

# Pupil Premium Strategy Statement



Shottery St Andrew's C of E Primary School

September 2026 - 2027

This statement details our school's use of pupil premium (and recovery 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           |
|-----------------------------------------------------------------------------------------------------------------|----------------|
| Number of pupils in school                                                                                      | 109            |
| Proportion (%) of Targeted pupil premium eligible pupils                                                        | 27%            |
| Proportion (%) of Expanded pupil premium eligible pupils                                                        | 21%            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2026 - 2029    |
| Date this statement was published                                                                               | September 2026 |
| Date on which it will be reviewed                                                                               | September 2027 |
| Statement authorised by                                                                                         | L Withers      |
| Pupil premium lead                                                                                              | H Howlett      |
| Governor / Trustee lead                                                                                         | R Bartlett     |

## Funding overview

|                                                                                                                                                                                    |                              |
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| Pupil premium funding allocation this academic year                                                                                                                                | £65,100 April 26 to March 27 |
| Recovery premium funding allocation this academic year                                                                                                                             | £0                           |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )                                                                                    | £0                           |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £65,100                      |

## Part A: Pupil Premium strategy Plan

### Statement of Intent

At Shottery St Andrew's C of E Primary School, our intention is that all pupils, irrespective of their background or individual circumstances, are able to flourish, make strong progress and achieve well across the curriculum. We are committed to identifying and addressing the barriers that may affect the attainment, progress, attendance, wellbeing and wider development of disadvantaged pupils.

Our Pupil Premium strategy is rooted in high-quality teaching, targeted support and wider strategies, ensuring that provision is responsive to the individual needs of each disadvantaged pupil.

### Objectives of our Pupil Premium Strategy

- **To reduce the attainment gap** between disadvantaged pupils and their peers and support disadvantaged pupils to achieve well from their individual starting points.
- **To enable disadvantaged pupils to make strong progress**, with a focus on securing at least expected progress and closing identified gaps in knowledge, skills and understanding.
- **To identify and address barriers to learning**, including attendance, engagement, language and communication, social and emotional needs, and access to learning and enrichment opportunities.
- **To ensure disadvantaged pupils with SEND receive appropriate, individualised support** through high-quality, adaptive teaching and targeted provision where appropriate.
- **To support the health, wellbeing and wider development of disadvantaged pupils**, enabling them to develop confidence, resilience and a strong sense of belonging so that they can flourish.

### Identification

Pupils eligible for Pupil Premium are identified through the information provided in the **January school census** and other relevant school records. However, our approach recognises that disadvantage can present itself in different ways. Staff therefore use a range of information, including attainment, progress, attendance, behaviour, pupil voice, family circumstances and pastoral information, to identify barriers and determine the most appropriate support for each pupil.

### Yearly Cycle

#### Autumn Term – Identify and Plan

Following identification, each pupil's strengths, progress, areas for development and potential barriers to learning will be reviewed. This will inform an **individual Pupil Premium Plan**, with clear, measurable targets and strategies tailored to the pupil's individual needs.

The plan will consider:

- attendance and punctuality
- attainment and progress
- barriers to learning
- wellbeing and engagement

- pupil voice
- parental views
- SEND and individual learning needs
- appropriate targeted support and enrichment opportunities.

### Mid-Year – Review and Evaluate

A mid-year review will evaluate the **impact of the strategies implemented**. Progress towards identified targets will be reviewed using attainment, progress, attendance, wellbeing, pupil voice and other relevant evidence.

The views of pupils, parents/carers and staff will contribute to the evaluation. Where necessary, provision and strategies will be adapted to ensure that support remains responsive to the pupil's individual needs.

### End of Year – Evaluate and Plan for Transition

At the end of the academic year, outcomes will be reviewed across **attainment, progress, attendance, wellbeing and wider development**.

Information about the pupil's progress, needs and effective strategies will be shared with the next class teacher to ensure **effective transition and continuity of support**. Successful strategies will be identified and continued where appropriate, while provision will be adapted in response to the pupil's changing needs.

### 2026–27 Priority focus

**High-quality teaching:** Quality-first teaching, adaptive practice, phonics, early reading and early maths

**Targeted academic support:** Precisely identified gaps, short-term interventions, tutoring, structured support

**Wider strategies:** Attendance, parental engagement, behaviour/self-regulation, wellbeing and access to enrichment including clubs and music

**Early years:** Language, communication, vocabulary, early number and successful transition

**SEND/disadvantage:** Ensuring disadvantaged pupils with SEND receive appropriate, individualised support through high-quality, adaptive teaching and targeted provision that responds to their specific needs.

**Attendance:** Identifying barriers early and responding proportionately

**Evaluation:** Clear success criteria and review points rather than simply listing activities

## Challenges

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

| Challenge number | Detail of challenge                                                 |
|------------------|---------------------------------------------------------------------|
| 1                | Attainment gap across reading, writing and maths                    |
| 2                | Social, emotional and mental health needs                           |
| 3                | Lower participation in enrichment opportunities                     |
| 4                | Lower parental engagement                                           |
| 5                | Higher level of pupil mobility (PP children joining in Key Stage 2) |
| 6                | Attendance of PP pupils                                             |

## 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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| <b>Academic Achievement and Progress</b>                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Disadvantaged pupils make</b> strong progress from their individual starting points <b>and achieve well in reading, writing and mathematics.</b>                       | <ul style="list-style-type: none"> <li>Progress and attainment data show that disadvantaged pupils are making strong progress from their individual starting points.</li> <li>The proportion of disadvantaged pupils achieving age-related expectations increases over the academic year.</li> <li>Disadvantaged pupils achieve in line with, or increasingly closer to, their individual targets.</li> <li>Gaps in attainment and progress are identified promptly and addressed through appropriate provision.</li> <li>Assessment information demonstrates that pupils are retaining and applying key knowledge and skills</li> </ul> |
| Identified gaps in knowledge and understanding are <b>addressed promptly through high-quality teaching and targeted support</b> , preventing gaps from becoming embedded. | <ul style="list-style-type: none"> <li>Assessment and teacher knowledge are used to identify gaps early.</li> <li>High-quality, adaptive teaching is evident in classroom practice.</li> <li>Targeted support is implemented promptly where assessment identifies a specific need.</li> <li>Regular review demonstrates that targeted support is having a positive impact.</li> </ul>                                                                                                                                                                                                                                                    |

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|                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Pupils who receive additional support demonstrate improved knowledge, skills and confidence in identified areas.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| The attainment gap between disadvantaged and non-disadvantaged pupils <b>narrows over time</b> , where an attainment gap exists.                                                                  | <ul style="list-style-type: none"> <li>• School tracking demonstrates a reduction in identified attainment gaps over the academic year.</li> <li>• Disadvantaged pupils' progress is at least comparable with that of their non-disadvantaged peers, where appropriate.</li> <li>• Gaps are reviewed termly and actions are adapted in response to the school's assessment information.</li> <li>• Individual pupils who are not making expected progress are identified early and appropriate action is taken.</li> </ul>                                                                                                                                                                                                                 |
| Disadvantaged pupils develop <b>stronger reading and mathematical knowledge, fluency and confidence</b> through increased opportunities to practise and apply these skills at school and at home. | <ul style="list-style-type: none"> <li>• Disadvantaged pupils demonstrate increased confidence and engagement when reading and applying mathematical knowledge.</li> <li>• Reading frequency and engagement with books increase, both at school and at home.</li> <li>• Pupils have regular opportunities to practise reading, number facts, calculation and mathematical fluency.</li> <li>• Parents/carers are provided with accessible opportunities and resources to support reading and mathematics at home.</li> <li>• Assessment shows improved fluency, retention and application of key reading and mathematical knowledge.</li> </ul>                                                                                            |
| <b>Attendance</b>                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| The attendance of disadvantaged pupils improves and is increasingly in line with whole-school attendance, with barriers to regular attendance identified and addressed promptly.                  | <ul style="list-style-type: none"> <li>• Attendance data is monitored regularly and disadvantaged pupils whose attendance is a concern are identified promptly.</li> <li>• The attendance of disadvantaged pupils improves over the academic year.</li> <li>• The gap between disadvantaged pupils' attendance and whole-school attendance reduces over time.</li> <li>• Individual attendance concerns are followed up promptly, with appropriate support and actions agreed with families.</li> <li>• Barriers to attendance are identified and reviewed with the pupil and family, with support adapted where necessary.</li> <li>• Improved attendance is reflected in pupils' increased engagement and access to learning.</li> </ul> |
| Persistent absence among disadvantaged pupils is reduced through early identification,                                                                                                            | <ul style="list-style-type: none"> <li>• Pupils at risk of persistent absence are identified early through regular attendance monitoring.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <p>effective communication with families and appropriate support.</p>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Families are contacted promptly when attendance begins to cause concern.</li> <li>Individual attendance support and agreed actions are reviewed regularly for pupils experiencing persistent absence.</li> <li>The number and proportion of disadvantaged pupils who are persistently absent reduces over the academic year.</li> <li>Where persistent absence continues, appropriate school and external support is sought in line with the school's attendance procedures.</li> <li>Improved attendance enables pupils to access a greater proportion of their learning and wider school experiences.</li> </ul> |
| <p>○ <b>Wellbeing, Engagement and Personal Development</b></p>                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>Disadvantaged pupils demonstrate increased <b>resilience, independence, perseverance and confidence</b> in their learning.</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>Pupils demonstrate increased confidence in attempting challenging tasks and learning from mistakes.</li> <li>Teacher observations and pupil voice show increased independence and perseverance.</li> <li>Pupils increasingly use appropriate strategies to manage difficulties and seek help when needed.</li> <li>Disadvantaged pupils demonstrate improved engagement and participation in learning.</li> </ul>                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>Pupils feel <b>safe, valued, respected and a strong sense of belonging</b> within the school community.</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>Pupil voice demonstrates that disadvantaged pupils feel safe, valued, listened to and included.</li> <li>Pupils report positive relationships with adults and peers.</li> <li>Pastoral and behaviour information indicates that concerns are identified and responded to promptly.</li> <li>Disadvantaged pupils participate positively in class and whole-school activities and feel a sense of belonging.</li> </ul>                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>Pupils understand how and where to access support, and staff respond sensitively to pupils' individual needs and circumstances.</li> </ul>                                                               | <ul style="list-style-type: none"> <li>Pupils can identify trusted adults and know how to seek help when they need it.</li> <li>Staff demonstrate an understanding of individual pupils' needs, circumstances and potential barriers to engagement.</li> <li>Appropriate pastoral or targeted support is identified and provided promptly.</li> <li>Pupil and parent/carer feedback indicates that pupils feel listened to and supported.</li> </ul>                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Disadvantaged pupils have <b>equitable access to a wide range of enrichment experiences</b>, both within and beyond school, supporting their personal development, interests and aspirations.</li> </ul> | <ul style="list-style-type: none"> <li>Disadvantaged pupils participate in a broad range of enrichment, extracurricular and wider school experiences.</li> <li>Barriers to participation are identified and addressed where necessary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Participation is monitored to ensure disadvantaged pupils are not disproportionately excluded from opportunities because of financial, social or other barriers.</li> <li>Pupils can identify experiences, interests and activities that have contributed to their confidence, skills and personal development.</li> </ul>                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>The wellbeing of disadvantaged pupils is <b>supported and sustained</b>, enabling them to engage positively with learning and flourish as members of the school community.</li> </ul> | <ul style="list-style-type: none"> <li>Pupil voice, staff observations and pastoral information indicate improved or sustained wellbeing.</li> <li>Pupils demonstrate positive engagement with school and their learning.</li> <li>Concerns relating to wellbeing are identified early and appropriate support is provided.</li> <li>Parents/carers and pupils report that appropriate support is available when needed.</li> <li>Disadvantaged pupils demonstrate increased participation, confidence and engagement in school life.</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: £24,150

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                               | Challenges addressed |
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| <p><b>High Quality Teaching</b></p> <ul style="list-style-type: none"> <li>High-quality teaching remains a whole-school priority, reflected in the School Improvement Plan (SIP) and individual professional development targets.</li> <li>High-quality teaching is strengthened through regular CPD, coaching, mentoring and opportunities to share effective practice.</li> <li>Teachers use assessment and knowledge of individual pupils to identify barriers to learning and adapt teaching accordingly.</li> <li>Teachers maintain Pupil Premium Passports for disadvantaged pupils, identifying individual strengths, needs,</li> </ul> | <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. education/high-quality-teaching.</p> <p><a href="#">education/high-quality-teaching</a></p> | 1,2,4,5              |

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| <p>barriers and effective strategies to support their progress and engagement.</p> <ul style="list-style-type: none"> <li>Teachers monitor the impact of strategies and adapt provision where necessary to ensure disadvantaged pupils can access the curriculum, make strong progress and achieve well.</li> </ul>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |
| <p><b>Enhancement of Reading and Vocabulary</b></p> <ul style="list-style-type: none"> <li><b>FFT reading assessments and WellComm screening</b> are used to identify pupils' reading, language and communication needs, monitor progress and inform appropriate next steps.</li> <li><b>Additional 1:1 reading, vocabulary and language sessions</b> provide targeted support to address identified gaps, develop fluency, comprehension, vocabulary and communication skills, and increase pupils' confidence and engagement with learning.</li> </ul> | <p>Reading with young children and encouraging discussion and questioning with a trained adult can support oral language and early reading skills. Evidence also supports the use of trained teaching assistants to develop these skills.</p> <p><a href="#">/early-years-toolkit/communication-and-language-approaches</a></p> <p>The <b>EEF Reading Comprehension Strategies</b> guidance recommends assessment to identify pupils' needs and stresses that teaching should respond to identified gaps in reading comprehension. EEF – Reading <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-comprehension?utm">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-comprehension?utm</a></p> | 1, 4 |

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| <b>Enhancement of Mathematics Teaching and Curriculum Planning</b> <ul style="list-style-type: none"> <li>Strengthen the quality and consistency of mathematics teaching and curriculum planning, with a focus on developing secure number sense, fluency and mathematical reasoning.</li> <li>Use <b>Mastering Number</b> in Reception and KS1, and <b>NumberSense (KS2)</b> approaches and resources, to develop secure number sense, and mathematical fluency.</li> <li>Use <b>Times Tables Rock Stars (TTRS)</b> to provide regular opportunities for pupils to practise and develop rapid recall of multiplication and division facts.</li> <li>Use <b>assessment information</b> to identify gaps in mathematical knowledge and adapt teaching and targeted support accordingly.</li> <li>Provide additional opportunities for disadvantaged pupils to <b>revisit, practise and apply mathematical knowledge</b> in school and at home.</li> </ul> | <p>The EEF explicitly identifies <b>high-quality teaching as the most important lever for improving pupil outcomes</b>, including for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm</a></p> <p>Mastering Number is an evidence-informed approach currently being evaluated by NFER, EEF and NCETM, with a focus on developing early number sense, fluency and flexibility.</p> <p><a href="https://www.nfer.ac.uk/for-schools/participate-in-research/participate-in-research-projects/effectiveness-trial-of-mastering-number-2025-26/?utm">https://www.nfer.ac.uk/for-schools/participate-in-research/participate-in-research-projects/effectiveness-trial-of-mastering-number-2025-26/?utm</a></p> | 1,5 |
| <b>Pupil Progress</b><br>Regular assessment and pupil progress reviews ensure that gaps are identified early and appropriate targeted support is put in place promptly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Professional discussions during pupil progress meetings ensure progress is maintained, interventions are impactful and gaps are closed.<br><a href="#">Assessing and Monitoring Pupil Progress Education Endowment</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1,5 |

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

Budgeted cost: £14,500

| Activity                                                                                                                                                                                                            | Evidence that supports this approach                                                                                                                                                                                                       | Challenge addressed |
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| <b>Teaching Assistant Support KS1 and KS2</b> <ul style="list-style-type: none"> <li>Teaching assistants provide targeted support for disadvantaged pupils in KS1 and KS2, working closely with teachers</li> </ul> | Evidence-informed rationale: EEF guidance indicates that teaching assistants are most effective when they are well trained, carefully deployed and provide structured, targeted support that complements rather than replaces high-quality | 1,4,5               |

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| <p>to address identified barriers and gaps in learning.</p> <ul style="list-style-type: none"> <li>• TAs receive ongoing training, coaching and support to develop their knowledge and skills in effective intervention, adaptive teaching, questioning, feedback and supporting pupils with SEND and communication needs.</li> <li>• TA deployment is reviewed regularly to ensure support is focused on identified pupil needs and has a measurable impact on progress and engagement.</li> <li>• Targeted support is closely linked to classroom teaching to ensure pupils can apply and embed their learning independently.</li> <li>• Additional phonics sessions targeted at disadvantaged pupils and smaller groups.</li> </ul> | <p>teaching. Regular training, teacher–TA collaboration and monitoring of impact are therefore central to our approach</p> <p><a href="#">Education Endowment Foundation teaching-assistant-interventions</a></p> <p>EEF – Small Group Tuition: <a href="#">Education Endowment Foundation – Small Group Tuition</a></p> <p>Targeted phonics groups and interventions have a strong evidence base indicating a positive impact on pupils, particularly from a disadvantaged background.</p> <p><a href="#">teaching-learning-toolkit/small-group-tuition</a></p> |       |
| <p><b>Tutoring and 1-1 support</b></p> <ul style="list-style-type: none"> <li>• Targeted tutoring provides additional support for disadvantaged pupils who have identified gaps in knowledge or are at risk of falling behind. Tuition is closely linked to classroom teaching and is informed by assessment, with progress monitored regularly and provision adapted as necessary.</li> </ul>                                                                                                                                                                                                                                                                                                                                         | <p>EEF – One-to-one tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=chatgpt.com</a></p>                                                                                                                                                                                                                                              |       |
| <p><b>Upper KS2 Teaching and Curriculum</b></p> <ul style="list-style-type: none"> <li>• Strengthen subject-specialist teaching in Upper KS2, particularly in English and mathematics, to enhance the quality and consistency of teaching and learning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>The EEF explicitly identifies <b>high-quality teaching as the most important lever for improving pupil outcomes</b>, including for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm</a></p>                                                                                                                                     | 1,4,5 |
| <p><b>SEND Support</b></p> <ul style="list-style-type: none"> <li>• The SENDCO will use SEND Supported to strengthen specialist assessment, identify individual barriers to learning and develop targeted action plans for pupils requiring additional support.</li> <li>• Assessment findings will inform adaptive teaching, targeted provision and appropriate interventions, ensuring support is closely matched to pupils' individual needs.</li> <li>• Progress and the impact of provision will be reviewed regularly, with strategies adapted where necessary.</li> </ul>                                                                                                                                                       | <p>Specialist teachers assess needs and train staff in school, therefore upskilling them and increasing their knowledge.</p> <p>High quality small group interventions <a href="#">EEF oral-language-interventions</a></p>                                                                                                                                                                                                                                                                                                                                       | 1,2   |

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

**Budgeted cost: £7,450**

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenges addressed |
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| <p><b>Enrichment, Cultural Capital and Wider Opportunities</b></p> <ul style="list-style-type: none"> <li>• <b>Promote cultural capital through the curriculum</b>, providing disadvantaged pupils with a broad range of cultural, creative and educational experiences.</li> <li>• <b>Remove financial barriers</b> by subsidising educational visits, residential experiences, music tuition and appropriate extracurricular activities.</li> <li>• Provide access to <b>peripatetic music tuition, including Rock Steady</b>, where this supports pupils' interests and personal development.</li> <li>• Promote <b>sports clubs and extracurricular opportunities</b> to disadvantaged pupils and encourage participation.</li> <li>• Monitor participation to ensure disadvantaged pupils have <b>equitable access to the wider life of the school</b>.</li> </ul> | <p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF – Arts Participation<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=chatgpt.com</a></p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p> | <p>2,3,4</p>         |
| <p><b>Family Financial Support</b></p> <ul style="list-style-type: none"> <li>• Provide <b>discretionary financial support to families experiencing financial barriers</b>, helping disadvantaged pupils access essential resources and fully participate in school life.</li> <li>• Support the <b>cost of school milk</b> where financial circumstances may otherwise prevent participation.</li> <li>• Provide <b>support with school uniform and essential clothing</b> to reduce financial barriers and promote pupils' dignity, confidence and sense of belonging.</li> <li>• Monitor individual circumstances sensitively and provide appropriate support in response to identified needs.</li> </ul>                                                                                                                                                            | <p>Milk must be provided free to benefits-based free school meals pupils at other times. (DfE 2021)</p> <p><a href="https://www.gov.uk/government/publications/standardsfor-school-food-in-england/school-food-in-england">https://www.gov.uk/government/publications/standardsfor-school-food-in-england/school-food-in-england</a></p> <p>A uniform is central to schools building a sense of community among students, staff and parents as well as the local community. (School Ware Association)</p>                                                                                                                                                                                                                            | <p>2</p>             |

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| <p><b>Attendance and Punctuality</b></p> <ul style="list-style-type: none"> <li>• Work with Warwickshire Local Authority's Targeting Support Office to identify and address barriers to attendance and punctuality, providing early support to disadvantaged pupils and their families where required.</li> <li>• Attendance and punctuality are monitored regularly, with appropriate actions and support implemented promptly where concerns arise.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Persistent absence is an immediate issue facing schools across the country. We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p> | <p>6</p> |
| <p><b>Wellbeing, Emotional Health and Resilience</b></p> <ul style="list-style-type: none"> <li>• Use <b>Flourish Education approaches</b> to support pupils' emotional wellbeing, resilience, positive relationships and readiness to learn.</li> <li>• Develop staff confidence in <b>emotional coaching</b>, enabling adults to respond consistently and sensitively to pupils' emotional needs and support them to develop self-regulation.</li> <li>• Provide <b>trauma-informed training for staff</b> to strengthen understanding of how adverse experiences may affect behaviour, relationships, engagement and learning.</li> <li>• Provide <b>targeted counselling or therapeutic support</b> for identified pupils where appropriate, helping them to develop emotional resilience and strategies for managing challenges.</li> <li>• Use pupil voice, staff observations and pastoral information to <b>identify wellbeing needs early</b> and ensure appropriate support is put in place.</li> <li>• Monitor the impact of wellbeing support and adapt provision in response to pupils' changing needs.</li> </ul> | <p>EEF – Improving Social and Emotional Learning in Primary Schools</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm</a></p>                                                                                                                                                                                                                                                                                           |          |

**Total budgeted cost: £65,100**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Quality of teaching

##### Impact

##### **ELG GLD levels for PP children (2 pupils)**

100% achieved

##### **Year 1 Phonics PP children (5 pupils)**

80% passed Year 1 phonics screening check

##### **KS1 Statutory Assessments for PP children (3 pupils)**

Reading - 71%

Writing - 71%

Maths - 71%

##### **KS2 Statutory Assessments for PP children (9 pupils)**

Reading – 55%

Writing – 55%

Maths – 22%

R,W,M – 22%

##### **Actions**

Regular pupil progress reviews identify pupils who require additional support and inform timely, targeted provision.

Provide daily opportunities to develop fluency in reading, spelling and mathematics, including Fluent in Five and times-table practice.

Use pre-teaching and consolidation teaching in English and mathematics to address gaps, build confidence and support pupils to access the curriculum.

Use assessment information to identify pupils requiring additional support and implement appropriate interventions, such as Reading Recovery, Project X, Times Tables Rock Stars and Precision Spelling.

Monitor the impact of interventions regularly and adapt provision where necessary.

##### **Targeted Support and Intervention**

Teaching assistants are deployed across classrooms to provide targeted support through pre-teaching, consolidation teaching, class-based interventions and small-group work.

TA support is closely linked to classroom teaching and identified pupil needs, enabling pupils to secure and apply learning with increasing independence.

Staff receive appropriate training and guidance to ensure interventions are delivered consistently and effectively.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

|                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i> |
|                                                                                                                                                                               |
| <b>The impact of that spending on service pupil premium eligible pupils</b>                                                                                                   |
|                                                                                                                                                                               |