



# **Moir Primary School**

**Pupil Premium Strategy**

**2023-2026**

**Current year 2025-2026**

## Moira Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data   |
|---|--|
| School name   | Moira Primary School                             |
| Number of pupils in school  | 184  |
| Proportion (%) of pupil premium eligible pupils   | 30%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2023/2024 to 2026/2027<br>Current year 2025/2026 |
| Date this statement was published   | December 2025                                    |
| Date on which it will be reviewed   | September 2026                                   |
| Statement authorised by   | V. Santy - Headteacher                           |
| Pupil premium lead  | V. Santy   |
| Governor / Trustee lead   | Suzanne Uprichard – Chair of Governors           |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £102,535 |
| Recovery premium funding allocation this academic year  |          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £102,535 |

## Part A: Pupil premium strategy plan

### Moira Statement of intent

Our intent supports our whole school vision that , ‘The **adventure** begins as all are welcomed through the doors of Moira Primary School. We celebrate and nurture **creativity, kindness, curiosity** and a **healthy** attitude to learning, across our whole school community.’

Moira Primary School is committed to enabling all our pupils, irrespective of their background or the challenges they face, to fulfil their academic potential to make good progress across all areas of the curriculum and to ensure their readiness to face future learning with confidence. As a school, our focus is to support and nurture our disadvantaged pupils, including those who are already high attainers, both academically and emotionally.

We recognise the challenges faced by vulnerable pupils and that they may have significant barriers to overcome in order to achieve and succeed, including those who have a social worker and young carers.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school.

The key principles when setting and reviewing our strategy are:

- We ensure that teaching and learning opportunities meet the needs of all of pupils, both in terms of challenge and identifying need where appropriate.
- We work closely with our pupils and their families to ensure that we target the most important areas of need.
- We use research to provide evidence, such as the EEF Framework, to ensure that our intentions are effective in closing the gap.
- Academic and social targets are incorporated to develop the whole child.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We ensure their wider curriculum and experiences are effective in supporting them to strive for success in all areas, including the ones that they do not enjoy.
- Pupils are challenged to achieve their potential across the curriculum and intervention is identified at the earliest point.
- We have a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Data: Assessments, observations and discussions with pupils indicate higher levels of underperformance among many disadvantaged pupils compared to non-disadvantaged pupils.   |
| 2                | Reading: Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, which negatively impacts their reading development.<br><br>An increase in parental engagement in reading is required to support pupils to both learn to read and to enjoy reading (reading for pleasure).               |
| 3                | Social and emotional barriers: Our assessments, observations and discussions with pupils and families have identified social, emotional and behavioural barriers. A number of disadvantaged pupils experience low self-esteem, social and emotional issues which reduce engagement and limit learning progress, particularly affecting readiness to learn and classroom participation. |
| 4                | Cultural capital and enrichment gap: observations and discussions with families and pupils indicate that disadvantaged pupils have fewer opportunities for cultural enrichment outside school (visits, experiences, parental reading culture) which limits background knowledge, vocabulary and engagement with curriculum texts, than their peers.                                    |
| 5                | Attendance: data indicates that attendance among disadvantaged pupils sits below whole-school average and remains an ongoing risk to learning continuity.  |
| 6                | SEND overlap: a high proportion of pupils have SEND and some disadvantaged pupils also have SEND — targeted strategies must be SEND-aware and personalised (scaffolding, high-quality TA deployment and SEND-specific interventions).  |

## 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  |
|--|---|
| 1. Raise disadvantaged pupils' attainment in writing so gaps with non-disadvantaged peers reduce across all year groups. | Assessments and observations indicate significantly improved writing outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence such as termly writing assessments, moderation, book scrutiny, engagement in lessons and ongoing formative assessments, showing improved independent writing stamina and use of taught vocabulary/scaffolds. |
| 2. Narrow the cultural capital gap and increase reading-for-   | Disadvantage pupils to make more than expected progress in phonics and early reading, with improved attitudes towards   |

|   |  |
|---|--|
| pleasure and parental engagement in reading, which in turn will positively impact progress in phonics.                        | reading at home and an increase in uptake demonstrated through pupil and parent voice.<br>Termly measures to include increased reading-champion participation, parental reading attendance at events, increased library/book borrowing rates for disadvantaged pupils; pupil survey shows increased enjoyment of reading and parental survey indicates greater engagement. |
| 3. Increase pupils' social and emotional resilience and classroom engagement.   | Improved attitudes towards learning demonstrated through pupil voice, reduction in behavioural incidents, improved behaviour consistency, more pupils accessing social and emotional support and improved outcomes.  |
| 4. To achieve and maintain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.            | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• Further improving participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>  |
| 5. Improve attendance for all pupils, with a strong focus on disadvantaged pupils to reduce gaps with the rest of the school. | The whole school absence rate is no more than the national average. The attendance rate of disadvantaged pupils to increase and be equitable with non-disadvantaged pupils. Persistently absent pupils have significantly reduced their percentage of absence. Monitored via weekly attendance meetings and termly reports.  |
| 6. Ensure SEND/disadvantaged pupils receive evidence-informed adaptations and targeted interventions.                         | Individual SEND targets are set and reviewed termly; progress against targets demonstrates clear progress for disadvantaged pupils with SEND, seen in classroom outcomes and EHCP/IEP review notes.  |

## 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: £45,750.12

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Quality first teaching across school to improve engagement, standards and progress in reading, writing and maths</p> <p>Sequence of writing /writing at greater depth</p> <p>EEF Grant for CLPE (Centre for Literacy in Primary Education) – Power of reading training for Year 5 (writing) – training received throughout the year</p> <p>Leadership of PP (VS)</p> | <p>EEF guide to pupil premium is the tiered approach – teaching is the top priority and includes CPD.</p> <p>Research tells us that quality first teaching can narrow the disadvantage gap. The mechanisms of this training builds on systems already in place, builds knowledge, develops teaching practice and embeds practice. It meets the needs of our school in terms of staff development and ensuring agreed processes in reading and writing are strengthened through the training.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="#">1. High-quality teaching   EEF</a></p> <p><a href="#">The Power of Reading - trial   EEF</a></p> <p><a href="#">The Power of Reading   Centre for Literacy in Primary Education</a></p> <p><a href="#">Writing practice review   EEF</a></p>  | 1, 2, 6                       |
| <p>High quality CPD in key areas:</p> <ul style="list-style-type: none"> <li>- Maths Mastery Training –Years 3 &amp; 4</li> <li>- Early Years training (external – Change Programme)</li> <li>- SEND – NPQ SENDCo</li> <li>- Guided reading training – Years 1, 3 and 4.</li> <li>- Reading for Pleasure</li> <li>- Coaching training – assistant head</li> </ul>       | <p>EEF guide to pupil premium is the tiered approach – teaching is the top priority and includes CPD.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> <p>The DfE Non-statutory guidance draws on evidence-based approaches:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>SEND</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>EYFS</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years">https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years</a></p> | 1, 2, 6                       |

|  |   |         |
|--|---|---------|
| <p>In house training to develop:</p> <ul style="list-style-type: none"> <li>- Mastery maths</li> <li>- SEND/PP targets</li> <li>- Spelling</li> <li>- Wider curriculum subjects</li> <li>- Neli training update</li> <li>- SEND - Scaffolding /adapting lessons</li> </ul> | <p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Mastery learning: high impact for very low cost (+5 months).</li> <li>• SEND training based on evidence from EEF:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a><br/> <a href="#">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF</a> </li> <li>• T4W includes early language skills:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> </li> </ul> <p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Communication and language approaches: Very high impact for very low cost (+6 months)<br/> <a href="#">1. High-quality teaching   EEF</a> </li> </ul> | 1, 2, 6 |
| <p>Deployment and training for Teaching Assistants (TAs): train TAs to deliver structured interventions that supplement teacher-led instruction (guided reading support, phonics catch-up, targeted scaffolding) and to avoid replacing teacher instruction.</p>           | <p>Additional staff who can be training in-house will help boost the frequency of support available across the school to PP pupils.</p> <p><a href="#">Deployment of Teaching Assistants   EEF</a></p>  | 1, 2, 6 |

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

Budgeted cost: £22,020.64

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Whole class and guided reading books built on with new releases over the year. Purchase of books to support.</p> <p>Whole class reading books to be purchased.</p> <p>Guided reading sets across KS1 and KS2 and/or</p> | <p>Reading comprehension approaches can deliver an additional six months' progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="#">EEF Blog: Reading aloud with your class – what does the...   EEF</a></p> | 1, 2, 6                       |

|  |  |         |
|--|--|---------|
| <p>reading for pleasure books for the library.</p> <p>Lunch time reading clubs (TA to run)</p> <p>Reading interventions to support accessing new reading material.</p>   |  |         |
| <p>Maths Intervention groups – pre-teaching and tailored small group work</p>  | <p>If well planned and monitored, small group intervention can have a significant impact in terms of progress (4+ months).</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>  | 1, 2, 6 |
| <p>Interventions (small group and one-to-one)</p> <ul style="list-style-type: none"> <li>- Reading fluency and comprehension</li> <li>- Speech and language</li> <li>- Phonics</li> <li>- Nelly (KS2)</li> <li>- Precision teaching</li> <li>- Neli (EYFS)</li> <li>- Handwriting and fine motor skills</li> <li>- Mastering number</li> </ul> | <p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• One-to-one tuition: high impact for moderate cost (+5 months)</li> <li>• Small group tuition: moderate impact for low cost (+4 months)</li> <li>• Reading Comprehension strategies: very high impact for very low cost (+6 months)</li> <li>• Phonics: high impact for very low cost (+5 months)</li> <li>• Mastery learning: high impact for very low cost (+5 months)</li> <li>• Oral language interventions: very high impact for very low cost (+6 months)</li> <li>• Early number approaches: very high impact for very low cost (+6 months)</li> </ul> <p><a href="#">Phonics   EEF</a></p> | 1, 2, 6 |

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

Budgeted cost: £34,764.24

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Family support work:</p> <ul style="list-style-type: none"> <li>- Pastoral support</li> <li>- Attendance/EWO</li> <li>- Parental support (reading sessions, stay and play) T/TA to plan and deliver sessions</li> <li>- ELSA support/A and D inclusion</li> <li>- LAC support</li> </ul> | <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Pupil attendance has a direct impact upon their ability to achieve outcomes.</p> | 1, 2, 3, 4, 5, 6              |



|   |   |               |
|---|---|---------------|
| <ul style="list-style-type: none"> <li>- Behaviour support including Zones of Regulation</li> <li>- Other agency referrals</li> </ul>   | <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>Parents play a crucial role in supporting their pupils's learning, and level of parental engagement are consistently associated with better academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Behaviour interventions: moderate impact for low cost (+4 months).</li> <li>• Parental engagement: moderate impact for very low cost (+4 months).</li> <li>• Social and emotional learning: moderate impact for very low cost (+4 months).</li> </ul> <p>Self-regulation: <a href="#">Self-regulation strategies   EEF</a></p> |               |
| <p>Support of key resources – uniform, milk, swimming lessons, breakfast club.</p> <p>Breakfast club to support disadvantaged pupils in attending school on time and being emotionally ready for school – being positively ready for school and able to access learning.</p>  | <p>School level approaches to develop a positive school ethos, which also aim to support greater engagement in learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Although the EEF agrees that there is no robust evidence to support school uniform as improving outcomes, the context of our school means that vulnerable families find this aspect a barrier.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>  | 1, 2, 3, 5    |
| <p>Pupil confidence increased through Forest School sessions.</p>   | <p>Studies show a positive impact but there is no evidence in terms of months added.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>   | 1, 2, 3, 4    |
| <p>Pupils confidence and aspirations increased due to access to a wide range of enrichment (cultural capital) activities</p> <ul style="list-style-type: none"> <li>- School trips and enrichment activities across the school</li> <li>- Residential visits – Years 3,5 and 6</li> <li>- Access to extra-curricular music</li> </ul> | <p>An additional 3 months progress is the average impact of approaches that extend time spent in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extending">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extending</a></p> <p>Commando Joe's research:</p>   | 1, 2, 3, 4, 5 |

|   |   |         |
|---|---|---------|
| <p>lessons (individual or small group)</p> <ul style="list-style-type: none"> <li>- Access to other extra-curricular opportunities (clubs)</li> <li>- Commando Joe's programme</li> </ul> | <p><a href="https://commandojoes.co.uk/">https://commandojoes.co.uk/</a></p> <p><i>CJ's support thousands of schools nationwide with our established, evidence-based, government-supported RESPECT programmes. We help to enable young people to develop life skills, character traits, attributes and behaviours which have a positive impact on their educational attainment and engagement.</i></p>  |         |
| <p>Boosting reading for pleasure</p> <ul style="list-style-type: none"> <li>- Targeted purchasing of books for KS2 library.</li> <li>- Book club (TA to run)</li> </ul>                   | <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p>Some main points from the research. Having access to resources and having books of their own has an impact on pupils's attainment.</p> <p>* Pupils who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p> <ul style="list-style-type: none"> <li>• An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008)</li> <li>• Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; pupils are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).</li> <li>• Reading for pleasure is strongly influenced by relationships between teachers and pupils, and pupils and families (Cremin et al, 2009).</li> </ul> | 1, 2, 3 |

**Total budgeted cost: £102,535**

## 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.

| <i>Aim</i>  | <i>Outcome</i>   |         |      |          |          |     |                   |                   |     |                            |                            |     |     |
|---|--|---------|------|----------|----------|-----|-------------------|-------------------|-----|----------------------------|----------------------------|-----|-----|
| 1. Improved progress in reading, writing and maths for pupil premium pupils   | <b>KS2 SATS</b>  |         |      |          |          |     |                   |                   |     |                            |                            |     |     |
|   | <table><tr><th>Reading</th><th>EXS+</th><th>GDS</th></tr><tr><td>All (26)</td><td>81%</td><td>31%</td></tr><tr><td>Disadvantaged (9)</td><td>78%</td><td>33%</td></tr><tr><td>Disadvantaged, no SEND (4)</td><td>75%</td><td>50%</td></tr></table> | Reading | EXS+ | GDS      | All (26) | 81% | 31%               | Disadvantaged (9) | 78% | 33%                        | Disadvantaged, no SEND (4) | 75% | 50% |
|   | Reading  | EXS+    | GDS  |          |          |     |                   |                   |     |                            |                            |     |     |
|   | All (26)   | 81%     | 31%  |          |          |     |                   |                   |     |                            |                            |     |     |
|   | Disadvantaged (9)  | 78%     | 33%  |          |          |     |                   |                   |     |                            |                            |     |     |
|   | Disadvantaged, no SEND (4)   | 75%     | 50%  |          |          |     |                   |                   |     |                            |                            |     |     |
|   | Gaps minimal at EXS and disadvantaged above in GDS. Good progress made by all pupils.  |         |      |          |          |     |                   |                   |     |                            |                            |     |     |
|   | Internal data: The gap has closed in reading in years 1, 2, 4 and 6. Years 3 and 5 disadvantaged pupils, without SEND, are working behind the whole class.   |         |      |          |          |     |                   |                   |     |                            |                            |     |     |
|   | CPD impact: Gaps are closing between disadvantaged pupils and all pupils. Staff training planned for new members of staff.   |         |      |          |          |     |                   |                   |     |                            |                            |     |     |
|   | <table><tr><th>Writing</th><th>EXS+</th><th>GDS</th></tr><tr><td>All (26)</td><td>77%</td><td>8%</td></tr><tr><td>Disadvantaged (9)</td><td>67%</td><td>0%</td></tr><tr><td>Disadvantaged, no SEND (4)</td><td>75%</td><td>0%</td></tr></table>    | Writing | EXS+ | GDS      | All (26) | 77% | 8%                | Disadvantaged (9) | 67% | 0%                         | Disadvantaged, no SEND (4) | 75% | 0%  |
| Writing   | EXS+   | GDS     |      |          |          |     |                   |                   |     |                            |                            |     |     |
| All (26)  | 77%  | 8%      |      |          |          |     |                   |                   |     |                            |                            |     |     |
| Disadvantaged (9)   | 67%  | 0%      |      |          |          |     |                   |                   |     |                            |                            |     |     |
| Disadvantaged, no SEND (4)  | 75%  | 0%      |      |          |          |     |                   |                   |     |                            |                            |     |     |
| SEND needs have impacted EXS data and where this data is analysed, it is in line with the whole class. GDS continues to be a focus.   |  |         |      |          |          |     |                   |                   |     |                            |                            |     |     |
| Internal data: Data shows that writing achievements for the whole class and disadvantaged are below expected across the school. This will continue to be a focus moving forward.  |  |         |      |          |          |     |                   |                   |     |                            |                            |     |     |
| CPD: Editing writing has improved teacher’s knowledge of how to support pupils to uplevel their learning. Staff meetings have supported sharing good practice.  |  |         |      |          |          |     |                   |                   |     |                            |                            |     |     |
| <table><tr><th>Maths</th><th>EXS+</th><th>GDS</th></tr><tr><td>All (26)</td><td>77%</td><td>15%</td></tr><tr><td>Disadvantaged (9)</td><td>78%</td><td>33%</td></tr><tr><td>Disadvantaged, no SEND (4)</td><td>100%</td><td>50%</td></tr></table> | Maths  | EXS+    | GDS  | All (26) | 77%      | 15% | Disadvantaged (9) | 78%               | 33% | Disadvantaged, no SEND (4) | 100%                       | 50% |     |
| Maths   | EXS+   | GDS     |      |          |          |     |                   |                   |     |                            |                            |     |     |
| All (26)  | 77%  | 15%     |      |          |          |     |                   |                   |     |                            |                            |     |     |
| Disadvantaged (9)   | 78%  | 33%     |      |          |          |     |                   |                   |     |                            |                            |     |     |
| Disadvantaged, no SEND (4)  | 100%   | 50%     |      |          |          |     |                   |                   |     |                            |                            |     |     |
| The gap has been closed between disadvantaged and the whole class in maths.   |  |         |      |          |          |     |                   |                   |     |                            |                            |     |     |

|  | <p>Internal data: In KS2 there is evidence that disadvantaged pupils are working behind their peers who are non-disadvantaged. KS1 disadvantaged pupils are working at the level of their peers (whole class).</p> <p>CPD: Maths mastery ongoing training (internal and external) has been effective, working alongside a drive to improve pupils' knowledge of times tables and number bonds.</p>   |                                 |                           |                                |      |                    |                            |                             |      |                    |                                 |                                 |     |      |                           |                                |      |                    |                            |                             |      |                    |                                 |                                 |    |   |  |  |  |
|--|--|---------------------------------|---------------------------|--------------------------------|------|--------------------|----------------------------|-----------------------------|------|--------------------|---------------------------------|---------------------------------|-----|------|---------------------------|--------------------------------|------|--------------------|----------------------------|-----------------------------|------|--------------------|---------------------------------|---------------------------------|----|---|--|--|--|
| 2. Improved progress in phonics and early reading for Pupil Premium pupils       | <p><b>2024-2025 Phonics Check</b></p> <table><tr><th>2025</th><th>Disadvantaged Pupils<br/>7</th><th>Non-disadvantaged Pupils<br/>16</th><th>Diff</th></tr><tr><td><b>Year 1 (23)</b></td><td>57% (including SEN pupils)</td><td>100% (including SEN pupils)</td><td>-43%</td></tr><tr><td>Whole class<br/>87%</td><td>100% (not including SEN pupils)</td><td>100% (not including SEN pupils)</td><td>0 %</td></tr></table><br><table><tr><th>2025</th><th>Disadvantaged Pupils<br/>8</th><th>Non-disadvantaged Pupils<br/>16</th><th>Diff</th></tr><tr><td><b>Year 2 (24)</b></td><td>75% (including SEN pupils)</td><td>100% (including SEN pupils)</td><td>-25%</td></tr><tr><td>Whole class<br/>92%</td><td>100% (not including SEN pupils)</td><td>100% (not including SEN pupils)</td><td>--</td></tr><tr><td colspan="4">3 pupils retook the phonic check in year 2. 1 pupil passed.</td></tr></table> <p>School is committed to the Anima Phonic scheme. There is a consistent approach to the delivery of phonics across EYFS and KS1 and there are high expectations in regard to pupil's attainment and progress. All pupils have access to all learning and targeted interventions/application part of session are used to support catch up.</p> <p>Half termly teacher assessments support progress, along with fluency checks.</p> <p>Anima Phonic books and Big Cat Collin books are aligned with the phonic scheme and are ensuring pupils made good progress through reading a variety of books at the correct level.</p> <p><b>Early reading data:</b></p> <p>Whole class: 64% reached GLD; 85% in comprehension and 71% in word reading.</p> <p>Disadvantaged: 71% in comprehension and 29% word reading.</p> <p>Disadvantaged without SEND: 83% in comprehension and 33% word reading.</p> <p>Of these pupils, 2 have been added to the SEND register. Year 1 have adapted their delivery to focus on early reading skills and comprehension. Lessons are delivered in small groups and interventions are delivered daily to targeted pupils.</p> | 2025                            | Disadvantaged Pupils<br>7 | Non-disadvantaged Pupils<br>16 | Diff | <b>Year 1 (23)</b> | 57% (including SEN pupils) | 100% (including SEN pupils) | -43% | Whole class<br>87% | 100% (not including SEN pupils) | 100% (not including SEN pupils) | 0 % | 2025 | Disadvantaged Pupils<br>8 | Non-disadvantaged Pupils<br>16 | Diff | <b>Year 2 (24)</b> | 75% (including SEN pupils) | 100% (including SEN pupils) | -25% | Whole class<br>92% | 100% (not including SEN pupils) | 100% (not including SEN pupils) | -- | 3 pupils retook the phonic check in year 2. 1 pupil passed. |  |  |  |
| 2025   | Disadvantaged Pupils<br>7  | Non-disadvantaged Pupils<br>16  | Diff                      |                                |      |                    |                            |                             |      |                    |                                 |                                 |     |      |                           |                                |      |                    |                            |                             |      |                    |                                 |                                 |    |   |  |  |  |
| <b>Year 1 (23)</b>   | 57% (including SEN pupils)   | 100% (including SEN pupils)     | -43%                      |                                |      |                    |                            |                             |      |                    |                                 |                                 |     |      |                           |                                |      |                    |                            |                             |      |                    |                                 |                                 |    |   |  |  |  |
| Whole class<br>87%   | 100% (not including SEN pupils)  | 100% (not including SEN pupils) | 0 %                       |                                |      |                    |                            |                             |      |                    |                                 |                                 |     |      |                           |                                |      |                    |                            |                             |      |                    |                                 |                                 |    |   |  |  |  |
| 2025   | Disadvantaged Pupils<br>8  | Non-disadvantaged Pupils<br>16  | Diff                      |                                |      |                    |                            |                             |      |                    |                                 |                                 |     |      |                           |                                |      |                    |                            |                             |      |                    |                                 |                                 |    |   |  |  |  |
| <b>Year 2 (24)</b>   | 75% (including SEN pupils)   | 100% (including SEN pupils)     | -25%                      |                                |      |                    |                            |                             |      |                    |                                 |                                 |     |      |                           |                                |      |                    |                            |                             |      |                    |                                 |                                 |    |   |  |  |  |
| Whole class<br>92%   | 100% (not including SEN pupils)  | 100% (not including SEN pupils) | --                        |                                |      |                    |                            |                             |      |                    |                                 |                                 |     |      |                           |                                |      |                    |                            |                             |      |                    |                                 |                                 |    |   |  |  |  |
| 3 pupils retook the phonic check in year 2. 1 pupil passed.                      |  |                                 |                           |                                |      |                    |                            |                             |      |                    |                                 |                                 |     |      |                           |                                |      |                    |                            |                             |      |                    |                                 |                                 |    |   |  |  |  |
| 3. To improve pupil positivity towards school and enable them to access learning | <p>ELSA and Youth worker support: Number of PP pupils receiving ELSA support or support with A and D Inclusion is 16. This targeted support links closely with behaviour concerns, anxiety or safeguarding concerns and gains positive comments from outside agencies. ELSA support tends to consist of approximately 6 weeks of sessions. However, A and D inclusion will support for as long as required, depending on the pupil's needs.</p> <p>Forest School is delivered by a TA to EYFS and Key Stage 1 classes as well as smaller sessions for individual pupils. These sessions are often interventions. These are currently accessed by 16 disadvantaged pupils</p>   |                                 |                           |                                |      |                    |                            |                             |      |                    |                                 |                                 |     |      |                           |                                |      |                    |                            |                             |      |                    |                                 |                                 |    |   |  |  |  |

|  |  |
|--|--|
|  | <p>regularly. Further sessions are provided across all year groups in 6-week blocks.</p> <p>Breakfast club: This continues to be used to provide breakfast for disadvantaged pupils who required a calm start to the day. Attendance has improved and pupils are ready to learn. This year 11 PP pupils attended this supported by school.</p> <p>We continue to increase parental involvement to keep parents informed – maths workshops, reading mornings, phonic workshops, assemblies, family lunchtimes, stay and play sessions.</p> <p>Commando Joes continues to deliver a character-building curriculum that supported pupils with their social and emotional needs. All classes have accessed this across the school, with all actively involved in working cooperatively with each other. 100% of pupils accessed this provision with their class.</p> <p>Bee keeping activities have been a success with one year group, with 10 disadvantaged pupils accessing a range of activities. This is repeated yearly.</p> <p>School trips and residential are made accessible for all vulnerable pupils who wish to attend.</p>   |
| 4. To improve the uptake of enrichment activities.   | <p>Swimming: 85% of Year 6 pupils left primary school able to swim 25 metres. Catch up lessons offered to Years 5 and 6 to non-swimmers.</p> <p>Residential and trips – all disadvantaged pupils who wanted to attend residential and trips were supported financially to do this. Only two disadvantaged pupils did not attend a residential this year. One was through personal choice and one was due to their significant needs and would not have been able to safely access activities away from school.</p> <p>Clubs: Disadvantaged pupils are supported to access free clubs to support healthier lifestyles and experience new activities. There has been a good uptake of a range of clubs and this data is being used to ensure all disadvantaged pupils' access at least one extracurricular activity. 80% of all pupils taken part in clubs or activities extra to the curriculum this year, with 98% of disadvantaged pupils attending them. Only one disadvantaged child did not access any extra-curricular activity. Clubs and events targeted key groups of children to ensure that all children had the opportunity to attend at least one club or activity away from school.</p> <p>Disadvantaged pupils continue to be supported to access good nutrition (breakfast clubs and at break times), wider activities such as the beekeeper activities, extra reading opportunities and support with school uniform.</p> |
| 5. To improve and sustain improved attendance for all pupils, with a strong focus on our pupil premium group | <p>EWO: The EWO has supported several pupils and there are now only 3 disadvantaged pupils (two families) on her register.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> <li>• Phone calls made to absent pupils before 9:30 if no message/call has been received.</li> <li>• House visits for all families who do not inform the school of absences.</li> <li>• Headteacher monitors attendance weekly and speaks to parents as required, sending letters to support attendance where required.</li> </ul>   |

- Headteacher speaks to parents of pupils who are not attending school regularly and set individual targets where this is necessary.

Data:

|                      | 2022-2023<br>(full year) | 2023-2024<br>(full year) | 2024-2025<br>(full year) |
|----------------------|--------------------------|--------------------------|--------------------------|
| <b>Whole School</b>  | 94.1                     | 94.5                     | 94.8                     |
| <b>Disadvantaged</b> | 93.1                     | 93.6                     | 93.2                     |
| <b>SEN Support</b>   | 93.3                     | 94.7                     | 94.4                     |
| <b>EHCP</b>          | 80.8                     | 80.7                     | 89.1                     |

Breakfast club has ensured that disadvantaged pupils who were often late, are now on time and settled ready to learn.

Attendance is maintaining/improving over time; unauthorised absences are decreasing. Last year, school were supported with attendance through the LA and this ensured good practice continued and vulnerable families were supported effectively.

## 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*

| Programme | Provider |
|-----------|----------|
| N/A       | N/A      |
|           |          |

## Service pupil premium funding (optional)

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

| Measure  | Details |
|--|---------|
| 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     |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

N/A