

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This is the second year of a three-year strategy focussing on identified areas of need for our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Pear Tree Community Junior School
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	79%
Academic year/years that our current pupil premium strategy plan covers	Year 3 of a three-year strategy
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governors
Pupil premium lead	Lindsey Collins
Governor / Trustee lead	Howard Hanley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£417,887.50
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£417,887.50

# Part A: Pupil premium strategy plan

## Statement of intent

Pear Tree Community Junior School is committed to ensuring that every pupil, regardless of background, experiences high-quality teaching, excellent pastoral support and rich opportunities to thrive academically and socially. As we enter the final year of our three-year strategy, our focus is on consolidating the significant improvements made during 2024–2025 and accelerating progress in key areas, particularly in reading, teaching consistency, attendance and SEMH support. Pear Tree Community Junior School's ultimate objectives are in line with the whole school development plan and can be summarised into the following:

Our intention is to:

- **Secure strong progress in Reading, Writing and Maths** through a high-quality universal offer and well-targeted academic support.
- **Strengthen reading fluency, vocabulary, comprehension and oracy**, ensuring pupils develop the language skills required to access the curriculum confidently.
- **Ensure precise, timely interventions** that address misconceptions quickly and accelerate progress for disadvantaged pupils, including those new to English.
- **Support pupils' wellbeing, emotional regulation and readiness to learn**, ensuring our pastoral systems continue to reduce barriers that disproportionately affect disadvantaged pupils.
- **Improve attendance further**, reducing persistent absence and securing strong relationships with families.
- **Guarantee full access to a broad, ambitious and enriching curriculum**, enabling disadvantaged pupils to gain the cultural capital, confidence and aspiration they need to succeed in later life.

Our strategy is rooted in high expectations, relational practice and the belief that **all pupils can achieve well from their starting points**. We take a whole-school approach that mobilises every member of staff to support disadvantaged pupils.

Our strategy is aligned to our vision, values and ethos, which are built on 'Trust, Care and Grow'. Disadvantaged pupils are entitled to and taught a rich curriculum, which is relevant to modern Britain, meets their needs and allows children to invest in their education. The most vulnerable pupils have access to quality first teaching every day, timely interventions, which are closely evaluated for their impact and delivered effectively. Our Inclusion and Care Team ensure that every child's needs are met, working closely with targeted pupils and their families. The community is supported to raise aspirations for all pupils through a range of engagement strategies. Our inclusive approach ensures every child is cared for and given the support to grow and flourish. We have high expectations of all pupils and support them to make accelerated progress from their starting points.

The strategy is based on a tiered approach, making sure that the challenges disadvantaged pupils face are addressed and overcome. We have a whole school approach with staff having a strong understanding of the challenges that disadvantaged pupils face. A key principle underpinning the strategy is for our staff to have a strong insight into the issues around disadvantaged pupils and having ambition for all.

# Challenges

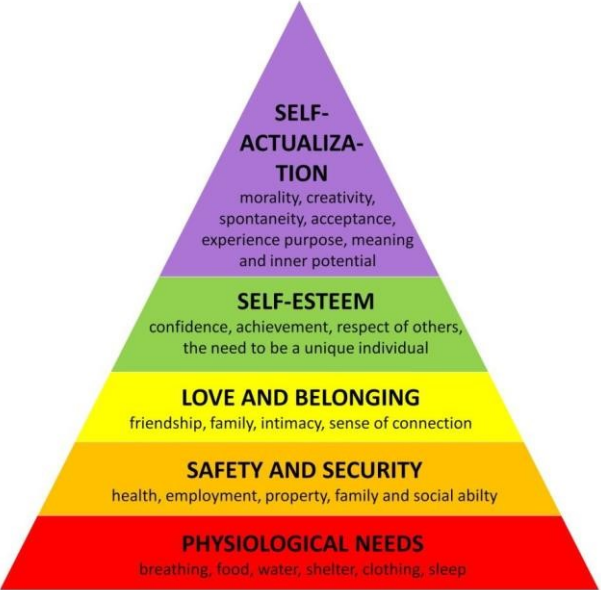
Our Pupil Premium students are not a homogeneous group. The causes and consequences of their disadvantage are varied and wide-reaching. Furthermore, alongside disadvantage, other powerful factors may contribute to their risk of underachievement. For example, SEND students and boys underperform relative to their peers. When these factors overlap with being disadvantaged, the risk of underachievement is amplified. This is something to which we are alert and which we factor into our Pupil Premium strategy.

Whilst the causes of disadvantage are varied and wide-reaching, the same is also true of its consequences. The consequences of disadvantage take many forms and present themselves as a diverse range of barriers to learning. This requires the school to adopt a multi-faceted approach to its Pupil Premium strategy, that extends beyond academic intervention and incorporates broader forms of pastoral guidance and support services. Some key challenges specific to our disadvantaged children and families include:

Challenge number	Detail of challenge																										
1	<p><b>Language acquisition and limited vocabulary</b></p> <p>Most children enter with limited spoken English and underdeveloped vocabulary. This impacts early reading, comprehension and access to the wider curriculum.</p> <p>Many of our children live in houses where they are not surrounded by books, reading or immersed in the English language. 83% of our pupils are identified as speaking English as an additional Language (compared to only 23% Nationally). Below is a graph showing the percentage of pupils whose first language is known or believed to be other than English in England in 2022/23, by region (<a href="http://www.statista.com">www.statista.com</a>)</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="379 1182 708 1576"> <p><b>EAL</b></p> <table border="1"> <tr> <td>School</td> <td>82.7%</td> </tr> <tr> <td>National</td> <td>23.4%</td> </tr> </table> </div> <div data-bbox="759 1155 1414 1576"> <table border="1"> <thead> <tr> <th>Region</th> <th>Percentage of pupils</th> </tr> </thead> <tbody> <tr> <td>England</td> <td>20.2%</td> </tr> <tr> <td>London</td> <td>44%</td> </tr> <tr> <td>West Midlands</td> <td>22%</td> </tr> <tr> <td>Yorkshire and The Humber</td> <td>17%</td> </tr> <tr> <td>North West</td> <td>16.8%</td> </tr> <tr> <td>East Midlands</td> <td>16.8%</td> </tr> <tr> <td>East of England</td> <td>15.8%</td> </tr> <tr> <td>South East</td> <td>15.6%</td> </tr> <tr> <td>South West</td> <td>9.4%</td> </tr> <tr> <td>North East</td> <td>8.3%</td> </tr> </tbody> </table> </div> </div> <p>On review of national figures produced in 2023, a significantly higher percentage of children at our school - when compared to other schools in the East Midlands area - face the barrier of English being an additional language.</p> <p>Our children arrive with oracy skills that are below expected standards, with little or limited language skills and this makes accessing the curriculum difficult for them. In addition, this means that children at Pear Tree Community Junior school have a lower-than-average range of vocabulary on entry which is an identified barrier to learning.</p>	School	82.7%	National	23.4%	Region	Percentage of pupils	England	20.2%	London	44%	West Midlands	22%	Yorkshire and The Humber	17%	North West	16.8%	East Midlands	16.8%	East of England	15.8%	South East	15.6%	South West	9.4%	North East	8.3%
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2	<p><b>High mobility</b></p> <p>A high proportion of pupils join after Year 3. This affects continuity of provision, assessment accuracy and curriculum access.</p> <div data-bbox="320 331 699 633"> <p>A pie chart titled "Homegrown Pupils" with a purple slice representing 85.8% of the total.</p> </div> <p>Currently, 14% of pupils did not start in Year 3, potentially impacting the continuity of their education. In Year 6, 24% of pupils joined after Year 3.</p>
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3	<p><b>Attendance and persistent absence</b></p> <p>Although improving, attendance for disadvantaged pupils remains below national levels, with significant numbers at risk of persistent absence.</p> <p>Attendance rates of many pupils are below expectations, current rates of persistent absence (PA) children (attendance below 90%) = 31.5%, this is a result of numerous factors including a lack of awareness concerning the impact of missing education, health factors and family circumstances. This situation is currently being compounded by overwhelmed local housing issues.</p> <p>Whole school attendance year-to-date (23/12/25) = 92.3%. Attendance for children eligible for pupil premium for this period is 91.3% and of those persistently absent, 95% are eligible for pupil premium.</p> <p>Supporting evidence from 'Persistent Absence for Unauthorised Other Reasons: who is at risk? (<a href="https://publishing.service.gov.uk">Persistent absence for unauthorised other reasons: who is at risk?</a> <a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>) Suggests that children who fall into a number of identified categories are more at risk of becoming persistently absent, these risk categories include the following:</p> <ul style="list-style-type: none"> <li>• Being eligible for free school meals in the previous year</li> <li>• Being a child in need or on a child protection plan in the previous year</li> <li>• Being of Gypsy/Roma or Irish traveller ethnicity</li> <li>• Girls</li> </ul> <p>School demographic – Roma = 34.5% WOTH = 18.9% Pakistani = 18.7%</p> <p>The current demographic of disadvantaged children fall into multiple risk factors identified above.</p>
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<p>4</p>	<p><b>Social, emotional and mental health needs</b></p> <p>A growing number of pupils present with SEMH needs. Fluctuating wellbeing and involvement impact academic engagement.</p> <p>The social and emotional development of some of our disadvantaged pupils is below expectations as indicated by school assessment data (Leuvens Scales). Levels of wellbeing and involvement are inconsistent. When considering their needs reference should be made to Maslow’s Hierarchy of needs, whereby children who have a positive self-image with regard to their own self-esteem will be more successful academically if their social and emotional needs are met.</p>
	 <p>The diagram is a pyramid divided into five horizontal layers, each with a different color and text. From top to bottom:     <ul style="list-style-type: none"> <li><b>SELF-ACTUALIZATION</b> (purple): morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential</li> <li><b>SELF-ESTEEM</b> (green): confidence, achievement, respect of others, the need to be a unique individual</li> <li><b>LOVE AND BELONGING</b> (yellow): friendship, family, intimacy, sense of connection</li> <li><b>SAFETY AND SECURITY</b> (orange): health, employment, property, family and social ability</li> <li><b>PHYSIOLOGICAL NEEDS</b> (red): breathing, food, water, shelter, clothing, sleep</li> </ul> </p>
<p>5</p>	<p><b>Limited wider experiences and family engagement</b></p> <p>Many disadvantaged pupils have limited enrichment opportunities outside school. Language barriers and some levels of reduced parental confidence influence engagement with school life and learning.</p> <p>The knowledge of the wider world is limited in many of our disadvantaged pupils. This is not offset by the advantages of having lived in another country before moving to England (as is true for many of our disadvantaged children). They have limited enrichment opportunities outside of school.</p> <p>Many of our parents face a language barrier and can have a negative view of education and sometimes are not fully engaged in their child’s learning or the life of the school. This is evident from the relatively low recorded parental engagement figures. It is still true that this situation may be exacerbated as a result of some of our parents having had little or no educational experience themselves.</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 outcome	Success criteria
At least good progress in Reading, Writing and Maths	<ul style="list-style-type: none"> <li>• All teaching is consistently effective, with a growing proportion highly effective.</li> <li>• Reading fluency and comprehension show accelerated progress across year groups.</li> <li>• At least 65% of pupils achieve ARE in Reading, Writing and in Maths by end of KS2.</li> <li>• The gap between disadvantaged and non-disadvantaged pupils narrows across all subjects.</li> <li>• Pupils new to English make rapid progress on the proficiency scales.</li> <li>• Phonics tracking and assessment data indicates pupils in need of phonics intervention make accelerated progress.</li> </ul>
Attendance for disadvantaged pupils reaches at least 95%	<ul style="list-style-type: none"> <li>• Daily monitoring and early help interventions are embedded and effective.</li> <li>• Persistent absence reduces significantly for disadvantaged pupils.</li> <li>• Families feel supported and confident to work alongside the school.</li> </ul>
A reduction in behaviour incidents and exclusions	<ul style="list-style-type: none"> <li>• Behaviour incidents continue to decrease.</li> <li>• Suspensions remain low and below national levels.</li> <li>• No permanent exclusions.</li> <li>• Pupils demonstrate improved self-regulation, emotional literacy and readiness to learn.</li> </ul>
Equal access to enrichment and a broad, balanced curriculum	<ul style="list-style-type: none"> <li>• All disadvantaged pupils participate in enrichment, clubs, cultural experiences and aspirational activities.</li> <li>• Barriers to accessing the curriculum (uniform, equipment, resources) are reduced.</li> <li>• The curriculum is never narrowed for disadvantaged pupils.</li> </ul>

## 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: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Strengthening high-quality teaching with a focus on Reading</b></p> <ul style="list-style-type: none"> <li>• Whole-school CPD prioritising reading fluency, comprehension, vocabulary, effective modelling and adaptive teaching</li> <li>• Use of lesson studies leading to bespoke coaching to secure consistent lesson design</li> <li>• Develop teaching and learning strategies to maximise pupil engagement</li> <li>• Refine and develop the teaching of phonics and ensure fidelity to the scheme</li> </ul>	<p>The following evidence underpins our activity:</p> <p>NFER Research: Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. <b>For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.</b></p> <p>‘Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil..’ (Supporting the attainment of disadvantaged pupils – DfE)</p> <p>EEF’s Guidance - Improving Literacy in KS2. Key considerations from the reports included:</p> <ul style="list-style-type: none"> <li>• language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment;</li> <li>• Purposeful speaking and listening activities support the development of pupils’ language capability and provides a foundation for thinking and communication.</li> <li>• Fluent reading supports comprehension because pupils’ cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</li> </ul>	<p>1, 2 &amp; 3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Embed Formative Assessment Practices Across Classrooms</b></p> <ul style="list-style-type: none"> <li>• Implement structured formative assessment routines—e.g., thinking time, mini whiteboards, traffic-light systems, recap quizzes, exit slips.</li> <li>• Professional development sessions focused on providing actionable, timely feedback (e.g., WWW/EBI, live verbal feedback, peer/self-assessment strategies).</li> <li>• Use evidence-based questioning techniques—cold-calling, targeted questioning based on prior assessments, and structured partner discussions to surface misunderstandings.</li> </ul>	<p>The Education Endowment Foundation (EEF) highlights formative assessment as a high-impact, low-cost approach that improves learning when used school-wide. Embedding this as part of Pupil Premium spending falls under the “high-quality teaching” tier.</p> <p>The EEF Toolkit identifies feedback as a high-impact approach, enhancing student outcomes when feedback is specific and linked to learning goals.</p> <p>EEF supports such approaches under cognitive science-informed teaching, improving engagement and deeper learning when used purposefully.</p>	<p>1,2 &amp; 3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Strengthening Oracy to improve language acquisition and communication</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching of structured talk, sentence stems and vocabulary use; structured frameworks (voice 21/ Tower Hamlets)</li> <li>• Oracy embedded across subjects to support reading and writing; develop teaching strategies and incorporate "talk partner" routines, think-pair-share, group discussions, and curriculum-focused debates to embed oracy into everyday learning.</li> <li>• Empower an Oracy Lead to champion practice development, deliver CPD, model teaching, and embed oracy benchmarks.</li> </ul>	<p>EEF Toolkit reports that "oral language interventions" yield an average of <b>+6 months' progress</b>, offering high impact at low cost- NB. Considering our whole school starting points of Oracy- this is a whole school (teaching for all) focus.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Bristol study and EEF recommend professional development and mentoring in oracy teaching  <a href="https://www.bristol.ac.uk/media-library/sites/policybristol/briefings-and-reports-pdfs/2023-briefings/Bakopoulou%20Oracy%20briefing%20135%20Final.pdf">https://www.bristol.ac.uk/media-library/sites/policybristol/briefings-and-reports-pdfs/2023-briefings/Bakopoulou Oracy briefing 135 Final.pdf</a></p> <p>Voice 21 highlights oracy integrated in classrooms helps disadvantaged pupils participate, boosting confidence and raising attainment.  <a href="https://voice21.org/oracy-learning-and-inequality-in-primary-schools/">https://voice21.org/oracy-learning-and-inequality-in-primary-schools/</a></p>	<p>1,2, 3 &amp; 5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Increasing leadership capacity for improved teaching consistency</b></p> <ul style="list-style-type: none"> <li>• Strengthened role of T&amp;L lead and middle leaders.</li> <li>• Rigorous monitoring and coaching linked to instructional teaching principles.</li> <li>• Clear expectations around modelling, guided practice, checking for understanding and adaptive teaching.</li> </ul>	<p>A 2023 EEF report highlights that school leadership, including middle-leader development, plays a pivotal role in improving culture and teacher retention—indicating that empowered, trained leaders contribute to consistent, high-quality teaching delivery.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/leadership-approaches">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/leadership-approaches</a></p> <p>Research shows that leadership communities of practice enhance self-efficacy and instructional dialogue—key to uniform teaching approaches across the school.</p> <p>EEF highlights coaching as a high-impact development strategy; it enhances teacher practice when structured with aligned instructional goals.  <a href="https://learninggeneration.org/wp-content/uploads/2024/12/LiT-Research-Note_Evidence-on-coaching-and-mentoring-for-education-leadership_29.03.23.pdf">https://learninggeneration.org/wp-content/uploads/2024/12/LiT-Research-Note_Evidence-on-coaching-and-mentoring-for-education-leadership_29.03.23.pdf</a></p> <p>Leadership review by EEF suggests that coaching and peer PL are essential for preparing leaders and supporting professional growth—leading to more consistent teaching quality</p> <p>EEF’s PD toolkit lists mentoring and coaching, linked to instructional clarity, as crucial in building sustainable teacher capacity.  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p>	<p>1, 2, 3 &amp; 5</p>

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

Budgeted cost: £91,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Interventions aligned to need and delivered with precision</b></p> <ul style="list-style-type: none"> <li>• Short, targeted intervention blocks focusing on reading fluency, writing skills and mathematical understanding.</li> <li>• Regular assessment to monitor impact and adjust support.</li> </ul>	<p>EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p>	<p>1, 2 &amp; 3</p>
<p><b>Effective deployment of teaching assistants and additional teachers</b></p> <ul style="list-style-type: none"> <li>• Academic TA team delivering pre-teach, same-day intervention and structured programmes.</li> <li>• Targeted language support for NTE pupils using the Bell Foundation framework.</li> </ul>	<p>TA's / additional teachers will be deployed by class teachers to deliver 'pre-teach' sessions as well as 'pick up' any misconceptions from lessons following assessment and feedback. The evidence below highlights the impact Tas can have when deployed effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Additional teaching capacity supports meeting the needs of our most vulnerable learners.</p> <p><a href="https://www.gov.uk/guidance/supporting-pupils-wellbeing">https://www.gov.uk/guidance/supporting-pupils-wellbeing</a></p>	<p>1, 2 &amp; 3</p>

<ul style="list-style-type: none"> <li>• Additional teaching capacity in Year 6 to target identified pupils to enable them to work in a smaller group</li> <li>• Herts for Learning Fluency Intervention (using diagnostic assessment)</li> </ul>	<p>The EEF Teaching &amp; Learning Toolkit highlights small-group tuition as a moderate-impact, low-cost strategy, delivering an average of +4 months’ academic progress when pupils work in groups of 2–5. This approach is especially effective when tightly targeted to pupils’ specific needs—often identified via diagnostic assessments—resulting in more focused, responsive teaching.</p> <p>Additional evidence shows small-group support is a cost-effective alternative to one-to-one tuition while still delivering strong results, particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>The intervention is explicitly described as “evidence-informed”, combining techniques like modelled expert prosody, echo reading, repeated reading, text marking, performance reading, and comprehension modelling.</p> <p>It has been selected for a Department for Education and Education Endowment Foundation (EEF) funded randomised controlled trial (RCT) in 2024, confirming recognition of its strong evidence base.</p> <p><a href="https://www.hfleducation.org/reading-fluency">https://www.hfleducation.org/reading-fluency</a></p>	
<p><b>Continued School-Led Tutoring</b></p> <ul style="list-style-type: none"> <li>• Highly targeted 1:1 or small group tutoring for disadvantaged pupils.</li> <li>• Priority given to those below ARE or at risk of not meeting year-group expectations.</li> </ul>	<p>National Tutoring Programme (NTP): Emphasises that tutoring—especially when aligned to classroom learning, responsive to diagnostic assessments, and delivered consistently—is among the most effective methods to close attainment gaps.</p> <p>We will follow the <b>Implementation principles</b> (from EEF’s <i>Making a Difference with Effective Tutoring</i>):</p> <ol style="list-style-type: none"> <li>1. <b>Select pupils strategically</b>—focus on those below ARE or at risk.</li> <li>2. <b>Align session content</b> with classroom curriculum and assessment.</li> <li>3. <b>Ensure sustainable models</b> by monitoring impact and refining approaches.</li> </ol> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring</a></p>	1,2 & 3

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

Budgeted cost: £163,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Strengthened attendance systems to reduce persistent absence</b></p> <ul style="list-style-type: none"> <li>• Daily home visits, first-day response and attendance casework.</li> <li>• Weekly analysis meetings and personalised action plans.</li> <li>• Incentives and ambassador roles for disadvantaged pupils.</li> </ul>	<p><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p> <p>Higher overall absence leads to lower attainment at KS2 and KS4</p> <p>There's a clear link between poor attendance and lower academic achievement. Pupils with persistent absence are less likely to stay in education.</p> <p>NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">Working together to improve school attendance – GOV.UK (www.gov.uk)</a></p> <p>Systems and processes developed and maintained within school are aligned with the above guidance document (as of Sept. 2022). Daily home visits and monitoring of attendance is designed to create a more open and articulate channel of communication with families.</p> <p>Funding is utilised to support attendance incentives. The effectiveness of these incentives is regularly monitored, and reasonable adjustments are made.</p> <p>The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>3</p>

	<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities-schools-and-local-authorities.pdf">attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities-schools-and-local-authorities</a></p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities-schools-and-local-authorities.pdf">Working together to improve school attendance – GOV.UK (www.gov.uk)</a></p> <p>The above document clearly outlines the expectations of all stakeholders with respect of attendance. Making clear the importance of regular analysis and action planning to reduce the instances of persistent absenteeism.</p>	
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<p><b>A robust behaviour and inclusion framework</b></p> <p>Relational and trauma-informed approaches embedded across staff.</p> <p>Leadership monitoring of behaviour and personalised behaviour support plans.</p> <p>Continuation of mentoring, counselling and CARE team interventions.</p>	<p>NFER Research shows: Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	3, 4
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<p><b>Strengthening SEMH support</b></p> <p>Increased counselling capacity and mentoring provision.</p> <p>Enhanced work with families and early help services.</p> <p>Provision of ELSA therapy for identified pupils</p>	<p>Place2Be counselling services brought in utilising Pupil Premium funding.</p> <p>Leuven Scales are utilised to identify most vulnerable pupils.</p> <p>The CARE Team and mentors provide support for children with multiple needs including disadvantaged pupils with SEND.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	4, 5
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<p>Staff training on emotional regulation, attachment needs and trauma. - <i>Implementation of RULER curriculum to support Social and emotional development</i></p>	<p>A 2024 scoping review found ELSA is grounded in psychological theory and widely implemented, supporting social and emotional skills across school settings. Evaluations (e.g., Nottingham and Suffolk) report positive outcomes: improved emotional literacy, self-esteem, relationships, attendance, and smoother transitions.</p> <p><a href="https://www.researchgate.net/profile/Colin-Woodcock/publication/331952634_The_Emotional_Literacy_Support_Assistant_ELSA_Programme_Can_you_develop_an_evidence_base_for_an_adaptive_intervention/links/5dc01117a6fdcc212800b8c5/The-Emotional-Literacy-Support-Assistant-ELSA-Programme-Can-you-develop-an-evidence-base-for-an-adaptive-intervention.pdf">https://www.researchgate.net/profile/Colin-Woodcock/publication/331952634_The_Emotional_Literacy_Support_Assistant_ELSA_Programme_Can_you_develop_an_evidence_base_for_an_adaptive_intervention/links/5dc01117a6fdcc212800b8c5/The-Emotional-Literacy-Support-Assistant-ELSA-Programme-Can-you-develop-an-evidence-base-for-an-adaptive-intervention.pdf</a></p> <p>Independent evaluations show RULER consistently improves classroom emotional climate, teacher–student relationships, engagement, and academic outcomes in English/literacy. Randomised trials have shown RULER reduces bullying, aggression, and problem behaviours within two years of implementation.</p> <p><a href="https://rulerapproach.org/about/what-is-the-evidence/">https://rulerapproach.org/about/what-is-the-evidence/</a></p>	
<p><b>Improving parental engagement</b></p> <p>Workshops focused on reading, routines, attendance and wellbeing.</p> <p>New Communities support for families with language barriers.</p> <p>Regular communication and community engagement opportunities.</p>	<p>EEF: Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. Schools can support parents to engage with their children’s learning in a wide range of ways, for example, by:</p> <ul style="list-style-type: none"> <li>• providing regular feedback on children’s progress,</li> <li>• offering advice on improving the home learning environment</li> </ul> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supportingparents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supportingparents/EEF_Parental_Engagement_Guidance_Report.pdf</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supportingparents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supportingparents/EEF_Parental_Engagement_Guidance_Report.pdf</a></p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Working_together_to_improve_school_attendance.pdf">Working together to improve school attendance – GOV.UK (www.gov.uk)</a></p> <p>In line with the above attendance guidance, we strive to create a support network whereby confidence in working with the school increases and families are offered appropriate and accessible workshops and sessions designed to raise the profile and importance of children attending school regularly.</p>	<p>3,4</p>

<p>Breakfast Club</p>	<p>Department for Education Research Report <a href="#">Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017</a></p> <p>6.1 Hunger and eating habits All the case study school interviewees reported that breakfast clubs were having a real impact on reducing the numbers of children being hungry in the morning. They all believed many of their pupils would not be eating breakfast if the breakfast club was not available. Nearly all of the pupils interviewed said that eating breakfast in school stopped them feeling hungry in class.</p>	<p>3,4</p>
<p><b>Removing barriers and expanding enrichment</b></p> <p>Subsidised trips, clubs and uniform support.</p> <p>Ensure every disadvantaged pupil takes part in enrichment, Flourish Fridays, visits and residential.</p> <p>Opportunities that build aspiration, confidence and cultural capital.</p>	<p>Subsidise trips and residential visit for all children. Disadvantaged children to have equal access to after school clubs and other curriculum enrichment</p> <p>Since 2009, Paul Hamlyn Foundation’s Learning Away initiative has sought to define and evidence the impact of high-quality residential learning and to encourage schools across the UK to commit to providing these experiences for all students.</p> <p>In June 2015, York Consulting published its final independent evaluation of Learning Away residential, identifying their impacts as well as what it is about the overnight stay that can bring about such positive powerful outcomes for young people long after their return to school.</p> <p><a href="#">Learning Away full report</a></p> <p>In addition to supporting the subsidising of school trips. Throughout the school year, funding is utilised to reduce barriers to attending school through the purchase of necessary school uniform and resources required to support disadvantaged pupils in attending school.</p>	<p>5</p>

**Total budgeted cost: £389,000 (costs rounded up)**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils over the period 2024-25 as an analysis of the impact of the first year of our current strategy:

Intended outcomes	Impact
<p>At least good progress in Reading, Writing and Maths</p> <p>Increased % of pupils attaining ARE in Reading.</p> <p>Increased % of pupils attaining ARE in Writing.</p> <p>Increased % of pupils attaining ARE in Maths.</p> <p>Provide equal entitlement for all children to access a broad and balanced curriculum</p>	<p><b>Attainment and Progress</b></p> <p>Although outcomes for disadvantaged pupils remain below national averages, this year reflects positive movement and recovery compared with the previous year.</p> <p>The percentage of disadvantaged pupils achieving the expected standard in Reading, Writing and Maths combined increased from 18% to 24%, marking a 6-point improvement.</p> <p>Writing outcomes for disadvantaged pupils improved across several year groups, most notably in Year 6.</p> <p>Mathematics outcomes also strengthened, with significant in-year gains seen in both lower and upper key stage 2.</p> <p>Results from the Multiplication Tables Check continue to show emerging strength in mathematical fluency.</p> <p>These improvements align with the work undertaken to strengthen lesson design, enhance modelling and scaffolding, and improve the clarity and structure of teaching across the school.</p>

<p>Attendance for Disadvantaged pupils to be at or above 95%</p>	<p><b>Attendance</b></p> <p>Attendance has been a major focus for the school, and this year shows a clear upward trend:</p> <p>Attendance for disadvantaged pupils improved from <b>90.4% to 92.3%</b>, closing the gap with national figures.</p> <p>Persistent absence reduced significantly due to strengthened pastoral systems, clearer expectations and proactive engagement with families.</p> <p>This demonstrates the growing impact of the school's coordinated approach to early intervention, safeguarding awareness and relational work with families.</p>
<p>Reduce number of incidents of inappropriate behaviour of Disadvantaged Children to ensure learning time is maximised. Reduction in fixed term exclusions.</p>	<p><b>Behaviour and Inclusion</b></p> <p>Behaviour has continued to improve across the school:</p> <p>The school environment is more settled and conducive to learning, with fewer high-level incidents.</p> <p>Suspensions for disadvantaged pupils have reduced dramatically over time. While there was a slight increase this year compared with last, overall rates remain substantially lower than national figures and far below those seen three years ago.</p> <p>Relational, trauma-informed approaches are increasingly embedded, supporting pupils to regulate their emotions and engage more positively with learning.</p> <p>Staff and visitors consistently comment on the calm atmosphere and improved conduct around the school.</p>

Provide equal entitlement for all children to access a broad and balanced curriculum	<p><b>Wider enrichment</b></p> <p>Regular opportunities for enrichment, including Flourish Fridays and wider curriculum experiences, are helping to build pupils' confidence, resilience and cultural capital.</p>
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Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Place 2 Be – Counselling services	Place 2 Be
Canoville Mentoring Programme	Brighter Futures
Mentoring Support	Elite Football Development
New Communities	Local Authority

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A