



Pupil Premium Strategy 2025-2028

This document details our school's use of Pupil Premium and Recovery Premium funding for the 2025 to 2028 academic year and outlines the impact of the funding for the academic year 2025-2026.

The purpose of the funding is to help improve the attainment and experiences of our eligible pupils and, where appropriate, their ineligible peers.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effects that this spending is having as the year progresses.

School Overview

School Year 2025-26:	
Detail	Data
School Name:	St. James' Church of England Primary School, Lower Darwen
Number of Pupils in School:	October 2025 - 198
Proportion (%) of Pupil Premium Eligible Pupils:	47 pupils (24%)
Academic Years Covered by this Strategy:	2025-2028
Date this Strategy was Published:	October 2025
Next Review Date:	Summer 2026
Statement Authorised by:	Resources Committee
Pupil Premium Lead:	Jason Barker
Governor:	Lorraine Bracken



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School Year 2024-25:	
Detail	Data
School Name:	St. James' Church of England Primary School, Lower Darwen
Number of Pupils in School:	July 2025 - 195
Proportion (%) of Pupil Premium Eligible Pupils:	55 pupils (28%)
Academic Years Covered by this Strategy:	2025-2028
Date this Strategy was Published:	October 2024
Next Review Date:	Summer 2025
Statement Authorised by:	Resources Committee
Pupil Premium Lead:	Melissa Tindall/Jason Barker
Governor:	Lorraine Bracken

At St. James Lower Darwen Primary school we recognise that Ofsted uses the term 'Disadvantaged Pupils' for what we will refer to in our strategy as Pupil Premium (PPG) pupils, because we recognise that not all pupils in receipt of the funding are disadvantaged, and we understand the stigma that might be attached to the phrase by parents.



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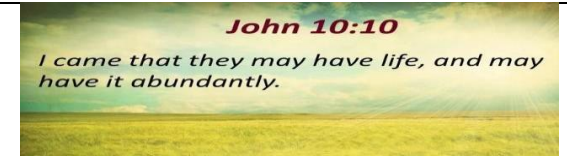
Funding Overview

School Year 2025-26 Detail:	Amount
Pupil Premium Funding Allocation this Academic Year:	£82,355(TBC)
School Led Tutoring Funding Allocation this Academic Year:	£0
Pupil Premium Funding Carried Forward from Previous Years (enter £0 if not applicable)	£0
Total Budget for this Academic Year:	£82,355 (TBC)
School Year 2024-25 Detail:	Amount
Pupil Premium Funding Allocation this Academic Year:	£97,130
School Led Tutoring Funding Allocation this Academic Year:	£0
Pupil Premium Funding Carried Forward from Previous Years (enter £0 if not applicable)	£0
Total Budget for this Academic Year:	£97,130



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Statement of intent



At St. James Lower Darwen Primary School we aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) pupils. In line with our Christian vision and ethos, we aim for all children to flourish whilst at St. James and have high aspirations that allow them to prosper. We recognise that although all children have had their learning disrupted by the Covid-19 pandemic, the negative impact will probably be worse for PP pupils (as has been reported for England by the Social Mobility Commission in its annual State of the Nation report in July 2021). Research suggests that the disruption to learning is likely to have at

least reversed the progress made in closing the 'disadvantaged' gap over the past decade. Our ultimate aim is to implement a substantial and sustained response for all children, but particularly for those from disadvantaged backgrounds. Within our PP Strategy, we will also consider how to align chosen approaches with PP spending and broader improvement priorities in our school action plan all of which radiates from our Christian vision.

It is vital that we continue to develop ways to ensure that the impact of our strategy is sustainable. Therefore, the strategy will be sustained over a three-year period, with regular monitoring and evaluation each year. To help us develop our pupil premium strategy, we have thoroughly considered the likely challenges that our Pupil Premium children face. This strategy has been developed to address these likely challenges.

The school has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium pupils so that we focus on improving teaching, targeted academic support and wider strategies. The 3-tiered approach will help us to focus on those initiative and activities that are likely to make the biggest difference to our pupil's academic, social and emotional outcomes. Within this tiered model an evidence-based approach has been adopted as required under the new guidelines for Pupil Premium spending.



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Evidence consistently shows the positive impact that targeted academic support can have. Therefore, one of the main parts of our strategy considers how our teachers and teaching assistants can provide this, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies, relating to the most significant non-academic likely challenges (or barriers to achievement) that we have identified, have also been planned for.



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Likely Challenges (Likely barriers to achievement)

This details the likely key challenges or barriers to achievement that we have identified among our Pupil Premium pupils.

Challenge number	Detail of challenge
1	<p>Delayed communication and language skills - language acquisition for pupils eligible for PP are generally lower than that of other pupils across school. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>Rationale (EEF Teaching & Learning Toolkit Impact): Feedback +8 Oral language interventions +6 Reading Comprehension Strategies +6 Mastery Learning +5 One to one tuition +5 EY intervention +5 Phonics +5 Teaching Assistant Interventions +4</p>
2	<p>Social, emotional, behavioural needs (including the ability to self-regulate) - poor self-esteem for pupils and family members with social and emotional needs requiring additional pastoral care and guidance.</p> <p>Rationale (EEF Teaching & Learning Toolkit Impact): Metacognition and self-regulation +8 Parental Engagement +5 Social emotional learning +3 Behaviour interventions +3</p>
3	<p>Family support – School is in a highly deprived area, some parents need additional support from school with parenting, social care and family matters that then impact on the children in school and their ability to learn.</p> <p>Rationale (EEF Teaching & Learning Toolkit Impact): Parental Engagement +5 Social emotional learning +3 Behaviour interventions +3</p>
4	<p>Poor attendance – Attendance monitoring shows that the attendance of non-pupil premium children is higher than that of pupil premium children</p> <p>Rationale (EEF Teaching & Learning Toolkit Impact): Parental Engagement +5</p>



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5	<p>Gaps in early Phonics, Reading and Writing skills (Early English)- Generally, PP children as a group are not making as rapid progress in their reading as non-pupil premium children. Assessments, observations and discussions with pupils indicate that difficulties are negatively impacting reading development.</p> <p>Rationale (EEF Teaching & Learning Toolkit Impact):</p> <ul style="list-style-type: none">Feedback +6Reading comprehension strategies +6Oral language interventions +6Mastery Learning +5Collaborative learning approaches +5Small group tuition +4Digital tech +4Parental engagement +3
6	<p>Cultural capital and enrichment opportunities - Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have meaning knowledge of the world and vocabulary acquisition is limited</p> <p>Rationale (EEF Teaching & Learning Toolkit Impact):</p> <ul style="list-style-type: none">Collaborative learning approaches +5Arts participation +3Physical activity +2



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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether or not they have been achieved.

Intended outcome (with challenge number)	Success criteria - Evaluation of 2024-25 and processes for 2025-26
To develop communication, language skills and PSED in EYFS with interventions and SEND support as needed. (1, 2, 5)	<ul style="list-style-type: none"> Identified children receive language interventions (Wellcomm) <i>This intervention took place and will continue.</i> Pupils make expected or accelerated progress towards their language targets and meet are related expectations <i>An increasing number of pupils have achieved their ELGs in these areas.</i> Language acquisition of PP children is line with year group standards. At least 80% of PP pupils will be working at or above the expected level in Communication and Language by the end of Reception, unless their SEND prevents this. <i>100% of PP pupils achieved the ELG in word reading, this is a positive gap with non-PP pupils but needs to be maintained.</i> At least 80% of PP pupils will be working at or above the expected level in PSED by the end of Reception, unless their SEND prevents this. <i>100% of PP pupils achieved the ELG in PSED, this is a positive gap with non-PP pupils but needs to be maintained.</i>
For PPG children to achieve national expected standard in the Phonics screening (unless their additional SEND needs prevent this from being possible) (1, 2, 5)	<ul style="list-style-type: none"> For PPG children to achieve national expected standard in Phonics Screening. <i>29% of PPG achieved in Phonics (2023-24) and 50% (2024/25)– this increased but will continue to remain a target.</i> Phonics screening scores in line with non-PPG children. Development of consistent approach to phonics (Phonics@St. James) - revisit of whole staff training. Consistent approach to phonics across the school will continue to impact attainment improvement. <i>This was successful. All TLAs will have refresher training for 2025-26 with the increase in focus on interventions.</i> Children to be provided with additional keep up Phonics sessions to support with their learning and pass the screening check. <i>This to be planned and</i>



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	<p>prepared for 2025-26 to ensure they are delivered consistently to raise attainment.</p>
<p>Pupil premium children academically make as much or better progress from their starting points compared to non-pupil premium children (1, 5)</p>	<ul style="list-style-type: none">• Pupil Premium children receive additional interventions and focused teaching to help narrow the gap Pupil Tracking Document shows the interventions that took place for PPG, relevant new interventions have been identified to be delivered for 2025-26 eg Wellcomm and Maths Fluency.• National tutoring partnership is effective and rapid progress has been achieved so children can catch up and keep up PPG children had extra tuition and this as tracked and reported.• Additional training for staff in English and Maths to help identify gaps in learning This took place. New English scheme introduced for 2025-26 to raise attainment, training has been provided with identified monitoring overview set out by SLT for the academic year.• Pupil Premium children are heard read on a daily basis. This is an ongoing non-negotiable particularly for lower attaining readers.• Pupil Premium children not working at ARE receive targeted interventions. Timetable put together for Autumn 2025-26 with regular reviewing and assessing of needs of pupils.
	<ul style="list-style-type: none">• Support staff to focus on pupil premium children during lessons (to be evidenced in books). This is an ongoing non-negotiable.• The attainment gap between pupil premium and others will close. Due to the increasing gap this will be heavily tracked termly in 2025-26 and will form a key part of pupil progress meetings.• More than 80% of PP pupils across school will make the expected level of progress in in Reading, Writing and Maths. This will remain a target.



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<p>Parents and pupils feel well supported by school; achieving sustained and improved wellbeing for all in addition to improved parental engagement. (2, 3, 4)</p>	<ul style="list-style-type: none"> • Parental feedback indicates that parents feel well supported by school Stakeholder feedback shows that this is positive and has been for the past two years. • Social skills, independence, team work and perseverance are evidenced through pupil voice, parent voice and through internal monitoring • Parents engage with support from other agencies. This has been successful for 2024-25 and will remain an ongoing focus • PWBC reports positive outcomes of vulnerable families via SLT and through supervision. Support will still continue to be offered. • PP pupils who are not engaging with homework at home will, in agreement with parents, complete homework at breakfast club (where attending). This will remain an initiative with an additional target homework club to support pupils who may need this. • The frequency of class teachers reporting behaviour as a barrier to learning will decrease. Weekly logged negative behaviour incidents on CPOMS reduces termly. We will continue to monitor this in 2025-26.
<p>To narrow the gap for Pupil Premium pupils’ cultural capital with other non-pupil premium children ensuring enrichment opportunities are part of the curricular offer (6)</p>	<ul style="list-style-type: none"> • A wide range of extracurricular activities will be focused towards PP children. This will remain an initiative with a focus timetable for the academic year mapped out for 2025-26. • To provide enrichment opportunities as part of the curricular offer so that all children are all able to access wider opportunities. This continues to remain an initiative to provide wider opportunities. • A tracker will follow PPG children through school to make sure their cultural capital experiences is as broad and exciting as possible. This is successful and a further in-depth tracker has also been created.
<p>Reduced proportion of persistent absentees. (3, 4)</p>	<ul style="list-style-type: none"> • PP pupils’ average attendance will be around 95%. The whole school attendance was 95.1% for 2024-25 with the average PP attendance



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	<p>being 94.3%. This is up from 92% in 2023-24. This will remain a target for 2025-26 so PP children to continue to narrow the gap.</p> <ul style="list-style-type: none">• If attendance for an individual PP pupil does fall below 95% within a half termly monitoring period, interventions will be put into place to help improve this and show an upward trend. Academic progress, for those children who were classed as PA, will also increase as a result of better attendance. This will continue to be reviewed with national attendance changes being implemented to help raise attendance and support families for 2025-26.
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Part A: Activity in this academic year (2025-26)

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to overcome the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Approximate budgeted cost: **£6135**

Activity	Evidence that supports this approach (rationale)	Challenge number/s addressed
<p>Kagan structures Kagan structures evident in all classroom. Quality of talk and interaction between students is improved. 100% of pupils engaged in the lesson when using the techniques.</p> <p>Embed Kagan structures, methods and seating plans to Y2-6 classes</p> <p>Introduce Kagan structures during carpet time in R&Y1</p>	<p>From KaganUk When students are engaged, they pay attention, they're motivated, they learn more, and the learning sticks. The biggest difference between the Kagan approach and teaching using traditional methods is the ability to engage every student. Traditional classroom teaching captures the minds and attention of some students, but not all. With traditional instruction, there is always a subset of students who fall through the cracks. We're all too familiar with the results: a widening gap between high achievers and low achievers.</p> <p>In the traditional classroom, the teacher is the hardest working person. At Kagan, we think that's backwards. Students need to work at least as hard! The more they interact with their peers and with the curriculum, the more they'll learn. Kagan Structures require every student to participate frequently and approximately equally. Kagan Structures close the achievement gap by creating dramatic gains for struggling students. But the gains are not bought at the expense of high achievers; they too are engaged in a richer, more interactive learning environment. As brainresearch is proving, meaningful engagement is just a better way to reach and teach all students.</p> <p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>2 & 5</p>



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<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Introduction of Wellcom standardised diagnostic assessment – staff training for ALL EYFS staff to support QFT in the provision.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Ready, Steady Write</p> <p>Embedding of a new writing curriculum ‘Ready, Steady, Write throughout the school to help raise the attainment levels in writing – staff training for all teachers and TAs linked to the curriculum.</p>	<p>There is a strong evidence base that suggests the mastery approach to teaching, can lead to a 5 months overall impact in learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1 & 5</p>
<p>Phonics</p> <p>Embedding of consistent Phonics scheme throughout KS1 with training extended to KS2 staff for intervention. Additional resources</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 & 5</p>
<p>Handwriting</p> <p>Accompanying handwriting rhymes to ensure consistent letter formation.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with and monitored by Phonics lead. Phonics lead to undertake Otto handwriting training to feed into Phonics delivery.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>High impact +5 months gain</p>	<p>1 & 5</p>



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Intentions for 2025-26 – Teaching

During this period, we will:

- Continue to develop, and evaluate, the range of Kagan structures/principles used in classes. Staff to observe this practise in other classes. Observation focuses to include the use of these principles.
- Further develop all pupils' understanding their own learning, and their ability to self-regulate effectively.
- To embed a new English curriculum and raise attainment levels in Writing closing the gap for PP pupils.
- Consider TA deployment to have the maximum impact on students' progress and attainment based on data.

These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2026.



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

Approximate budgeted cost: £ 26,600

Activity	Evidence that supports this approach (rationale)	Challenge number/s addressed
<p>To continue to promote oracy across all aspects of school life enabling children to expand their vocab, oracy skills and be able to engage in conversations.</p> <p>Voice 21 practice to be fully embedded throughout the curriculum</p> <p>Dine and dialogue provides focused talk opportunities for children over the lunch period</p> <p>SIG oracy programme/events</p> <p>Makaton awareness is shared during worship, celebration worship and via the website.</p>	<p><i>The Case for a High-Quality Oracy Education (Voice 21, September 2020)</i></p> <p>Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. Through a high-quality oracy education students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively. The deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children and young people to make progress in the four strands of oracy outlined in the Oracy Framework. These skills are crucial to children and young people’s success in school and in their life beyond. It is therefore vital that in every school, an education in oracy is the responsibility of every teacher and the entitlement of every child.</p> <p><i>Oral language interventions - Toolkit Strand - Education Endowment Foundation - EEF</i></p> <p>There is also a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>1</p>



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<p>Phonics across Reception/KS1 (and interventions in KS2)</p> <p>Introduction of consistent Phonics scheme throughout KS1 with training extended to KS2 staff for intervention.</p> <p>Accompanying handwriting rhymes to ensure consistent letter formation.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with and monitored by Phonics lead.</p>	<p>Phonics Interventions – EEF Teaching & Learning Toolkit</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>High impact +5 months gain</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 & 5</p>
<p>Pre-teaching for targeted learners</p> <p>Individualised pre-teaching, same day, targeted (e.g. Sandwell Maths) and challenge interventions with instant feedback to provide all children with the best chance to achieve their full potential.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however how they are deployed is key</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Moderate impact, +4 months</p>	<p>1 & 5</p>



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<p>SEMH support for learners</p> <p>Nurture provision to target language skills and reluctant speakers and to narrow the gaps in Boxall to improve SEMH with additional EP support.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4</p>
<p>Maths fluency intervention</p> <p>Maths Fluency Intervention for pupils lacking in number fluency to help reduce with cognitive overload.</p>	<p>Knowing key facts to automaticity enables you to calculate more efficiently, even when those facts aren't within the times tables that we typically learn or the number bonds to 10. For example, 14×5 could be solved by adding the partial products. If you know 10×5 and 4×5, you can add them together. This is helpful in the real world, such as when scaling up a recipe or working out equivalences.</p> <p>It can be the key to unlocking the door for some pupils, relieving cognitive load in order to focus more readily on concepts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1 & 5</p>
<p>Wellcomm Intervention</p> <p>Delivery of the Wellcomm speech and language intervention in KS2 to help support children with low language levels.</p>	<p>Wellcomm Primary is a speech and language assessment toolkit for children aged 6-11 years, used in schools to identify children with potential language difficulties and provide targeted intervention activities. It uses a traffic light (Red, Amber, Green) system based on a 10–20-minute assessment to categorise a child's language skills in areas like understanding, grammar, and vocabulary, directing teachers to appropriate activities from "The Big Book of Ideas" to support development.</p> <p>It assesses: Understanding (receptive language), Grammar, Vocabulary, Narrative skills, and Social skill.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 & 5</p>



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Intentions for 2025-26 – Targeted academic support

During this period, we will:

- Sustainably continue providing targeted interventions and support PP pupils where necessary and relevant to do so to narrow the gaps in their learning.
- Continue to implement Voice 21 principles and oracy strategies across school. Embed the consistent method of assessment for Oracy from EYFS-Y6 that shows a clear progression pathway by tightening the specific outcomes.
- Monitor the impact and relevance of the Phonics interventions utilised in KS2 and provide a formal way of assessing the continued needs of pupils.
- Review the KS2 Spelling scheme that follows on from the Phonics @ St. James school ensuring consistency right across the school.

These intentions will only be taken forward if data supports the actions and approaches chosen. Otherwise, revisions will be made to this section by July 2026.



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

Approximate budgeted cost: **£61,130**

Activity	Evidence that supports this approach (rationale)	Challenge numbers addressed
<p>Improve attendance for all pupil premium children Identified attendance officer (BwD) Monitor attendance and implement identified strategies (School Inclusion Team) Tracking system to be initiated by PWB and attendance lead Consistent approach to monitoring attendance to be embedded Attendance data to be shared more readily with families Additional hours for office admin = £3400 (5hrs costed out per week)</p>	<p>The <i>DfE recognises the importance of getting the basics right</i>, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child 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>1 & 4</p>
<p>Data Tracking Purchase of new tracking software, and providing of training for staff on use of Sonar to analyse data by specific groups as well as individual children/whole school to help inform future teaching practice and identify gaps for PP pupils.</p>	<p>Sonar Tracker is an intelligent tool for tracking pupil progress and performance in primary schools. It predicts future pupil progress, provides comparative data from other schools to identify best practices, links assessment data with curriculum planning, offers robust reporting and analysis to support targeted interventions. And records evidence of learning and supports formative and summative assessment. This can feed into feedback provided by staff and support future learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1 & 5</p>



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<p>Developing effective social and emotional learning for all children.</p> <p>Further embed social and emotional learning into the school culture to ensure that all children are able to flourish.</p> <p>Inclusion Coordinator time (CAF lead, fully qualified coach)</p> <p>ELSA trained staff and activities</p> <p>Wellbeing Warriors programme</p> <p>TRG programme (link with Church)</p> <p>MHIST</p> <p>Family support and referrals</p>	<p><i>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</i></p> <p>Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. Studies in the UK have shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (by age 40), such as life satisfaction and wellbeing, labour market success, and good overall health.</p>	<p>2 & 3</p>
<p>Breakfast Club</p> <p>Breakfast Club (including homework support)</p> <p>Provide pupils with a healthy start to each day and impact on attendance</p> <p>Free Breakfast Club for FSM/PP pupils</p> <p>PWBC to invite PP families to attend Breakfast Club where attendance is an issue</p>	<p>It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>https://www.gov.uk/guidance/national-school-breakfast-clubprogramme</p>	<p>1, 2 & 4</p>



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<p>Breakfast club salaries</p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p>	
<p>Wider curriculum</p> <p>There is a wider curricular offer for pupil premium children</p> <p>Children have opportunity to take part in sports clubs and compete out of school</p> <p>Free after school clubs</p> <p>Lunchtime sports clubs with a qualified sports coach</p> <p>Children have a say in the types of sports / after school provision they would like to be offered</p> <p>Identified pupil premium children to partake in outdoor learning</p>	<p>Children need to be active every day to promote healthy growth and development. Children who establish healthy lifestyle patterns at a young age will carry them - and their benefits - forward for the rest of their lives. Physical activity can help children cope with stress.</p> <p>Evidence shows that having interests provides loads of benefits for children, including:</p> <ul style="list-style-type: none"> • Stress reduction. • Higher self-esteem. • Competence. • Providing bonding time with friends. • Learning self-discipline. • Learning patience. <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p>	<p>2, 4 & 6</p>



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<p>Enrichment opportunities for pupils</p> <p>To provide additional cultural capital experiences for our pupil premium children e.g. industry day, enrichment trips, play in a day, outdoor learning opportunities.</p>	<p>School experiences benefit primary school pupils in many ways, and can be inspiring, positive experiences that not only enhance learning and understanding, but also pupils’ social and personal development. They provide the opportunity for pupils to immerse themselves in new, different and exciting environments where learning is less formal – but sometimes more powerful. Experiences also benefit pupils who have a more kinaesthetic, sensory or visual way of learning, as well as SEND pupils who might struggle in a traditional classroom environment., “Learning outside the classroom changes lives.” (Council for Learning Outside the Classroom)</p>	<p>6</p>
<p>National Numeracy Strategy Family Maths Scrapbook homework</p> <p>To provide targeted homework through the national numeracy strategy to develop children’s number understanding providing workshops for parents to support their understanding.</p>	<p>Proven to improve children’s and parents’ confidence in maths, this family engagement resource aims to promote enjoyment of maths through discussion and working together on everyday maths. This activity pack, created by National Numeracy, contains short, fun, ‘real life’ activities for families to do with their children. They are aligned to the English National Curriculum and compatible with the National Curriculum for Excellence, with a strong focus on problem solving and reasoning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1 & 3</p>
<p>Intentions for 2025-26 – Wider strategies During this period, we will:</p> <ul style="list-style-type: none"> • Aim to move PP attendance to 95% by extending and improving attendance programmes PPG attendance for 2024-2025 was up to 94.3%. This will remain a target. • Further develop and implement the Coaching of ELSA and Trauma Awareness with more pupils and parents and seek further support from the MHST. This has been embedded but more staff have been trained to meet the needs of as many pupils as possible. • To raise the number of PP pupils that attend extra-curricular clubs and sport event participation to develop SEMH and to ensure children who are higher attainers have wider opportunities. Clubs have been in place but clubs mapping for 2025-26 to ensure coverage has been put in place. <p><i>These intentions will only be taken forward if data supports the actions and approaches chosen. Otherwise, revisions will be made to this section by July 2026.</i></p>		

Total budgeted cost: £93,865



Pupil Premium Strategy 2025-2028

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 in the 2024 to 2025 academic year.

Targets from the previous pupil premium strategy were partially met, some continue to be an area to further develop and support.

The senior leadership team, class teachers and teaching assistants worked closely with PPs and their families. A PPG tracking document ensures that all PPG children are carefully monitored across school and bespoke interventions are in place.

Parental voice indicates that parents and the wider community feel well supported by school. School is able to effectively signpost families so that they receive the appropriate resource.

28.2% of children on roll were on the PPG register in 2024-2025. This was a 2.7% decrease from the previous academic year and 2.9% higher than local data (25.3%) and 3.1% higher than national data (25.1%).

Attendance:

Average attendance levels for academic year 2024-2025 for all PP children are higher than the previous academic year increasing from 93.8% to 94.3%. This is just slightly below the average national attendance data of 94.5% and the school average attendance of 94.9%. Attendance of pupils was monitored and reviewed throughout the academic year. Pupils who were at risk of being classed as persistently absent were identified and monitored throughout the year with actions implemented as necessary. Pupil voice indicates that children feel well supported in school and that they have an appropriate adult to share concerns with if and when they need to. ELSA sessions are used to provide targeted support for identified pupils and progress throughout these sessions via soft data paints a positive picture. Lots of praise for positive attendance has been implemented, attendance is celebrated on our homepage, through class of the week and through praise postcards too.



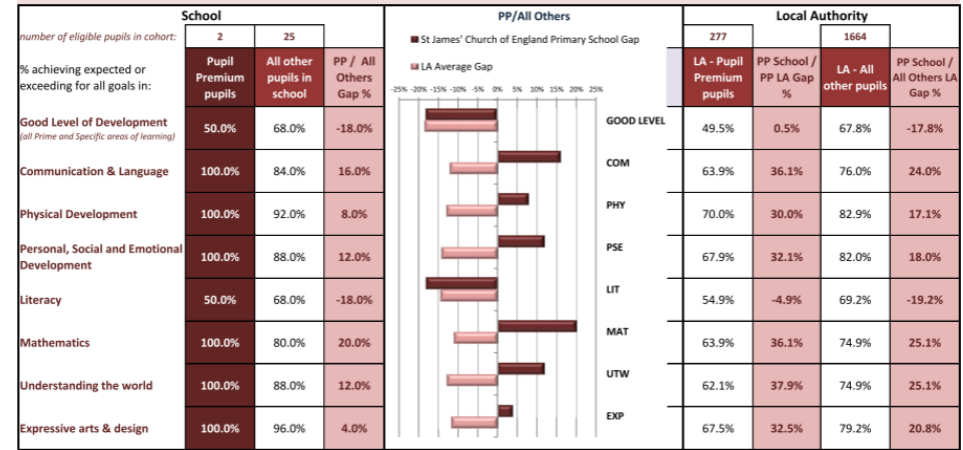
Pupil Premium Strategy 2025-2028

Attainment:

EYFS

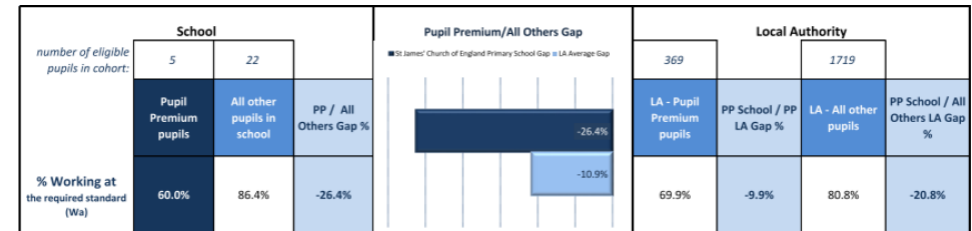
In EYFS there is a PP gap of 18% in writing, yet in Maths (Number and Numerical Pattern) PP pupils outperform non-PP pupils with a positive gap of 20% and outperform non-PP in Reading (Comprehension and Word Reading) with a positive gap of 8%. A higher percentage of PP pupils achieved their Early Learning Goals than last year.

In most areas PP pupils outperformed non-PP pupils with Literacy being the only area in which this did not take place, leading to a lower % of PP pupils achieving a Good Level of Development. Literacy, particularly around Writing will be an area of focus in EYFS for 2025-26.



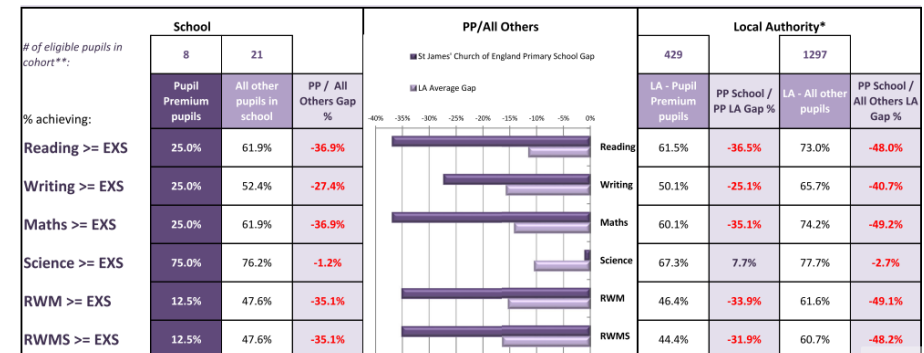
Phonics:

60% of PP pupils passed their Phonics Screening Check in this year group, which is an increase from last year. There was a gap of 26.5% between PP and non-PP pupils in phonics attainment in Year 1 along with a gap of 9% in comparison to LA Pupil Premium pupils. This will remain a target.



KS1:

At the end of KS1 (Year 2 pupils) the PP gap in Writing had closed to 1%. In Science. The pupil premium gap was quite significant in Reading (37%), Writing (27%) and Maths (37%). This was also quite a significant gap in line with the local authority. With this cohort being a particular focus year group.





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KS2:

At the end of KS2 (Year 6 pupils), there was a significant pupil premium gap in Reading (43%), Writing (52%) and Maths (32%). Although the gap narrowed slightly this was a big concern. A huge focus on PP spending will be around ensuring the gap between PP and non-PP pupils by the end of Year 6 will be narrowed, with their being a big gap with local PP pupils.

Whole School:

For 2024-2025 across school, 35% of PP children were on track or higher in RWM, which is up from 22% in 2023-24. A 13% increase from 2023-24.
 Reading = 52% up from 35% in 2023-24 (17% increase from 2023-24)
 Writing = 38% up from 24% in 2023-24 (14% increase from 2023-24)
 Maths = 43% up from 37% in 2023-24 (6% increase from 2023-24)

Summary & Next steps:

The 2024-25 Year 2 and Year 6 cohorts were the year groups in which there was the biggest PP gap. Relevant and appropriate intervention will be put in place for the cohort moving into Year 3 to narrow the gap between PP and Non-PP pupils. A huge focus will be on Writing as this is the lowest performing area for PP pupils and supporting children with language development through interventions throughout school.

