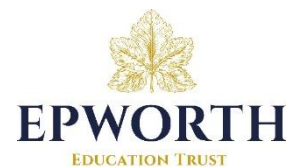




# Pupil premium strategy statement



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	83 +3
Proportion (%) of pupil premium eligible pupils	19%
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 2024 (original)
Date on which it will be reviewed	December 2025
Statement authorised by	Julie Whittaker, Headteacher
Pupil premium lead	Lucy Oakes, Assistant Headteacher
Governor / Trustee lead	Alison Mitchell Vice Chair of LAB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Actual: £11, 840  Pupil currently on roll eligible to receive pupil premium: £23,990 (This is due to the lag from census and high mobility in post census).
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 11, 840</b>

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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*(5% pooled within Epworth Trust – see Trust Pupil Premium Offer for spend)*

# 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. We are ambitious for all our children, particularly the most disadvantaged and want them to believe in themselves and their own capabilities. 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. Children will leave us with aspirations and an awareness of the endless possibilities that God provides. They will live life in all its fullness.

In line with our vision, the focus of our pupil premium strategy is to support disadvantaged pupils to make good academic progress, achieve high attainment across all subject areas and have high aspirations of themselves, broadening their experiences in order to enable them to live life in all its fullness.

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. Due to the size of our school, we are particularly mindful of the individual needs that make up our pupil premium cohort.

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.*

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.

## 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. National SEND statistics indicate this direct correlation between a higher number of SEND and deprivation.

Challenge number	Detail of challenge
1	<p>A significant proportion of pupils eligible for Pupil Premium also have identified SEND, as shown in our comprehensive SEND list, developed in collaboration with the SENDCo, parents, staff, and external professionals.</p> <p>Currently, 64% of our Pupil Premium students are on this list, reflecting the close link between socioeconomic challenges and SEND. Within this group, 36% have an Education, Health, and Care Plan (EHCP), 29% have an ASD diagnosis or are on the pathway to a diagnosis, and 14% are on the ADHD pathway.</p> <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>29% of our Pupil Premium cohort have been diagnosed with ASD or are currently on the pathway to a diagnosis. This figure highlights a notable intersection between economic disadvantage and neurodevelopmental needs within our school community. Children with ASD from socioeconomically</p>

	disadvantaged backgrounds often face additional barriers, such as limited access to timely assessments, specialised support, and therapeutic services, which can delay or complicate the diagnosis and intervention process.																					
3	<p>Our assessments, observations, and discussions with pupils and families have highlighted significant social and emotional challenges affecting many of our students, with a particularly pronounced impact on disadvantaged pupils.</p> <p>Currently, 38% of those receiving Pupil Premium require additional support for social and emotional needs, which includes structured social interventions.</p>																					
4	<p>Our assessments, observations, and discussions with pupils and families have identified Dyslexia as a significant learning challenge for some of our Pupil Premium children. Currently, 31% of pupils receiving Pupil Premium require additional support to address Dyslexia-related needs.</p> <p>Dyslexia can create specific difficulties in reading, writing, and spelling, often impacting overall academic progress and self-confidence. For disadvantaged pupils, these challenges can be compounded by limited access to resources outside of school, making school-based support essential.</p>																					
5	<p>Our assessments indicate a notable disparity in academic attainment between our Pupil Premium cohort and their non-Pupil Premium peers. Currently, 63% of the Pupil Premium cohort are working below age-related expectations (ARE) in at least one of the core subjects: reading, writing, or mathematics. Specifically, 63% of these pupils are below ARE in reading, 63% in writing, and 63% in mathematics.</p> <p>This underachievement highlights the impact of socio-economic factors on learning, with disadvantaged pupils often 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.</p>																					
6	<p>Our assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics and comprehension than their peers. This negatively impacts their early development 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>																					
7	<p>Currently, 56% 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" data-bbox="379 1727 1374 2007"> <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>	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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	<p>25% of Pupil Premium children are under our attendance monitoring category as they are at risk of persistent absenteeism.</p> <p>6% of Pupil Premium children are under our attendance support category as they are at critical risk of persistent absenteeism.</p> <p>25% of Pupil Premium children are under our extremely unacceptable attendance category as they are at severe risk of persistent absenteeism.</p> <p>The majority of these children 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>
8	<p>Through observations and discussions with staff, it has become clear that attention and listening 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>These attention-related challenges can stem from a variety of factors, including external distractions, emotional difficulties, or unmet learning needs such as ADHD or other neurodevelopmental concerns. For disadvantaged pupils, these barriers may be further exacerbated by limited access to additional support or resources outside of school.</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
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>Children with SEND in receipt of pupil premium will make good academic progress in key areas – reading, writing, mathematics as evident in ‘Steps in Learning’ / Pivats tracking 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>
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>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 2025, 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 2025, 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.</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 2025, 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 continue to receive tailored support designed to meet their individual needs, enabling them to make consistent progress from their baseline.</p>	<p>By Summer 2025, Dyslexia screening tests will be made available for all children who require them, ensuring early identification and intervention. These screenings will be 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</p>	<p>By the summer of 2025 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>belonging, these efforts aim to improve attendance, which in turn enhances their academic progress across all areas of the curriculum</p>	<p>Providing access to support through the Educational Mental Healthy Practitioner, 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.</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>Enhance the understanding of all staff on the Autism Spectrum Disorder (ASD) and implement strategies to improve educational outcomes for children with autism.</p>	<p>By Summer 2025, teachers gain empathy and insights into why children with ASD may struggle with communication, sensory processing, or social interactions, reducing misunderstandings.</p> <p>Implement strategies to create a more predictable and accessible learning environment for children with ASD.</p> <p>Support the development of communication skills, reducing frustration and enhancing participation in class activities.</p> <p>Promote shared goals and understanding, enhancing the child's progress across home and school.</p>

## 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.

We are exceeding our Pupil Premium allocation due to the specific needs of the children currently enrolled.

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils receive quality first teaching.	<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>	All area
Professional development to support implementation of DfE validated systematic synthetic phonics programme.	<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/Evidence/Teaching learning toolkit/phonics</a></p>	5, 6
Support the retention of teaching staff providing cover time to support professional development in the form of National Professional Qualifications.	<p>Providing teachers with opportunities for and removing barriers to their professional development contributes to retaining teachers (e.g., Barbieri et al., 20192*; Kraft et al., 20163*; Ni, 20172*). This practice is important in keeping teachers professionally engaged and motivated. I</p> <p><a href="#">Review-of-leadership-approaches.pdf</a></p>	All areas
Teach Social and Emotional Learning skills explicitly to all children through the continued use of our PSHE curriculum.	<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="#">EEF_Social_and_Emotional_Learning.pdf</a></p>	3, 5, 7
Mentoring and coaching of teaching and teaching assistants to improve teaching practise.	<p>Mentoring can lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacherstudent interactions, and an improved classroom environment. However, further research is needed.</p> <p><a href="#">NIOT mentoring and coaching - Key Takeaways.pdf</a></p>	All areas
<p>Purchase of standardised diagnostic assessments, with gap analysis and tailored intervention.</p> <p>Training for staff to ensure gap analysis</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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 4, 5, 6, 7

tools are used effectively to plan for whole class teaching and small group interventions.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

### Budgeted cost £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of diagnostic tools to screen for dyslexia as well as full diagnostic assessments for those children identified.	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. <a href="#">Education Endowment Foundation/guidance-for-teachers/pupil-premium</a>	4
Use IDL software to support children with dyslexia.  In house training on the use of IDL software.	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. <a href="#">Dyslexia and Dyscalculia Software and Screening Tests   IDL</a>	4
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,	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. <a href="#">EEF Social and Emotional Learning.pdf</a>	3

<p>behaviour, attendance and wellbeing.</p> <p>In house training for staff delivering interventions through Box-all Profile targets and the graduated approach.</p>		
<p>Making Sense of Autism whole school training.</p> <p>Purchase additional specialised resources recommended within the training to support children with ASD.</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>	1, 2
<p>Small group tuition for reading, SPaG and maths</p>	<p>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.</p> <p><a href="#">Education Endowment Foundation/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 4, 5, 6, 7
<p>Phonic interventions (using DfE validated scheme) for pupils identified at risk of falling behind.</p> <p>Purchase phonics guided read books to support phonics interventions.</p>	<p>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.</p> <p><a href="#">Phonics   EEF</a></p>	4, 5, 6
<p>Communication friendly school and ELKLAN training for new staff.</p> <p>WellComm training in house for new staff.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p><a href="#">Education Endowment Foundation Education Evidence/Teaching learning toolkit/Oral language interventions</a></p>	8

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidy of trips or residential visits (offering experiences that may otherwise be lacking)	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. <a href="#">Outdoor Learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	5, 7
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 success and overall well-being.	Collecting regular feedback from children and staff on issues like class or school climate is relatively straight-forward, 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. <a href="#">EEF Social and Emotional Learning.pdf</a>	3, 7
An updated whole-school approach to behaviour focusing on creating a consistent, inclusive, and proactive framework that supports positive behaviour across the entire school.	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. Behaviour policies which are supportive and reinforce SEL development lead to better behavioural outcomes, positive student teacher-relationships and a more positive school climate <a href="#">EEF Social and Emotional Learning.pdf</a>	3, 7
Provision for high quality homework and devices to facilitate this: Laptops, Spelling Shed, Phonics	Homework can support and embed learning in school. Ensuring disadvantaged pupils can access this is vital. <a href="#">Homework   Toolkit Strand   Education Endowment Foundation   EEF</a>	4, 5, 6

Play, time table rockstars, LBQ.		
Attendance incentive awards to motivate and encourage students to attend school regularly.	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.	1, 2, 7
Contingency fund for acute issues.	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.	All areas

**Total budgeted cost: £**

## 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.

For reasons mentioned above, such as cohort sizes and high SEND within the pupil premium cohorts, the data should be viewed with caution as it is not statistically significant. Children are viewed as individuals when reviewing progress and care has been taken to ensure they remain anonymous.

#### Statutory Data

EYFS – no pupils in cohort

Phonics – Year 1 no pupils in cohort

Year 2 recheck

		Autumn 24	Summer 25
Pupil A	SEND	15	22
Pupil B	SEND	0	8

#### End of Key Stage 2

		Autumn 24			Summer 25		
		Reading	Writing	Maths	Reading	Writing	Maths
Pupil C	SEND	100	EXS	90	97	EXS	93
Pupil D	SEND	99	WTS	85	99	WTS	89
Pupil E	NON SEND	GDS	GDS	106	GDS	GDS	111
Pupil F	SEND/ EHCP	B	B	B	B	B	B
Pupil G	SEND/ EHCP	100	WTS	81	U	U	U

Wider celebrations:

One pupil who joined us as a non-school attender achieved 93.3% attendance during their first year with us.

All pupils in the cohort were able to access Forest school, wellbeing through sport and educational visits.

One pupil, after quality first teaching and 1:1 tuition was able to learn to read to a standard to enable her to make the transition to key stage 3.

## 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)

<b>Additional activity</b>
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