Yeading Junior School

# Pupil Premium Strategy Statement

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.

https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151

'Menu of approaches': evidence brief and supporting resources High quality teaching

Using pupil premium: guidance for school leaders - GOV.UK

School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 418 |
| Proportion (%) of pupil premium eligible pupils | 37.8% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-27 |
| Date this statement was published | 26.11.25 |
| Date on which it will be reviewed | 26.11.26 |
| Statement authorised by | Michael Hall, Headteacher |
| Pupil premium lead | Tom Melmoth, Assistant Headteacher |
| Governor lead | Nimesha Nathoo |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £263,610 |
| Recovery premium funding allocation this academic year<br>*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £0 |

| | |
|---|---|
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year** | £263,610 |

Part A: Pupil premium strategy plan

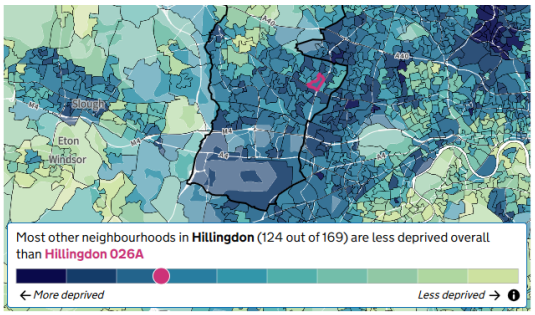
**Statement of intent**

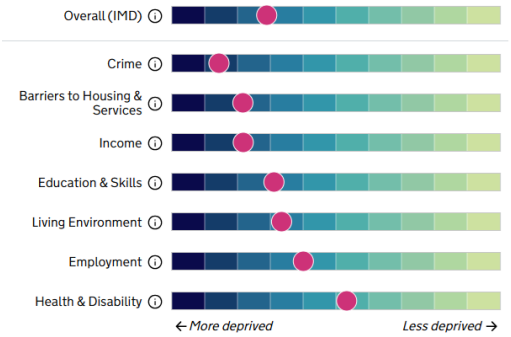
Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

We will consider the challenges faced by vulnerable pupils at our school, such as those who are new to the country, those who have no recourse to public funds, those who may not meet the PPG criteria but are under-resourced or those with a social worker. We are dedicated to proactively identifying and supporting students facing financial, educational, or health-related challenges, including those with special educational needs or disabilities (SEND).

Our approach will be responsive to common challenges and individual needs within our school community. At Yeading Junior, 39.5% of our pupils are considered Pupil Premium. This exceeds the national average and a more in depth overview of our school neighbourhood can be found using the link below.

[Deprivation overview UB4 0NR - YJS]




Rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage, the approaches we have adopted complement each other to help our pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

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

'The foundation of an effective approach to addressing disadvantage is that a school's strategy should focus on the impact of socioeconomic disadvantage on learning.' Marc Rowland

We believe that children are not at risk from underachievement because of any label; rather it is because of the socioeconomic impact on their learning. The sooner that we can intervene, the better the chance of success, giving children the best chance of enjoying and thriving throughout their school career.

**Challenges**

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | A lack of positive **Mental Health and Wellbeing** significantly hinders the resilience and engagement of our disadvantaged pupils. This is evidenced by SEMH needs on our SEND register, Edurio and Judicium survey data, and internal teacher monitoring and assessments. Furthermore, our pastoral records and Horsforth Quadrant transition monitoring emphasise the need for targeted intervention. Addressing these challenges is fundamental to us fostering a supportive environment where all pupils can effectively navigate school life. |
| 2 | **Oracy** This is a school improvement plan priority and is a significant barrier for our most vulnerable pupils. As well as Communication and Interaction being our primary SEND need across the school, evidence from weekly subject development days demonstrates the impact this barrier then has on our EAL and disadvantaged pupils and why we must overcome this to support their language acquisition, phonics, and reading. These gaps also hinder the transference of oral language into writing; therefore, we are prioritising pupils' expressive confidence to ensure they can articulately communicate and fully access the curriculum. |
| 3 | **School Engagement** Attendance data reveals a persistent gap between our disadvantaged pupils and their non-disadvantaged peers, directly impacting academic achievement. While our FSM attendance data has improved year-on-year toward national expectations, a 2.3% gap remains between our whole-school data and the national average. To close this, we are implementing a targeted, relationship-based approach to support these pupils and their families. Prioritising improved attendance is essential to ensuring our most vulnerable learners remain engaged and reach their full academic potential. |
| 4 | **Next phase readiness** Our mobility data, reaching 14% in 2024/25, is significantly above the national average and a rise in in-year EAL arrivals have created a critical need for targeted language acquisition and reading catch-up support. To ensure these pupils are prepared for the next stage of their education, we prioritise intensive interventions in reading. Bridging these gaps is essential for pupils to navigate |

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| | transition points successfully and meet the increasing academic demands of the curriculum. |
| 5 | **Co-Curricular Opportunities** Our parent feedback and surveys have identified that low incomes and financial constraints due to cost of living has significantly reduced accessibility to enrichment activities for our pupils outside of school. To counter this, we provide inclusive and wide-ranging co-curricular opportunities designed to foster personal and social development. By removing financial hurdles, we ensure all pupils can access the wellbeing benefits and diverse experiences essential for a well-rounded education. |

**Intended outcomes**

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

| Intended outcome | Success criteria |
|---|---|
| Improved attainment for disadvantaged pupils in reading and writing with a key focus on language acquisition, oracy, reading and its transference into writing.<br><br>We will ensure that the intent of our curriculum consistently provides an appropriate level of challenge to foster students' self-regulation and metacognitive skills.<br><br>The leadership of SEND and Pastoral ensures early identification of children requiring academic intervention or a more personalised approach | ● Diagnostic tools (e.g. screening tools, summative assessments from PIXL) used to effectively diagnose gaps in learning for individual children informing effective targeted teaching and individualised intervention.<br>● Number of children requiring additional intervention and support for reading/phonics decreases over time.<br>● Increased % of pupils meeting the expected standard in reading in all year groups.<br>● The quality of teaching improves as highlighted through subject development day monitoring<br>● Staff CPD sessions show impact in all classrooms through effective implementation as highlighted through subject development day monitoring<br>● % of disadvantaged children meeting the ARE / GDS expectation for writing increases at the end of Y6.<br>● Lessons are scaffolded where necessary and the curriculum is effective for all groups.<br>● In-year assessments show an increase in standards and achievement and children making progress in core subjects.<br>● Disadvantaged students requiring support will receive tailored provisions and monitoring that address their specific needs. This approach will enable them to effectively engage with and access the mainstream curriculum. |

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| | ● Provision for SEND is responsive to need and addresses barriers to and gaps in learning.<br>● SEND outcomes for disadvantaged students should be in line with non-disadvantaged, taking into account their start point. |
| Improved resilience and self-regulation by addressing and supporting children's social and emotional needs. | ● Boxall profiling used to highlight individual needs. Progress shown for individualised approaches and children meeting targets.<br>● Children are settled and can self-regulate in lessons and at other times in the school day, such as playtimes and lunchtimes.<br>● Reduction in dysregulated behaviours.<br>● Children show they are independent learners and can confidently talk about their learning.<br>● They show they are resilient and can self-regulate in lessons which in turn leads to an increase in knowledge skills and overall attainment.<br>● Children are confident, can talk clearly about their learning and make decisions alongside adults in school (pupil voice).<br>● OPAL playtimes encourage purposeful and challenging play<br>● Therapeutic Thinking becomes embedded as part of the school behaviour policy & culture<br>● Children are able to communicate with positive behaviours and engage well with our Therapeutic Thinking approach to behaviour |
| Increase in pupil attendance, pupil / family mental health and wellbeing and engagement with school | ● Improvement in attendance<br>● Reduction in the number of children with persistent absenteeism<br>● Increased attendance resulting in increased attainment.<br>● Pathways of communication between school and home are clear and relationships developed.<br>● Home visits to be completed for our most vulnerable pupils / families<br>● Parents and pupils accessing online platforms e.g *Doodle learning, Google classroom and Carousel* show an increase in usage and engagement.<br>● Increased parental confidence and engagements – parent voice and feedback evidenced. |

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| Access to wider opportunities and experiences for pupils to foster personal and social development and wellbeing | ● Improvement in self-regulation and learning behaviours.<br>● Attendance of disadvantaged pupils improves year-on-year<br>● All children accessing wider experiences in every year group - trips and visits, residentials and cultural experiences.<br>● External companies and visitors sourced and invited in with a focus on developing Cultural Capital. |

**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**

Budgeted cost: £85,639

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| ● Daily phonic/reading intervention (Little Wandle) led by a member of support staff to secure understanding and close the reading gap. CPD and coaching from phonics/reading lead to support.<br>● Professional Development sessions focusing on increasing standards in all aspects of English and oracy– Spoken language, vocabulary, writing, spelling handwriting and sentence structure.<br>● Staff Professional development (CPD) and access to pedagogic materials (Walkthrus) referred to in training<br>● *Instructional coaching programme for Reading, Writing and Mathematics coaching*<br>● Release time for RSL and year leads for raising attainment meetings - standing focus on under-resourced pupils<br>● *Osiris* Outstanding teaching intervention programme for staff (all post-ECT teaching staff over three years)<br>● MITA training for all teachers & teaching support staff focussing on Quality First Teaching and adaptations<br>● Reading - support staff to support access to library and accurate use of PM benchmarking to support children to read quality texts.<br>● NPQ programmes for targeted staff<br>● Purchase, train and embed use of diagnostic tools to screen specific pupils for primary needs and therefore set effective support / provisions | -EEF Guide to the Pupil Premium Autumn<br>2021 (update Sept 2023)<br><br>EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils<br><br>Voice 21's research highlights how supporting students in the development of their oracy skills significantly enhances their subject knowledge and overall understanding. This focus on effective communication not only deepens their comprehension but also fosters greater engagement with the curriculum.<br><br>https://voice21.org/oracy-across-the-curriculum-the-eviden ce/<br><br>EEF Metacognition. Implementing metacognitive strategies can lead to an average of +7 months' additional progress for students. This significant impact emphasises the value of teaching students to think about their own learning processes.<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition<br><br>EEF Cognitive Science. Effective learning strategies should align with how memory works. | 1, 2, 3, 4, 5 |

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| • Team Around the Child (TAC)meetings and assigned key workers for children meeting criteria and needing additional support<br>• Mathematics mastery implementation - coaching for teachers on effective modelling and use of manipulatives - C-P-A approach and NCETM release time for maths team<br>• Training and support for staff in effective feedback which ensures children progress and achieve their full potential.<br>• Leaders release time to effectively support all staff and develop the quality of teaching and learning across school (e.g. subject development days)<br>• Cognitive developmental science focussed on professional development sessions to develop staff knowledge and implementation into the curriculum.<br>• Development of and support for all teaching staff in implementing the whole school times table strategy.<br>• Professional development to support staff in making subject specific adaptations for all pupils, as led by school SEND team | Techniques such as spaced practice and retrieval practice enhance long-term retention of information.<br>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom<br><br>Embedding Formative Assessment. This guide summarises how using assessment to adapt what happens in the class can help students to succeed.<br>https://webcontent.ssatuk.co.uk/wp-content/uploads/2024/02/26155748/SSAT-EFA-Programme-Summary-2024.pdf<br><br>EEF-Maximising the Impact of TAs. This guide highlights how assessments can be used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child. 5 Manchester Communication Academy\| Pupil Premium Strategy Statement appropriately trained and supported. Sustain the effective use of provision mapping to track and evaluate the impact of provision to inform necessary future actions<br>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants<br><br>-EEF Guidance Report Improving Literacy in<br>Key Stage 1 states that effectively implementing a systematic phonic programme has 'very extensive' evidence to<br>suggest it will be effective.<br><br>- Great Teaching Evidence Review – June 2020 'Activating Hard Thinking' and the principles of learning – Structuring, Explaining, Questioning, Interacting, Embedding and Activating. | |

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| | - EEF- Impact of School Closures on the attainment gap – June 2020. 'School closures will widen the attainment gap between disadvantaged pupils and their peers. The median estimate is that the gap would widen by 36%. Sustained support will be needed to help disadvantaged pupils catch up.<br><br>The EEF guidance paper for Effective ProfessionalDevelopment (2021) states that PD should support staff with building new knowledge, motivate them, develop techniques and ensure they embed this practice.<br><br>The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words<br><br>Ofsted Inspection Feedback- May 2023<br><br>EEF Toolkit - Metacognition<br>Other Research/Readings<br><br>-Rosenshine's Principles in Action 2019<br><br>-Teaching Walkthru's - Five steps to instructional coaching.<br><br>-DFE Reading Framework, Teaching the Foundations of Literacy July 2021 | |

**Targeted academic support**

Budgeted cost: £67,222

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| ● Class teacher and teaching support staff release time to target and deliver high quality academic intervention both 1:1 and in small groups.<br>● Continuing to embed new maths mastery curriculum including specific adaptations / differentiation to support keep up and catch up<br>● Professional development to support staff in making subject specific adaptations for specific pupils, as led by school SEND team<br>● Phonics & fluency programme (Little Wandle) delivered by staff to those children assessed as needing catch-up reading<br>● 1:1 reading delivered by trained support staff for children identified<br>● Release time for the Phonics Lead to ensure the quality and rigor of phonics teaching across school.<br>● SEND plans are monitored and evaluated and staff are coached by the SENDCO to ensure targets meet the individual academic needs of pupils.<br>● Home learning club for targeted pupils<br>● Implementation of home learning digital strategy including providing spaces for home learning after school and devices/wifi access to families when identified<br>● English FlashAcademy online subscription intervention for pupils new to English.<br>● End of catch-up phonics transitional programme to support pupils becoming equipped to successfully manage the transition/challenge of year group reading lessons | Phonics approaches have a strong evidence base<br>indicating a positive impact on pupils, particularly<br>from disadvantaged backgrounds. Targeted phonics<br>interventions have been shown to be more<br>effective when delivered as regular sessions over a<br>period up to 12 weeks:<br>Phonics \| Toolkit Strand \| Education Endowment<br>Foundation \| EEF<br>Tuition targeted at specific needs and knowledge<br>gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one:<br>One to one tuition \| EEF (educationendowmentfoundation.org.uk)<br>And in small groups:<br>Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF<br><br>Evidence-Based Recommendations: The EEF guidance report outlines five evidence-based strategies to enhance support for SEND students in mainstream schools. These strategies aim to help educators create a more inclusive learning environment. The report also emphasises that high-quality teaching is crucial for all students especially those | 1, 2, 3, 4, 5 |

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| ● Reading support staff trained on PM benchmarking reading intervention<br>● PIXL interventions using effective GAP analysis and weekly raising attainment meetings within each year group<br>● Times tables targeted small group intervention<br>● Teachers identify individual oracy and wellbeing targets for under resourced pupils - reviewed as part of pupil progress monitoring routines | with SEND. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send<br>Other Reading/Research<br>The most successful schools recognise that attainment is necessary but not sufficient for success for its most vulnerable pupils.<br>Equity Matters- The Forgotten Third, 2020, Marc Rowland<br><br>EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils with gaps in knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | |

**Wider strategies**

Budgeted cost: £110,749

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| ● Whole staff training on our school ethos and improving behaviour across school incorporating Therapeutic Thinking, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning.<br>● Embedding principles of good practice set out in the DfE's Improving School Attendance advice. New attendance strategy launched. Attendance officer to monitor and challenge attendance of under-resourced children. | -EEF Pupil Premium Guide. This report highlights the need for working with families and building relationships to tackle educational barriers. https://educationendowmentfoundation.org.uk/education-evidence/us ing-pupil-premium<br><br>The report examines the critical role of relationships and staff training in effectively supporting vulnerable children. It concludes that successful nurture practices hinge on understanding behaviour as communication and adopting restorative | 1, 2, 3, 4, 5 |

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| ● Support staff delivering ELSA programme (ongoing training within this)<br>● Employment of Arts Lead to champion engagement of outside agencies, music lessons, cultural partnerships etc.<br>● Build school connectedness and community togetherness through houses culture and families and community worker projects alongside programme of community events throughout the year<br>● Family and community worker to conduct regular meetings with families to target attendance and any other concerns. Developing positive relationships with families and the community through family sessions.<br>● Wider opportunities (co-curriculum) - trips and visits, after school clubs, swimming lessons, music lessons, residentials subsidised to ensure opportunities are accessible for all. The curriculum allows opportunities for cultural capital development.<br>● Learning mentor support for pupils identified with teaching staff (Marlborough project, social skills groups, self-esteem group, Seasons for Growth)<br>● Pastoral team to provide breakfast club daily - providing free for any children and families with purposeful activities for children to engage with<br>● Lunchtime / playtime enrichment activities including the OPAL play programme and additional sports coach<br>● Investment in quality texts/school library/class library & must reads (linked to wider curriculum as well as based on pupil survey and feedback) | rather than punitive approaches within a whole-school nurturing ethos. https://www.nurtureuk.org/wp-content/uploads/2021/11/NG-Lancaster-report.pdf<br><br>-Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions \| EEF (educationendowmentfoundation.or g.uk) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf<br><br>Targeted Social and Emotional Support - EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF – SEL +4 months)<br><br>We recognise that some of our children may not encounter wider experiences. We will therefore endeavour to provide our pupils with cultural experiences.<br><br>EEF Behaviour interventions<br>EEF Metacognition and Self-Regulation<br><br>The EEF have found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months' progress per year. EFF guidance, 'Working with Parents to Support Children's Learning states; There is an established link between the home learning environment at | |

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| ● New attendance strategy has been implemented | all ages and children's performance at school. Working effectively with parents can be challenging, and is likely to require sustained effort and support.<br><br>This report, from the DfE, outlines the importance of collaboration among schools, local authorities, and families to improve school attendance, emphasising the need for strong relationships and understanding of individual barriers to attendance. It also details the roles and responsibilities of various stakeholders, highlighting the necessity of a supportive school culture and effective strategies to address persistent absenteeism. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5 bd1b/Working_together_to_improve_school_attendance_-_August_20 24.pdf<br><br>DFE – Improving School Attendance<br>Other Reading<br>Cognitive, social and physical domains of learning. Experience is an entitlement not just a reference to cultural capital – A Curriculum Of Hope, 2020 | |

**Total budgeted cost: £ 263,610**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

| Intended outcome | Review 2024-25 |
|---|---|
| Improved attainment for disadvantaged pupils in reading and writing with a key focus on language acquisition, oracy, reading and its transference into writing.<br>Improved attainment for disadvantaged pupils in maths. With a focus on application of skills into reasoning and a secure understanding of arithmetic. | 2024-25 example outcomes for our disadvantaged pupils:<br><br>● **Reading** data:<br>**Year 3**<br>- 66% of PP chn achieved EXP outperforming / compared non PP chn at 47%<br>- 5% of PP chn achieved GD compared to 13% of non PP chn<br>**Year 4**<br>- 46% of PP achieved EXP standard compared to 59% of non PP chn<br>- 8% of PP chn achieved GD in line with non PP chn at 8%<br><br>**Year 5**<br>- 58% PP chn achieved EXP compared to 60% Non PP chn<br>- 9% of PP chn achieved GD in line with non PP chn at 9%<br><br>● **Maths** data:<br>**Year 3**<br>- 74% of PP chn achieved the EXP standard outperforming / compared to non PP chn at 58%<br>- PP chn outperformed non PP in securing GD at 16%<br>**Year 4**<br>- 8% of PP compared to 10% non PP achieved GD<br>**Year 5**<br>- 12% of PP compared to 13% of non PP achieved GD<br><br>● **Writing** data:<br>**Year 3**<br>- 55% of PP chn achieved the EXP standard outperforming / compared to non PP chn at 43%<br><br>**Year 4**<br>- 13% of PP compared to 15% non PP chn achieved GD<br><br>**Year 5**<br>- 14% of PP chn achieved GD outperforming / compared to non PP chn at 9% |

**Year 6**

- End of KS2 data 2024-25 (disadvantaged):

**Key Stage 2: Achieved Expected Standard Maths**

| 2024/2025 | Change since 2023/2024 |
|---|---|
| 65.2% | ▲ 20.5% |

**End of KS2 data 2024/25 overview via IDSR - comparison disadvantaged / non-disadvantaged:**

| | | School disadvantaged compared to national disadvantaged | | | School disadvantaged compared to national non-disadvantaged | | |
|---|---|---|---|---|---|---|---|
| Year | Cohort | School | National | National distribution banding | National (non dis) | Gap | Gap Trend |
| 2025 | 44 | 50% | 47% | Close to average (non-sig) | 69% | -19 | Narrowing |

**New mathematics curriculum:**

As referred to in last year's report, we have continued to embed our new maths mastery curriculum. Based on our EOY data - the impact has and continues to be noticeable amongst all year groups with our PP children at both EXP / GD performing strongly in each year group. The 20.5% increase in EXP amongst our PP children in the end of KS2 data above is also another indication of impact here.

**Targeted academic support:**

We have continued to improve the quality of our education and teaching offer, with the following additional programmes:

- Osiris intervention
- Walkthrus coaching model / approach
- External visits / monitoring from our school improvement partner (KP)
- Internal monitoring processes, e.g. subject development days
- Engagement with LA initiative 'Achievement for All'. A programme to address / remove the barriers to achievement for disadvantaged learners in Hillingdon schools and settings
- Collaborative working with other settings across different school priority / curriculum areas

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| Improved resilience, self-regulation and learning behaviours by addressing and supporting children's social and emotional needs. | We have embedded specific interventions that address the social and emotional needs of our children. These include:<br>- Emotional Literacy Support (ELSA)<br>- Seasons for growth<br>- Social Skills<br>- Specific support around family bereavement |

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<td>We have also continued to offer a range of parental support groups / initiatives accessible from our school community house, including:<br><br>- Positive Parenting<br>- The Marlborough Programme<br>- A weekly foodbank supplied via the Felix Project<br><br>We launched our OPAL lunchtime play offer using significant school investment and in partnership with our school community. Our approach to play is now more strategic, ensuring we offer more variety and challenge and support our pupils to be more active. Our OPAL approach is inclusive and equitable, ensuring all children, regardless of background or ability, have high-quality play opportunities.<br><br>Our new Therapeutic Thinking approach to behaviour also began this year. This prioritises emotional well-being and mental health to improve children's learning experiences and outcomes. It focuses on understanding behavior as a form of communication and provides tools and policies to create an inclusive and safe environment, recognising that every child has different needs to succeed. This approach is relationship-based and trauma-informed with the overall aim of equipping pupils with strategies for managing emotions and overcoming barriers to learning.<br><br>Examples of this support are available.</td>
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<td>Increase in parental engagement and pupil attendance</td>
<td>We have continued to hold a range of parent meetings and workshops, e.g. around home learning and further supported these with the use of our school Community House to offer workshops and parent support groups with the aim of increasing parental wellbeing and engagement and ultimately the progress of their children in class.<br><br>New attendance strategy created<br><br>End of year attendance data for disadvantaged pupils for 2024/25 overview via IDSR shows improvement year-on-year:<br><br>FSM6 - Attendance<br><br>
<table>
<tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th></tr>
<tr><td>2024/25 (2 term)</td><td>184</td><td>92.5%</td><td>92.4%</td><td>Close to average</td><td>Relative improvement</td></tr>
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<td>Persistent absenteeism amongst our disadvantaged pupils has reduced year-on-year:<br><br>FSM6 - Persistent absence<br><br>
<table>
<tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Trend</th></tr>
<tr><td>2024/25 (2 term)</td><td>184</td><td>25.0%</td><td>24.5%</td><td>Close to average (non-sig)</td><td>No sig change</td></tr>
<tr><td>2023/24 (3 term)</td><td>192</td><td>29.7%</td><td>27.1%</td><td>Close to average (non-sig)</td><td>No sig change</td></tr>
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<br>We have continued with our large breakfast club offer for our pupils, with a variety of activities for them to take part in, including reading, mindfulness drawing / puzzles and problem-solving activities with a view to developing their social skills and wellbeing.<br><br>We have a school Attendance Team working with a new attendance strategy who meet regularly to target those children / families who need further support around pupil attendance and that do not meet the attendance threshold.<br><br>Parents have been supported with a referral to the stronger families team for a range of concerns from domestic abuse to housing benefits and over the course of this year 27 families have been supported by our Pastoral Team relating to a range of issues.</td>
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<td>Access to wider opportunities and experiences</td>
<td>We aim for each year group to complete an extra-curricular school trip each half term, with the aim of supporting and reinforcing pupils’ learning across the wider curriculum.<br><br>We have continued to offer free trip places to all pupil premium families and ensured all pupils attend all class trips and visits, including the Year 5 and 6 school campover / activity week experiences. This has ensured greater engagement in class lessons and all pupils being able to find links with information they have learnt on trips and class.<br><br>The number of spaces offered for a co-curricular clubs have been as follows:<br>Autumn 2024: 390<br>Spring 2025: 350<br>Summer 2025: 370<br><br>All pupil premium pupils continue to be offered their first choice for a club and our pastoral team have ensured that all clubs to this point have been 50% pupils in receipt of PPG. The cost of one club place being £20 covered by our pupil premium funding.</td>
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## 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 |
|---|---|
| Little Wandle: Letters and Sounds Revised | Little Wandle Ltd |
| The Write Stuff | The Training Space |
| Maths Mastery | ACP Plus |
| PKC Curriculum | The Knowledge Schools Trust |
| Doodle Learning | Discovery Education |
| Carousel | Carousel Learning |
| Maths 4 Life | Maths 4 Life Ltd |
| Times Table Rockstars | Maths Circle |
| Pathways to Progress | The Literacy Company |