happy and safe in school. Pupils enjoy learning at school. All recognise that their teachers help them to do their best and listen to what they say, 'in every lesson'. Pupils agree that there is an adult that they can talk to in school if they are worried. 96% of pupils agree that the school encourages them to be independent and to take on responsibilities, it also encourages them to look after their physical, mental and emotional health. 100% of pupils agree that, 'My school encourages me to look after my emotional and mental health'. 100% of pupils strongly agreed or agreed that 'my school

encourages me to respect people from other backgrounds and to treat everyone equally.' School is a place pupils feel supported and safe.

Pupils can express their feelings using emotion vocabulary and employ strategies for regulating their emotions underpinned by zones of regulation learning. A range of strategies to support their Social, Emotional and Mental Health (SEMH) have been invested. Forest school has run as a vertical nurture group, combining year groups having a focus on improving pupil well-being. Safer Space counselling service is commissioned by the school to provide additional targeted support.

Desired outcome E: Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved.

Success criteria:

Children achieve early learning goals in communication and language at the end of Reception. Percentage of children is in line with the school's non-PP pupils, which in turn is at least in line with the national average.

Comments:

Planned staff CPD on language development and literacy has increased confidence in this area. Professional expertise have been positively engaged with including HFL TLA support and SALT advice. The Early Years environment prioritises the development of communication and language, *'adults help children to develop their listening skills and attention. They model key vocabulary and encourage children to use new words when they are taking part in activities.'* Ofsted November 2024.

Overall 60% of the 2025 cohort achieved GLD, 86% of PP eligible pupils achieved GLD this is above the school's non-PP pupils (52%). 67% of the 2025 cohort achieved GLD in communication and language, 86% of PP pupils achieved GLD in communication and language in 2025. The percentage of children is above the school's non-PP pupils (65%).

The planned curriculum has been implemented well. Children are confident to talk to others and share their ideas. Children listen to and read a wide range of quality texts to enhance vocabulary acquisition Children's writing shows evidence of good vocabulary and has been enhanced by the introduction of Drawing Club as the Early Years writing curriculum. Pupils are exposed to regular rhymes, singing, books and discussion to acquire new vocabulary. Teaching and modelling vocabulary and language is a focus in lessons. Vocabulary is a focus at the beginning of each new unit of work across subjects and pupils are exposed to subject specific vocabulary. Speech and language therapy plans are in place for children that require them. Vocabulary rich environments have been developed supporting and promoting vocabulary development and retention.

Desired outcome F: To support disadvantaged readers to develop early reading skills and read regularly by having access to high quality texts both in school and at home.

Success criteria:

pupils make good progress with their reading. 90% of pupils, who can access the phonics screening test in Y1, pass.

Comments:

In the early years, parents can join sessions each week to read together with their child in school. Workshops have been held with parents to build their knowledge of the Little Wandle phonics programme. Through these actions parents have gained confidence when reading with their child at home.

Little Wandle - Letters and Sounds Revised has been successfully embedded. All staff have received training to implement this phonics programme. Regular assessment and review of pupils' progress have allowed for plans to be made to plug gaps in phonics knowledge. Short regular keep up and catch-up phonics sessions have taken place in addition to quality first teaching. Monitoring has taken place and actions worked on to strengthen practice across the school. Additional advice and support has been sought from HFL education and the SEA. *'The school works tirelessly to develop all pupils' reading skills. Teachers deliver the school's chosen phonics programme consistently well. The school identifies any pupils who need additional support to keep up with the phonics programme. These pupils receive the help they need to develop their reading fluency and confidence.'* Ofsted November 2024.

77% of Y1 pupils passed the phonic screening in June 2025, 71% of PP pupils passed, 78% of non-PP pupils passed. This is below the aspirational attainment target set.

Desired outcome G: Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits.

Success criteria:

100% of PPG children have an opportunity to participate in extracurricular activities.

Comments:

PP children have the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children. 100% of PP children have had opportunity to participate in extracurricular and enrichment activities.

Children's learning is enriched and well-being enhanced through investment in the curriculum. Funding is well spent subsidising the cost of planned trips, educational activities and extra-curricular activities throughout the year. 100% of PP pupils engaged with curricular enrichment activities planned within the school day. 100% of PP pupils accessed a school trip. 40% of PP pupils engaged with extra-curricular activities outside of school hours, attendance at extra-curricular clubs has been supported through the offer of targeted funded places with 18 pupils in receipt of funded club places outside of school hours. All PP pupils had the opportunity to attend lunchtime sport extra-curricular clubs promoting an active lifestyle an increasing activity,

Desired outcome H: Raise attendance of disadvantaged pupils so that it is inline or above non-disadvantaged pupils.

Success criteria:

Attendance of PP Pupils is 96% or above. If it is not, a clear action plan and support is in place and attendance trends increase over time.

Comments:

There is not a statistically significant difference in attendance for PP pupils (93%) in comparison to non PP pupils (95%) at the end of the 2024-25 academic year. Both groups are slightly below the target of 96% and raising attendance will continue to be a focus area for improvement as part of the 2023-26 PPG strategy. With attendance bandings being analysed to intervene before pupils become persistent absentees. If attendance falls below 90%, a clear action plan and support is in place to ensure attendance trends increase over time. Systems in place to improve attendance are effective, with reasons for non-attendance being established immediately. Regular monitoring of attendance has allowed actions such as sending letters, and meetings to be planned to work with families to support improving attendance.

38 pupils ended the academic year (2023-24) as persistent absentees, 55% of these were disadvantaged pupils. Raising attendance for all will continue to be a focus with support prioritised to reduce the percentage of disadvantaged pupils who are persistent absentees.

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
Play therapy	Safe Space
HFL education: Teaching and Learning Advisor consultancy	HFL education
Music Therapy	Emma Philipson
Little Wandle Phonics	Little Wandle
Growth Programme	CHEXs
Forest School	Be Free Forest School