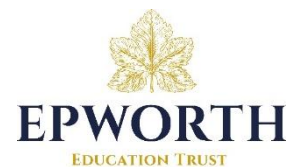




# Pupil premium strategy statement



This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Summerseat Methodist Primary School
Number of pupils in school	89 +5
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Julie Whittaker, Headteacher
Pupil premium lead	Sarah Brown Head of School
Governor / Trustee lead	Claire Mariani Chair of LAB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Actual: £27, 985
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  (5% pooled within Epworth Trust – see Trust Pupil Premium Offer for spend)	<b>£ 27,985</b>  <b>£1399.25 pooled with Epworth Education Trust</b>  <b>£26,585.75 school spend</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Summerseat, our intention for all pupils regardless of their background and the challenges they face, is to help them to: believe, achieve and shine.

Believe they are fearfully and wonderfully made – Psalm 139:14

Achieve the plans God has for them – Jeremiah 29: 11

Shine for all to see – Matthew 5:15

We are ambitious for all our children, particularly the most disadvantaged. We expect staff to have the highest aspirations for these pupils. We want our pupils to flourish, find and nurture their talents and reach their full academic potential, whatever their starting points.

In line with our vision, the focus of our pupil premium strategy is to support all our disadvantaged pupils regardless of the nature or form of that disadvantage. We want them to make good academic progress, achieve high attainment across all subject areas and have high aspirations of themselves, broadening their experiences in order to live life in all its fullness – John 10: 10.

As stated in the Education Hub Blog 2022:

*Every child should have the same opportunities to meet their potential regardless of their background or where they're from. That's why we have additional support for children from disadvantaged backgrounds.*

Our aim, through this strategy, is to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The common challenges faced by our disadvantaged pupils are listed below and direct links made to how our approaches will address these and overcome barriers. The approaches we have adopted are based on research findings and complement each other to ensure the best possible outcomes for our pupils.

A whole school approach and commitment to delivering this pupil premium strategy is of paramount importance, particularly following the sustained impact of the pandemic in 2019. As the Pupil Premium Guidance for School Leaders (2024) states:

*We know that schools are still recovering from the impact of the Covid-19 pandemic. In England the primary school attainment gaps between disadvantaged pupils and their peers grew between 2019 and 2022, having narrowed over the previous 8 years. The disadvantage gap index at primary level has remained constant between 2022 and 2023. In this context, it is more important than ever that schools use the wealth of evidence of 'what works' evaluated by the Education Endowment Foundation (EEF), alongside teachers' professional expertise and knowledge of disadvantage in their schools, to drive maximum impact from the pupil premium.*

We firmly believe that quality first teaching is the most vital ingredient for the success of all our pupils but particularly the disadvantaged. This is proven to have the greatest impact on closing

the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Within the EEF pupil premium guidance, autumn 2021, it states:

*Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.*

This is reiterated in more recent releases of the EEF Pupil Premium guidance: **“High-quality teaching remains the most important factor in improving outcomes for disadvantaged pupils, and should be the top priority for Pupil Premium spending.”**

(Source: EEF Pupil Premium Guidance, updated versions 2023/24)

Through this strategy, we are committed to ensuring that disadvantaged pupils achieve their potential, develop a strong sense of self-belief, and are equipped with the skills and confidence to succeed. We aim to help every child not only excel academically but also shine in all aspects of their lives, fostering resilience, ambition, and the belief that they can live their lives to the fullest. This holistic approach ensures that all pupils, regardless of background, are given the tools and opportunities to reach their aspirations and become confident, capable individuals.

This focus forms a key aspect of the pooled use of funding through the Epworth Education Trust, with the primary aim of improving the quality of teaching for all students. A significant portion of the funding is directed towards providing high-quality Continuing Professional Development (CPD) Trust-wide, tailored to meet the identified needs of staff across the schools within the Trust.

Our context:

We are a smaller than average primary school with 89 pupils plus 5 in nursery. We are mindful of our cohort of children eligible for pupil premium and seek to understand the specific nature of their disadvantage and the barriers they have as individuals so we can truly understand their story and best support them.

The disadvantage is often complicated by multiple factors including SEND and mobility into Summerseat from other previous settings.

18% of the whole school cohort are eligible for pupil premium.

Of this cohort, 71% are also on the SEND register.

Of this cohort, 58% have mobility into Summerseat joining us within the last 2 academic years and 47% within the last 12 months.

## Challenges

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

Challenges haven't dramatically changed and are quite stable from the previous Pupil Premium Plan (2021-2024). The challenges have been heightened by continuing increased SEND that particularly affects the Pupil Premium cohort. A further challenge is increased mobility into Summerseat. National SEND statistics indicate this direct correlation between a higher number of SEND and deprivation.

Challenge number	Detail of challenge
1	<p><b>Pupil Premium and SEND</b></p> <p>A significant proportion of pupils eligible for Pupil Premium also have identified SEND, as shown in our SEND list, developed in collaboration with the SENDCo, parents, staff, and external professionals.</p> <p>Currently, 71% of our Pupil Premium students are on this list, reflecting the close link between socioeconomic challenges and SEND. Within this group, 23% have an Education, Health, and Care Plan (EHCP). Another 23% are on our monitoring list for potential SEND. Approximately 6% of our Pupil Premium cohort are not raising any current SEND concerns.</p> <ul style="list-style-type: none"> <li>• 41% of our Pupil Premium cohort have been diagnosed with ASD or are currently on the pathway to a diagnosis</li> <li>• 11% of our Pupil Premium cohort are on the ADHD pathway</li> <li>• Currently, 41% of those receiving Pupil Premium require additional support for significant SEMH challenges</li> <li>• 18% of our Pupil Premium cohort have a specific learning difficulty and require additional support for dyslexia related needs.</li> </ul> <p>There is a continuing trend of growth and a significant correlation between SEND and socioeconomic deprivation, as highlighted by research from the Education Endowment Foundation (EEF). The EEF has found that children from socioeconomically deprived backgrounds are disproportionately represented among those identified with SEND.</p> <p><i>"Closing the disadvantage gap means finding better ways to support pupils with SEND."</i> Professor Becky Francis, Education Endowment Foundation.</p>
2	<p><b>Phonics</b></p> <p>Assessments, in school data and statutory phonics tests show that our Pupil Premium cohort are having greater difficulty with phonics than their non-disadvantaged peers. This negatively impacts them as readers.</p> <p>This has also been heightened by the global pandemic and the lack of available services during this time for cognition and learning and speech and language. This has delayed the children in these cohorts receiving the support they require.</p>
3	<p><b>Attainment compared to non-disadvantaged peers</b></p> <p>Our assessments indicate a notable disparity in academic attainment between our Pupil Premium cohort and their non-Pupil Premium peers. Currently, 70% of the Pupil Premium cohort are working below age-related expectations (ARE) in at least one of the core subjects: reading, writing, or mathematics.</p> <p>This underachievement highlights the impact of socio-economic factors on learning, with disadvantaged pupils sometimes facing additional barriers such as limited access to resources, lower levels of parental support, or disrupted home environments. These challenges can hinder their ability to meet academic expectations, despite their potential. SEND needs adds a further layer of complexity when interpreting attainment data and planning support.</p>
4	<p><b>Pupil premium and mobility to Summerseat</b></p>

	<p>Of the Pupil Premium cohort, 58% have transitioned to Summerseat from a previous primary school setting and 47% have joined within the last 12 months. The issue of identifying gaps in learning and identifying any possible underlying need are challenging for this specific group of pupils. Planning for progression from starting points, closing gaps with quality first teaching and interventions is a real focus.</p>																					
5	<p><b>Attendance</b></p> <p>Currently, 59% of our Pupil Premium children have attendance rates below the expected standard. This is a concerning statistic, as regular school attendance is closely linked to academic success and overall well-being. Lower attendance rates can contribute to gaps in learning, reduce opportunities for social engagement, and increase the risk of disengagement from education altogether.</p> <table border="1"> <thead> <tr> <th>Attendance Support Category</th> <th>Reason</th> <th>Attendance Percentage (Year to date)</th> </tr> </thead> <tbody> <tr> <td>Expect</td> <td>Excellent Attendance</td> <td>98% - 100%</td> </tr> <tr> <td>Monitor</td> <td>Satisfactory Attendance</td> <td>94% - 97.9%</td> </tr> <tr> <td>Listen and Understand</td> <td>Poor Attendance</td> <td>92% - 93.9%</td> </tr> <tr> <td>Facilitate Support</td> <td>Critical Attendance</td> <td>90% - 91.9%</td> </tr> <tr> <td>Formalise Support</td> <td>Unacceptable Attendance</td> <td>80% - 89.9%</td> </tr> <tr> <td>Enforce</td> <td>Extremely Unacceptable Attendance</td> <td>&lt;80%</td> </tr> </tbody> </table> <p>47% of Pupil Premium children are falling at critical attendance level or below. There are a mixture of complexities explaining these absences and school are working alongside the families in their individual circumstances to support.</p> <p>For some of the pupils, they experience emotionally based school avoidance, which makes attending school challenging and often distressing. Emotionally based school avoidance (EBSA) refers to a pattern where students have an intense emotional response to attending school, often stemming from feelings of anxiety, depression, social difficulties, or a fear of academic failure.</p> <p>In other instances, travel arrangements are a complicating factor.</p>	Attendance Support Category	Reason	Attendance Percentage (Year to date)	Expect	Excellent Attendance	98% - 100%	Monitor	Satisfactory Attendance	94% - 97.9%	Listen and Understand	Poor Attendance	92% - 93.9%	Facilitate Support	Critical Attendance	90% - 91.9%	Formalise Support	Unacceptable Attendance	80% - 89.9%	Enforce	Extremely Unacceptable Attendance	<80%
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6	<p><b>Listening and attention</b></p> <p>Through observations and discussions with staff and observations of pupils in monitoring, it has become clear that listening and attention are significant barriers to learning for over 75% of our Pupil Premium cohort. Many of these students struggle to focus during lessons, which impacts their ability to engage with the curriculum, retain information, and participate in classroom activities effectively.</p> <p>This has been heightened by the global pandemic and the impact on services such as speech and language. The challenge of accessing this specialist input means pupils are left without the support they require.</p>																					

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>Measurable progress is clearly evident for all SEND pupils who are in receipt of pupil premium through the use of our improved target setting and tracking systems</p>	<p>Children with SEND in receipt of pupil premium will make good academic progress in key areas – reading, writing, mathematics as evident in PiXL tests and personal learning checklists/ PIVATstracking systems.</p> <p>Attainment for these pupils will demonstrate a diminishing gap between them and peers and make marginal gains</p> <p>Children who are at risk of not making expected progress will be discussed at data meetings and individual strategies to enhance learning will be planned in conjunction with SLT / SENDCo</p>
<p>All children in the Pupil Premium group are maximising their potential and there is clear evidence of progress from their starting points across reading, writing, maths and SPaG.</p>	<p>Increase in percentage of disadvantaged pupils working at age related expectations in the key areas of: reading, writing, SPaG and mathematics</p> <p>Children make progress from their starting points in reading, writing, SPaG and mathematics</p> <p>Increase in proportion of children working in line with age related expectations in reading, writing and mathematics combined.</p>
<p>To sustain improved wellbeing through school's commitment to a consistent approach to social and enrichment opportunities for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Achieve sustained high levels of wellbeing by the summer of 2026, as demonstrated through a combination of quantitative and qualitative data. This will be measured by:</p> <p>Qualitative data from student voice: Regular feedback from students will be gathered through surveys, interviews, and group discussions, ensuring we understand their emotional, social, and academic needs.</p> <p>Student and parent surveys: These surveys will provide insights into the wellbeing of both students and their families, enabling us to assess the effectiveness of our support strategies and make necessary adjustments.</p> <p>Boxall profiles: These profiles will be used to track the social, emotional, and behavioral development of pupils, particularly focusing on any improvements in areas such as self-esteem, social skills, and emotional regulation.</p>
<p>Improved phonics outcomes for disadvantaged pupils are a key priority in our efforts to close the attainment gap.</p>	<p>By the summer of 2026, we aim to ensure measurable progress for all children, including disadvantaged pupils, starting from their individual baseline. Our focus will be on improving phonics attainment across the board, with a particular emphasis on those who face additional barriers due to socio-economic disadvantage. This will be done using a streamed approach to phonics delivered with the Supersonic phonics scheme.</p>
<p>All staff, including new staff, are highly skilled in utilising a diverse range of strategies to develop effective communication, with a strong focus on improving listening and attention.</p>	<p>By summer 2026, we aim to ensure that all staff consistently utilise communication-friendly approaches in their teaching, as evidenced through learning walks, lesson observations, and peer reviews. These approaches are designed to foster an inclusive and supportive environment where all students, including those with communication challenges, can thrive.</p>
<p>Children with dyslexia, as well as those with suspected dyslexia, will</p>	<p>By Summer 2026, Dyslexia screening tests will be made available for all children who require them, ensuring early identification and intervention. These screenings will be</p>

<p>continue to receive tailored support designed to meet their individual needs, enabling them to make consistent progress from their baseline.</p>	<p>conducted by trained professionals and designed to identify key indicators of dyslexia.</p> <p>Ongoing progress monitoring to ensure they can make consistent and meaningful progress from their baseline.</p> <p>Specialised IDL literacy software will be utilised to support children with dyslexia, providing them with a structured approach to learning that caters to their unique needs. This software is designed to improve reading, writing and spelling through individualised and engaging exercises.</p> <p>Children with dyslexia will have access to assistive technology designed to support their learning needs and promote independence.</p>
<p>Children experiencing emotionally based school avoidance will be provided with targeted support to help improve their attendance. By addressing the root causes of their avoidance and fostering a sense of safety and belonging, these efforts aim to improve attendance, which in turn enhances their academic progress across all areas of the curriculum.</p> <p>Families with wider issues regarding travel and attendance will be supported to address root causes and solutions found.</p>	<p>By the summer of 2026 we aim to continue to support children with emotionally based school avoidance involving a holistic and individualised approach to address the underlying causes of their reluctance to attend school. Key strategies to implement will include:</p> <p>Providing access to support through the Mental Health Support Team (MHST), who can help children identify and work through emotional barriers such as anxiety, low self-esteem, or past negative experiences.</p> <p>Pairing students with trusted mentors or creating peer support networks to foster a sense of connection and encouragement.</p> <p>Collaborating closely with parents or caregivers to provide consistency between home and school, offer reassurance, and address any family-related stressors contributing to the avoidance. Utilising programmes such as Widget to generate visual supports.</p> <p>Teaching coping strategies, emotional regulation techniques, and social skills to equip children with the tools they need to handle challenging situations more effectively.</p> <p>Keeping track of the child's progress and adapting strategies as needed, with regular input from teachers, parents, and the child themselves.</p> <p>Closely monitoring academic progress, using school's tracking systems to ensure they are making marginal gains and to identify areas where additional support may be needed.</p> <p>Establish positive relationships with families which ensure supportive partnerships can help to address and find solutions to absence issues through regular calls and meetings.</p>
<p>Enhance the understanding of all staff about Autism Spectrum Disorder (ASD) and implement strategies to improve educational outcomes for children with autism.</p>	<p>By Summer 2026, teachers gain empathy and insights into why children with ASD may struggle with communication, sensory processing, or social interactions, reducing misunderstandings. Implement strategies to create a more predictable and accessible learning environment for children with ASD. Support the development of communication skills, reducing frustration and enhancing participation in class activities.</p>

	Promote shared goals and understanding, enhancing the child's progress across home and school.
To ensure a consistent, high-quality induction process for all new pupils and families, particularly in the context of high mobility, so that key information is collected before the child starts, relationships are built with all parents/carers (including both where families are separated) and teachers are fully informed and prepared to support the child from day one.	<p>By Summer 2026, every new pupil has a clear induction pathway, including:</p> <ul style="list-style-type: none"> <li>• A New Starter Handbook shared with families outlining school expectations, routines, and key contacts.</li> <li>• An induction meeting held with all parents/carers (including both where families are separated) before the child starts, ensuring relationships are built and any issues understood.</li> <li>• Microsoft Form consistently used by the office to collect prior data (SEND, safeguarding, medical, previous attainment), with follow-up to LA or DfE site where information is missing.</li> <li>• Teachers receive all induction information before the child's first day.</li> </ul> <p>Implement structured check-ins with the child and family:</p> <ul style="list-style-type: none"> <li>• Two weeks after start</li> <li>• Four weeks after start</li> <li>• End of term (to review progress, wellbeing, and family engagement).</li> </ul> <p>After a two-week settling period, complete baseline assessments to identify gaps and inform teaching:</p> <ul style="list-style-type: none"> <li>• Phonics and reading age using Salford Reading Test (where accessible).</li> <li>• Maths using PiXL Personal Learning Checklists for key number areas, supported by 3-in-3 or Securing Fundamentals tests.</li> <li>• Spelling checked against year-group word lists.</li> <li>• Ensure assessment outcomes used to plan targeted support, reducing delays in addressing gaps.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: **£16,113**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>All pupils receive quality first teaching.</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil premium, especially for socio-economically disadvantaged pupils.</p> <p><a href="#">Guide to pupil premium/Evidence brief/2024</a></p> <p>To a great extent, good teaching for pupils with SEND is good teaching for all.</p> <p><a href="#">Special Educational Needs in Mainstream Schools—Recommendations</a></p>	<p>All areas</p>
<p>Professional development and purchasing of additional phonic resources and assessment system to support implementation of DfE validated systematic synthetic phonics programme. This will include the full staff team.</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><a href="#">Education Endowment Foundation/Education Evidence/Teaching learning toolkit/phonics</a></p>	<p>2</p>
<p>Support the retention of teaching staff providing cover time to support professional development in the form of National Professional Qualifications and Trust wide CPD including collaboration with other trust schools where applicable.</p> <p>Provide cover time for teachers to engage in National Professional Qualifications (NPQs) and trust-wide CPD, including opportunities for collaboration across trust schools. This ensures staff can participate in sustained, high-quality professional development without workload barriers.</p>	<p>Providing teachers with opportunities for and removing barriers to their professional development contributes to retaining teachers (e.g., Barbieri et al., 2019<sup>2*</sup>; Kraft et al., 2016<sup>3*</sup>; Ni, 2017<sup>2*</sup>). This practice is important in keeping teachers professionally engaged and motivated.   <a href="#">Review-of-leadership-approaches.pdf</a></p> <p>EEF Guidance: High-quality teaching is the most significant lever for improving pupil outcomes. <a href="#">EEF's Pupil Premium Guidance (2023)</a> recommends prioritising professional development as part of a tiered approach. <a href="#">EEF Implementation Guidance</a>: Effective implementation requires time and leadership support—cover time is a critical enabler.</p> <p>Research Base:</p> <ul style="list-style-type: none"> <li>Barbieri et al. (2019); Kraft et al. (2016); Ni (2017) – Providing teachers with opportunities for professional development and removing barriers contributes to retention and motivation.</li> </ul> <p>NPQ Frameworks: NPQs emphasise evidence-informed leadership and teaching strategies, which improve classroom practice and pupil outcomes.</p>	<p>All areas</p>
<p>Teach Social and Emotional Learning skills explicitly to all children through the</p>	<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</p>	<p>1, 6</p>

<p>continued use of our PSHE curriculum and Feel Good Friday activities which focus on wellbeing and relationships</p>	<p>academic achievement, crime, employment and income.  <a href="#">EEF Social and Emotional Learning.pdf</a></p>	
<p>Mentoring and coaching of teachers and teaching assistants to improve teaching practise in key identified areas linked to the School Development Plan i.e. phonics, mathematics and supporting SEND.</p>	<p>Mentoring can lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment.  <a href="#">NIOT mentoring and coaching - Key Takeaways.pdf</a>  <a href="#">EEF Review on Professional Development (2021)</a>: Instructional coaching is highlighted as one of the most effective forms of CPD when it is sustained, focused on classroom practice, and includes observation and feedback.  <b>Kraft, Blazar &amp; Hogan (2018)</b>: Meta-analysis found that instructional coaching improves teacher practice and, in many cases, pupil achievement. Coaching was most effective when: <ul style="list-style-type: none"> <li>• Delivered regularly over time.</li> <li>• Focused on specific, actionable teaching strategies.</li> <li>• Included modeling and feedback.</li> </ul> <a href="#">EEF Implementation Guidance</a>: Coaching supports effective implementation by helping teachers embed new strategies into daily practice.</p>	<p>1,2,3,4,6</p>
<p>Purchase of PiXL and supporting materials for standardised diagnostic assessments, with gap analysis and tailored intervention.</p> <p>Training for staff to ensure gap analysis tools are used effectively to plan for whole class teaching and small group interventions.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>3,4,6</p>
<p>Maintain higher levels of teaching assistant support to meet the</p>	<p><b>EEF Guidance</b>: Targeted support and high-quality teaching are key levers for improving outcomes for disadvantaged pupils. <a href="#">EEF's</a></p>	<p>1, 3, 4, 6</p>

<p>needs of pupils joining school mid-year (47% of the Pupil Premium cohort have arrived in the last 12 months, many with additional barriers). TAs will:</p> <ul style="list-style-type: none"> <li>-Support pupils in settling into routines.</li> <li>- Assist teachers in assessing needs and planning targeted interventions. <i>(This comes into Targeted as well as general)</i></li> <li>-Provide reassurance and nurture to reduce anxiety and improve engagement.</li> <li>-Ensure attention is sustained</li> </ul>	<p><a href="#"><u>Teaching Assistant Interventions</u></a> report highlights that TAs can have a positive impact when deployed effectively and linked to structured interventions.</p> <p><a href="#"><u>EEF Pupil Premium Guide</u></a>: Recommends addressing barriers such as mobility and SEMH through tailored support.</p> <p>“High mobility is associated with lower attainment and increased vulnerability; early intervention and structured induction reduce these risks.” DfE, <i>Pupil Mobility and Attainment</i>, 2018)</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost **£8,894**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain higher levels of teaching assistant support to meet the needs of pupils joining school mid-year (47% of the Pupil Premium cohort have arrived in the last 12 months, many with additional barriers). TAs will:</p> <ul style="list-style-type: none"> <li>- Assist teachers in assessing needs and planning targeted interventions.</li> </ul>	<p><a href="#"><u>EEF Pupil Premium Guide</u></a>: Recommends addressing barriers such as mobility and SEMH through tailored support.</p> <p>“High mobility is associated with lower attainment and increased vulnerability; early intervention and structured induction reduce these risks.” DfE, <i>Pupil Mobility and Attainment</i>, 2018)</p>	<p>1, 3, 4, 6</p>

<p>Use of diagnostic tools to screen for dyslexia as well as full diagnostic assessments for those children identified.</p>	<p>Once you and your team have assessed the performance of your disadvantaged pupils against national benchmarks, you should examine what could be hindering the attainment and progress of those pupils who are below age-related expectations or any higher attainers who could be extended further. This will involve diagnosis of academic challenges, for example, identifying which pupils require additional support to develop literacy skills and in which specific areas.</p> <p><a href="#">Education Endowment Foundation/guidance-for-teachers/pupil-premium</a></p>	<p>1,3,6</p>
<p>Use IDL software to support children with dyslexia.</p> <p>In house training on the use of IDL software.</p>	<p>Numerous case studies have measured the impact of IDL and its use in primary schools. The results have consistently shown that pupil's ability significantly improves, for example after 26 hours of using IDL Literacy, pupils' reading and spelling ages increase by an average of 11 months.</p> <p><a href="#">Dyslexia and Dyscalculia Software and Screening Tests   IDL</a></p>	<p>1, 3</p>
<p>Use of Boxall Profiles as an evidence-based tool supporting a whole school approach to assessing and addressing children and young people's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing. In house training for staff delivering interventions through Boxall Profile targets and the graduated approach.</p>	<p>Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	<p>1, 5, 6</p>
<p>Staff access regular CPD to effectively support children with an autism diagnosis or who are on the pathway</p> <p>Purchase additional specialised resources recommended within the</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p><a href="#">Special Educational Needs in Mainstream Schools—Recommendations</a></p>	<p>1</p>

training to support children with ASD.		
Small group tuition for reading, SPaG and maths	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. <a href="#">Education Endowment Foundation/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3,4
Phonic interventions (using DfE validated scheme) for pupils identified at risk of falling behind.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. <a href="#">Phonics   EEF</a>	2,3,4
Communication friendly school and ELKLAN training for new staff.  WellComm training in house for new staff.  Use of NELI to support communication in EYFS	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. <a href="#">Education Endowment Foundation Education Evidence/Teaching learning toolkit/Oral language interventions</a>	6
Introduce the use of PiXL as an assessment and diagnostic approach to identifying and closing gaps in learning.  Deliver PiXL therapies (Within hours)	PiXL itself states that it is “evidence-informed”, combining research from the education and business sectors to inform its resources and strategies. It emphasises intelligence-led support and adaptation to evidence and local needs.  Independent research does exist for the <i>underlying principles</i> that PiXL often promotes — such as: Formative assessment and frequent testing — shown to improve learning outcomes (EEF evidence base). Targeted small-group interventions — supported by research evidence for closing attainment gaps	3,4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a consistent, high-quality induction process for all new pupils and families to address high mobility.	<p><b>EEF Guidance:</b> Early assessment and structured induction reduce barriers for disadvantaged pupils and improve engagement (<i>EEF School Planning Guide</i>, 2023).</p> <p><b><a href="#">EEF Assessment and Feedback Report</a>:</b> Diagnostic assessment is essential for identifying gaps and informing teaching.</p> <p><b><a href="#">DfE Research on Mobility</a>:</b> High mobility correlates with lower attainment and increased vulnerability; early intervention mitigates these risks (DfE, 2018).</p> <p><b><a href="#">EEF Working with Parents Guidance</a>:</b> Building strong relationships with families early improves outcomes and engagement.</p>	4
Subsidy of trips or residential visits (offering experiences that may otherwise be lacking)	<p>Education Endowment Foundation states, ‘Outdoor Adventure Learning might 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.</p> <p><a href="#">Outdoor Learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3, 5
Use the Boxall Profile school-wide, to ensure that all children receive the support they need to thrive emotionally and behaviourally, creating a stronger foundation for academic	<p>Collecting regular feedback from children and staff on issues like class or school climate is relatively straightforward, could help to identify ongoing issues, and should also promote a positive culture in which the school listens to and responds to needs. This is likely to provide valuable information for: • identifying needs; • focusing efforts; and • checking whether approaches are having an impact. To extend these efforts schools should also consider assessing children’s SEL development using validated measurement tools.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	1,6

success and overall well-being.		
An updated whole-school approach to behaviour focusing on creating a consistent, inclusive, and proactive framework that supports positive behaviour across the entire school.	<p>Schoolwide norms and expectations are a set of agreed-upon principles that outline how everyone will behave and interact. Principles that take into account children's SEL development help to create a common language around how all staff and children will support each other socially and emotionally.</p> <p>Behaviour policies which are supportive and reinforce SEL development lead to better behavioural outcomes, positive student teacher-relationships and a more positive school climate</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	1,6
Provision for high quality homework and devices to facilitate this: Laptops, Spelling Shed, Phonics Play, time table rockstars, LBQ.	<p>Homework can support and embed learning in school. Ensuring disadvantaged pupils can access this is vital.</p> <p><a href="#">Homework   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3,
Attendance incentive awards to motivate and encourage students to attend school regularly.	<p>There is no one-size-fits-all approach to improving attendance. Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches. Working closely with families to understand and support with each case.</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>	5
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	3, 4, 5

**Total budgeted cost: £27.307 + 5% Trust contribution**

## 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.

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### Externally provided programmes

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

Programme	Provider

### Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

## Further information (optional)

**Additional activity**

