



## Pupil Premium Strategy Statement - Kings Oak Primary

This statement details our school's use of pupil premium funding (for the 2023 to 2026 academic years) 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	Kings Oak Primary
Number of pupils in school	<p><b><u>2025/2026</u></b>            427 total            403 (excluding nursery)            148 PP</p> <p><b><u>2024/2025</u></b>            442 total            400 (excluding nursery)            153 PP</p> <p><b><u>2023/2024</u></b>            424 total            405 (excluding nursery)            162 PP</p>
Proportion (%) of pupil premium eligible pupils	<p><b><u>2025/2026</u></b>            148 out of 403 (37%)</p> <p><b><u>2024/2025</u></b></p>

	153 out of 400 (38%) <b><u>2023/2024</u></b> 162 out of 405 (40%)
Academic year/years that our current pupil premium strategy plan covers	2023-2026 (strategy plan based on 2025/2026 funding)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Alison Wilks/Julie Meiner (Co-Headteachers)
Pupil premium lead	Ashley Rawlinson (Assistant Headteacher)
Governor / Trustee lead	Joanne Swift

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>2025/2026-</b> £224,220 <b>2024/2025-</b> £234,490 <b>2023/2024-</b> £236,045
Recovery premium funding allocation this academic year	<b>2025/2026-</b> £0 <b>2024/2025-</b> £11,528 <b>2023/2024-</b> £23,490
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	<b>2025/2026-</b> £224,220 <b>2024/2025-</b> £246,018 <b>2023/2024-</b> £259,535

## Part A: Pupil premium strategy plan

### Statement of intent

At Kings Oak Primary we want all of our pupils to achieve and experience successes in all aspects of their life. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. Disadvantage should not be a barrier to achievement and Pupil Premium funding is used to effectively diminish differences and accelerate progress to support high aspirations for all.

We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our aim is that there will be no difference in the achievements, academic or otherwise, between any groups of our pupils and to do this, we aim to ensure that all of our pupils have access to high quality teaching of a progressively challenging, broad and balanced curriculum. In addition to high quality teaching, we select focused strategies and interventions that we identify will have the greatest impact upon our pupils. Interventions and strategies are delivered by highly trained staff to ensure progression. We also recognise that a child's emotional health and well-being influences their cognitive development and learning therefore we aim to promote positive mental health and well-being alongside a readiness for learning as a key part of our strategy. We aim to ensure that our Pupil Premium Strategy underpins and enhances the school's overall strategic aims and planning.

At Kings Oak Primary we use the Pupil Premium Grant to:

- Overcome barriers to learning and provide first quality teaching and staffing to support the needs of this disadvantaged group through targeted support and offering quality learning environments and opportunities
- Support a target to improve attendance particularly for children from disadvantaged backgrounds with external support from an EWO
- Support a readiness for learning through healthy eating breakfast clubs and Magic Breakfasts
- Engage the wider family and support community issues such as attendance and enable a pro-active approach to our well-being and nurture support through providing a well-being team (PSA, Behaviour Lead, Behaviour Support Assistant and Nurture Lead) and through offering a Motional approach to support us in overcoming the children's social and emotional barriers to learning
- Provide access to outside agency support to enable early intervention

-Raise aspirations in the school community so that every child can make the most of the opportunities with which they are provided. Children to be offered opportunities to gain life experiences and enhanced learning opportunities through accessing school trips, extra-curricular activities, and visits from specialist people/groups to enhance learning

Our key principles:

- We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (or have done in the last 6 years) will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We, therefore, allocate Pupil Premium with the aim to ensure that all pupils who have additional needs receive the highest quality of personalised provision, which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.
- Pupil Premium will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

## Challenges

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

Challenge number	Detail of challenge
	<b>Although not exclusive, the following challenges have been identified for pupils who receive Pupil Premium funding at Kings Oak Primary:</b>
1	Below expected language/literacy on entry to EYFS.
2	Some disadvantaged children's well-being is poor with limited experiences, aspirations and stability in their home life which affects the background knowledge they can draw upon to support their learning, particularly in writing and other curriculum areas. These gaps are generally more pronounced among disadvantaged pupils than their peers which impacts on academic outcomes.
3	Disadvantaged children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.

4	Disadvantaged children's attendance and punctuality can be poor.
5	Levels of parental engagement.
6	Social and economic challenges experienced by families including housing, finance, family literacy, domestic violence, children's health and parental anxieties and skills.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate improved oral language among disadvantaged pupils. This will be evident when triangulated across evidence taken from engagement in lessons, book scrutiny and formative assessments.
Increased attainment of disadvantaged pupils at ARE at statutory points of assessment.	There will be an increase in the number of disadvantaged pupils that are meeting the expected standard at assessment points. Data will show gaps are closing for disadvantaged pupils in RWM outcomes.
Increased attainment at GD/higher standard at statutory points of assessment for disadvantaged pupils.	Data will show an increase in the number of disadvantaged pupils that attain GD in line with national data at statutory points of assessment.
Improved and sustained improvement of well-being of disadvantaged pupils.	Data from pupil/parent/teacher voice and teacher observations will evidence sustained high levels of well-being. There will be a significant increase in participation of enrichment activities particularly among disadvantaged pupils.
Improved levels of phonic knowledge across school.	Phonics attainment data will show a closing of the gap between disadvantaged and non-disadvantaged pupils. Children who have not

	achieved the pass mark at Y1 or Y2 will continue to progress in phonics (into KS2) which will be evidenced through internal data.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Close the attendance gap between disadvantaged and non-disadvantaged pupils.	There will be an increase of disadvantaged children meeting school attendance targets and the number of persistently absent disadvantaged pupils will be reduced.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Read Write Inc (systematic synthetic phonics programme)</u></b>  <b><u>Herts KS2 Reading Fluency Programme</u></b>  <b><u>Literacy Leader/Reading Leader release time</u></b></p> <p>RWI trained staff to receive ongoing training and support from Literacy Leader to ensure effective delivery of a whole school systematic synthetic approach to phonics teaching through delivering Read Write Inc. Phonics. Read Write Inc. Phonics will be used to support disadvantaged children in reaching the expected standard on the phonics screening check, develop reading fluency and their ability to read with comprehension, articulate their ideas and understanding and spell and write with confidence. Read Write Inc. Phonics to be used from Foundation Stage to lower KS2 and with children with SEND in Y5/6 (with access to Fresh Start).</p> <p>Literacy/Reading Leader release time to:</p> <ul style="list-style-type: none"> <li>-Complete regular RWI assessments and respond to assessments by re-grouping</li> <li>-Provide regular training and in the moment coaching/modelling to staff delivering phonics</li> <li>-Attend RWI training updates</li> </ul>	<p>The EEF considers synthetic phonics to be one of the most secure and best evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. The DfE’s Early Career Framework, which was quality assured by the EEF, sets out the expectation that all early career teachers learn about phonics and says that SSP is the most effective approach for teaching pupils to decode. Schools should therefore be confident in the rationale for teaching SSP as part of their teaching of reading.</p> <p>Supporting resources: The EEF Toolkit and guidance reports.</p>	<p>1, 2</p>

<ul style="list-style-type: none"> <li>-Monitor delivery of phonics across school</li> <li>-Attend Waterton Academy Trust professional learning networks</li> <li>-Deliver Oracy twilight CPD to staff</li> </ul> <p>3 x KS2 teachers to attend Herts KS2 reading fluency programme (including reading leader).</p> <p><i>£3,950</i></p>		
<p><b><u>Maths Leader release time</u></b></p> <p>Maths Leader to continue to engage with South Yorkshire Maths Hub and access ‘Mastering number at KS2’ programme.</p> <ul style="list-style-type: none"> <li>-Maths Leader to attend Maths Hub meetings/monitor targeted fluency sessions across school/work with staff in applying mastery approaches across school</li> <li>-Maths leader and KS2 staff to take part in ‘Mastering number at KS2 programme’</li> <li>-Maths Leader to work alongside professionals from the Maths Hub</li> <li>-Maths leader to monitor impact of South Yorkshire Maths Hub ‘sustaining programme’ and ‘implementation of mastering number programme across FS2 and KS1’ (attended 2024/2025)</li> <li>-Attend Waterton Academy Trust professional maths learning networks</li> <li>-Deliver staff meeting when adopting Maths scheme used by Waterton Academy Trust</li> </ul> <p><i>£2,000</i></p>	<p>The Education Endowment Foundation (EEF) has evidence that mastery learning approaches can be effective for improving pupil outcomes:</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>Supporting resources: The EEF Toolkit and guidance reports.</p>	<p>2</p>

<p><b><u>PSHE Association</u></b></p> <p>Membership to the PSHE association enabling access to a library of high-quality teaching resources and access to CPD training to enable staff delivering PSHE to build on their skills and keep up to date with current guidance - enabling Pupil Premium pupils to develop the skills, knowledge and attributes they need to thrive as individuals, family members and members of society as well as keeping themselves safe.</p> <p><i>£200</i></p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>Supporting resources: The EEF guidance report on Improving Social and Emotional Learning in Primary Schools/EEF toolkit strand on social and emotional learning.</p>	<p>2, 3, 6</p>
<p><b><u>Supporting high-quality teaching – CPD/coaching and modelling</u></b></p> <p>Release time of teachers to ensure high-quality teaching by focusing on the ‘develop teaching techniques’ aspect of EEF guidance with a specific focus on the area of developing high-quality teaching across the curriculum.</p> <p>A coaching and modelling approach to be used including instruction, social support, modelling, monitoring and feedback and rehearsal.</p> <p>ECT release time to allow KS2 ECT to attend the full ECT training offer.</p> <p>Release time for subject-leaders to further develop subject curriculum plans/monitor delivery of subjects to ensure high-quality teaching is being delivered across the curriculum.</p>	<p>EEF guidance states:</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>The ambition of ECF training programmes is to ensure that the professional support early career teachers receive in England is of a consistently high quality and provides them with the necessary time and guidance to develop into effective practitioners.</p> <p>Supporting resources: EEF guidance on effective PD <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>1, 2</p>

£16,100	EEF guidance on Early Career Framework (ECF)	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Targeted group tuition</u></b></p> <p>Offer targeted after-school tuition to focus on narrowing the gap in Maths and Literacy from Spring Term 2026.</p> <p>£4,750</p>	<p>Intensive support, one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Supporting resources: The EEF Toolkit strand on tuition.</p>	1,2

<p><b><u>Times Table Rockstars and Numbots- continuing to support a maths mastery approach</u></b></p> <p>KS1 children to be provided with access to NumBots at school and home in order to develop a robust understanding of mathematical concepts, strengthened by automatic recall of the basics using a teaching for mastery approach.</p> <p>KS2 children to be provided with access to Times Table Rockstars Maths platform at both school and home. With an aim to boost maths confidence and increase fluency and recall in multiplication and division, delivering better maths outcomes.</p> <p><i>Numbots and TTRS= £185</i></p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>Supporting resources:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1, 2</p>
<p><b><u>Nessy Learning Scheme</u></b></p> <p>Offer targeted 1:1 intervention support (following assessment of capabilities on Nessy screening) for children in KS1 and KS2 in making progress in Literacy (particularly children displaying dyslexic tendencies). Increase of license number in 2025/2026 to enable more children to be able to access.</p> <p><i>£585</i></p>	<p>EEF guidance states that:</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty.</p> <p>EEF guidance in improving Literacy in KS2:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1, 2</p>

**Additional support staff to support delivery of targeted/tailored interventions**

Disadvantaged pupils with gaps in their learning to be identified and support staff to focus on supporting these children in small groups and in one-to-one situations to provide targeted support in order to accelerate progress and close the attainment gap. Additional staffing will enable early intervention for pupils when gaps have been identified particularly in phonics/early reading. Targeted Read, Write, Inc. sessions to be delivered by trained staff.

£35,461

Research identifies positive outcomes for pupils through timely and targeted intervention. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period.

Supporting resources:  
[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)  
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>

Research shows that high quality delivery of phonics improves learning outcomes. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.

Supporting resources:  
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

1, 2, 3

**Subsidising school trips, residential trips and extra-curricular activities**

Provide additional funding to support disadvantaged children to gain first hand life experiences and enhanced learning opportunities, allowing pupils to take responsibility for their own learning and develop resilience through ensuring that they are able to attend all school trips. Enhanced learning opportunities to be offered through access to artists, music and theatre groups. Ensure that opportunities offered are linked backed to the classroom and support an improved range/use of

Extra-curricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning (EEF).

Research shows that overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, adding an additional three months progress. Improved outcomes have been identified in English,

1, 2, 3, 5, 6

<p>vocabulary and encourage children to show responsibility and resilience towards their learning and extra-curricular opportunities.</p> <p><i>£2,000</i></p>	<p>mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and the potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Supporting resources: The EEF Toolkit</p>	
<p><b><u>Forest Schools &amp; development of outdoor classroom</u></b></p> <p>Further develop the outdoor environment including forest schools' area and outdoor classroom to enable children to access nurture learner-led exploration and discovery experiences in order to develop independence, self-esteem, increased ability to work co-operatively and develop written and spoken language (vocabulary). Children will draw on wider enrichment opportunities and link back to learning inside the classroom. Develop community links through involvement of parents in developing the outdoor forest school area. Forest Schools Leader to deliver staff-meeting to ensure forest schools area is being used effectively.</p> <p><i>£1,000</i></p>	<p>Outdoor adventure learning can provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>Supporting resources:  <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>	<p>1, 2, 3, 5, 6</p>
<p><b><u>Development of school library- environment and purchase of new books</u></b></p> <p>Further develop the school library promoting a love for reading and motivating and engaging children. Purchase new books that provide opportunities for children to actively engage in a wide range of genres</p>	<p>It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</p>	<p>1, 2</p>

<p>of texts and content topics and immerse themselves in a vocabulary rich environment.</p> <p>Literacy/reading leads to continue to develop the roles of pupils as 'Reading Ambassadors' in school who can actively promote a love for reading.</p> <p><i>£1,290</i></p>	<p>Supporting resources: EEF 'Improving Literacy recommendations'.</p> <p>EEF vocabulary in action document.</p>	
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## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £156,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Motional</u></b></p> <p>Further develop the use of Motional throughout school to support the increasing number of children with SEMH needs. Key adults identified to complete screenings, develop activity plans and deliver Motional to specific children. Motional will support our children emotionally- helping staff and children to understand needs signalled by their behaviour and providing us with targeted activities to help children re-engage in learning/develop a readiness for learning.</p> <p>Mental Health Lead to manage and monitor delivery of Motional across school. Staff to deliver individual bespoke Motional sessions to children identified on screenings.</p> <p>Develop new nurture room and well-being areas in school through resourcing the spaces available.</p> <p><i>£25,000</i></p>	<p>EEF evidence shows that targeted social and emotional interventions support disadvantaged pupils to engage in healthy relationships and emotional regulation which may subsequently increase academic attainment. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Supporting evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <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>2, 3, 5, 6</p>
<p><b><u>EWO support and attendance incentives</u></b></p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p>	<p>5</p>

<p>Service support from EWO to school PSA to monitor families whose attendance shows persistent absence. Actions to include regular meetings with EWO/PSA to discuss support for key families, home visits to families, telephone check-ins, parenting support with routines/getting children into school- with the aim to achieve greater engagement and improved attendance from these families.</p> <p>School to offer attendance awards/incentives for good attendance.</p> <p>EWO to offer direct support to the family if the above actions show no improvement.</p> <p><i>£2,680</i></p>	<p>Supporting resources: The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance.</p>	
<p><b><u>Breakfast Club staff supplement and resources</u></b></p> <p>Provide Breakfast Club facility with access for targeted learners. Support disadvantaged pupils to develop a ‘readiness for learning’ as pupils will be in school on time and concentration and energy levels will be supported through being provided with a nutritious breakfast. A member of staff providing Breakfast Club to also be a member of the nurture well-being team to enable morning check-ins.</p> <p><i>£4,560</i></p>	<p>There is some evidence that providing before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>Supporting resources: The EEF has independently evaluated the Magic Breakfast programme.</p>	2, 3, 4, 6
<p><b><u>Nurture/Well-Being Team</u></b></p>	<p>EEF evidence shows that targeted social and emotional interventions support disadvantaged pupils to engage in healthy relationships and emotional regulation which may subsequently increase academic attainment. Social and emotional learning approaches have a positive</p>	1, 2, 3, 4, 5, 6

<p>PSA to continue to support vulnerable children and their families e.g. support with attendance, parenting, Webster Stratton courses, signposting to outside agencies, raising aspirations and monitoring well-being. Targeted support offered through Early Help Assessments (EHA).</p> <p>Staffing structure including Behaviour Lead/Behaviour Support Assistant/Nurture Lead ensures disadvantaged children with SEMH needs receive support e.g. through nurture groups, social intervention programmes or personalised interventions.</p> <p><i>£122,518</i></p>	<p>impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Supporting evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p><b><u>Staffing and resourcing to support 'Magic Breakfast' in school</u></b></p> <p>Provide every child in school with access to a 'Magic Bagel Breakfast' (until April 2026).</p> <p>Access to Magic Breakfast to support with improving attendance/punctuality on a morning and improving children's concentration and energy levels in class.</p> <p><i>£1,041</i></p>	<p>Supporting resources: The EEF has independently evaluated the Magic Breakfast programme.</p>	2,3,4,5,6
<p><b><u>SEND and PP sporting events</u></b></p>	<p>EEF- participation in sports and physical activity is likely to have wider health and social benefits.</p>	2,3,4,6

<p>Provide opportunities for disadvantaged SEND pupils to experience extra-curricular sporting events e.g. Boccia, Ten Pin Bowling and Kurling.</p> <p><i>£900</i></p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and well-being as well as other potential benefits have been reported such as improved attendance.</p> <p>Supporting resources: EEF teaching and learning toolkit, physical activity.</p>	
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**Total budgeted cost: £224,220**

## Pupil premium strategy outcomes

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

Aim	Outcome
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>-Early identification/intervention for oral language skills continues through using the WELLCOMM programme.</li> <li>-Curriculum plans (now on school website) show vocabulary progression and development of resources such as knowledge organisers have supported pupils in their development of vocabulary and engagement in lessons (evident in lesson drop-ins and through discussions with pupils).</li> <li>-Literacy leads previous attendance on 'making the difference for disadvantaged pupils in literacy' programme provided Literacy Leads with evidence-based approaches and opportunities to develop and implement strategies relevant to developing vocabulary among disadvantaged pupils in school. Literacy leads attendance on the oracy programme has enabled staff CPD to be delivered around oracy.</li> <li>-Regular RWI training sessions/updates are delivered to support staff by Literacy Leads in school.</li> <li>-66.7% of the EYFS disadvantaged cohort in 2025 achieved a good level of development. This is 15.3% higher than disadvantaged pupils nationally and 4.8% lower than non-disadvantaged pupils nationally. It also shows an increase from 60% in 2023/2024.</li> </ul>

<p>Increased attainment of disadvantaged pupils at ARE at statutory points of assessment.</p>	<p>-66.7% of the EYFS disadvantaged cohort in 2025 achieved a good level of development. This is 15.3% higher than disadvantaged pupils nationally and 4.8% lower than all pupils nationally. It also shows an increase from 60% in 2023/2024.</p> <p>-Y1 phonics data for 2024/25 shows that 62.5% of Y1 disadvantaged children were working at the expected standard in phonics. This is 4.3% lower than disadvantaged pupils nationally and 20.9% lower than the national non-disadvantaged cohort at 83.4%. However, the school's gap to non-disadvantaged pupils nationally has improved by 0.1% from -21% in 23/24 to -20.9% in 24/25.</p> <p>-Y4 MTC data for 2024/25 shows a MTC Average Points score of 23.4. This is 1.8% higher than the national non-disadvantaged cohort at 21.6.</p> <p>-KS2 data for 24/25 shows that 27.6% of disadvantaged children achieved the expected standard in Reading, Writing and Maths. This is 41.4% lower than national non-disadvantaged children at 69%. This data also shows a decrease from 41.7% achieving expected standard in 23/24 (this will become a priority for 25/26).</p> <p>-Teaching assistants upskilled in use of maths vocabulary from delivery of Maths skills workshops by Maths lead. Evident through lesson drop-ins and staff feedback. School engaging with SY Maths Hub.</p>
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<p>Increased attainment at GD/higher standard at statutory points of assessment for disadvantaged pupils.</p>	<p>-KS2: 10.3% of the schools disadvantaged cohort achieved higher standard in reading (11% lower than disadvantaged pupils nationally) however this is an increase from 8.3% achieving higher standard in 23/34.</p> <p>-KS2: 0% of the schools disadvantaged cohort achieved higher standard in writing (6.6% lower than disadvantaged pupils nationally, 15.6% lower than national non-disadvantaged pupils).</p> <p>-KS2: 3.4% of the schools disadvantaged cohort achieved higher standard in Maths (11.7% lower than disadvantaged pupils nationally, 28% lower than national non-disadvantaged) however this is an increase from 0% achieving higher standard in 23/34.</p> <p><b>25/26 plan to target disadvantaged pupils for GD/higher standard.</b></p>
<p>Improved and sustained improvement of well-being of disadvantaged pupils.</p>	<p>-Case studies of Motional screenings show improvements in well-being through development of social and emotional skills.</p> <p>-A number of case studies evidence sustained improvement of the well-being of individual disadvantaged pupils.</p> <p>-All disadvantaged pupils were offered opportunities to participate in an educational visit in the last academic year. Y6 pupils offered residential trip to Kingswood. Enrichment opportunities also offered e.g. recorder lessons, swimming, sporting events targeted at SEND/PP and access to theatre group.</p>
<p>Improved levels of phonic knowledge across school.</p>	<p>-Y1 phonics data for 2024/25 shows that 62.5% of Y1 disadvantaged children were working at the expected standard in phonics. This is 4.3% lower than disadvantaged pupils nationally and 20.9% lower than the national non-disadvantaged cohort at 83.4%. However, the school's gap to</p>

	non-disadvantaged pupils nationally has improved by 0.1% from -21% in 23/24 to -20.9% in 24/25.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Close the attendance gap between disadvantaged and non-disadvantaged pupils.	<p>-School's disadvantaged cohort has an overall absence of 8.4% - this is 4.2% higher than non-disadvantaged pupils nationally.</p> <p>-The school's gap to non-disadvantaged pupils nationally has increased by 1% from 3.2% 23/24 to 4.2% in 24/25.</p> <p><b>Absence will continue to be targeted in the 2025/26 PP strategy.</b></p>

## 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
Read, Write, Inc phonics programme	Read, Write, Inc
Motional	Motional
PSHE programme	PSHE Association
White Rose Maths- teaching for mastery	White Rose Maths
Nessy	Nessy

TT Rockstars/Numbots	TT Rockstars/Numbots
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