



## Pupil Premium Strategy Review 2025-2026

| Intended outcome                                                                      | Jan 2026 Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | May 2026 Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | End of 3yr Plan Success criteria                                                                                                                                                                                                     |
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| Improved levels of independence, resilience and self-regulation amongst our DA pupils | <p>Behaviour records demonstrate a continued reduction in the amount of behaviour incidents, showing increased levels of self-regulation amongst DA children.</p> <p>Where there are recorded behavioural incidents for PP, these children are being supported via targeted support plans which include nurture, adapted timetables and adapted behavioural ladders.</p> <p>Lunchtime incidents have started to reduce amongst DA children.</p> <p>Lunchtime supervisors have had training on how to work with children with attachment trauma needs. They have been given a bank of strategies to use with these LAC children, of which they can apply with other DA children.</p> <p> - no change</p> <p> - Improved from baseline</p> <p> - decreased from baseline</p> <p>From Baseline, the number of PP children with a Pastoral score of 6 or above, has either remained the same or increased. Showing good maintenance and also improvement in pastoral support for PP children. A score of 6 or above indicated at least that the children are beginning to use their emotional non-negotiables independently.</p> | <p>Behaviour records demonstrate an increase in behavioural incidents – however these are for 2 SEND PP children that are struggling and are not on part time timetable. Otherwise, PP behavioural incidents have reduced.</p> <p>Where there are recorded behavioural incidents for PP, these children are being supported via targeted support plans which include nurture, adapted timetables and adapted behavioural ladders.</p> <p>Lunchtime incidents have continued to decrease amongst DA children. Lunchtime supervisors have had termly check ins with MP to discuss what is working well/what they would like to change. We have also had a new lunchtime supervisor since Easter. There is now regular positive feedback from the lunchtime staff.</p> <p> - no change</p> <p> - Improved from baseline</p> <p> - decreased from baseline</p> <p>HBM – 100% of year 4 children now have a score of 5 or above, meaning they are usually happy and healthy, with no health concerns – this has improved from last time at 92.9%. HBM scores have dropped however for Years R, 1, 2, and 3. This is due to some</p> | <p>Observations and pupil voice activities indicate our DA pupils operate with confidence, independence, motivation and purpose within all lessons.</p> <p>An increase in Healthy Body and Mind scores on the Triple A strategy.</p> |



| 6 or above | Baseline | Autumn Score |
|------------|----------|--------------|
| Pastoral   | R – 66.6 | R – 66.6     |
|            | 1 – 65.1 | 1 – 69.4     |
|            | 2 – 50   | 2 – 50       |
|            | 3 – 77.8 | 3 – 83.5     |
|            | 4 – 85.7 | 4 – 92.8     |

From baseline scores, Healthy Body and Mind scores have improved for all year groups. This means that for the children of a score of 5 or above (meaning no health concerns and they are usually happy and healthy). From baseline data, the number of PP children achieving a score of 5 or above has increased for each year group.

| 5 or above            | Baseline | Autumn Score |
|-----------------------|----------|--------------|
| Healthy Body and Mind | R – 77.7 | R – 88.8     |
|                       | 1 – 75   | 1 – 91.8     |
|                       | 2 – 81.3 | 2 – 87.6     |
|                       | 3 – 72.3 | 3 – 94.5     |
|                       | 4 – 85.7 | 4 – 92.9     |

children now having further intervention such as MHST, Early Help or had significant life changes. Teachers have discussed these children with MP and actions have been put into place in TADAC meetings.

| 5 or above            | Baseline | Autumn Score | Spring Score |
|-----------------------|----------|--------------|--------------|
| Healthy Body and Mind | R – 77.7 | R – 88.8     | N – 83.3     |
|                       | 1 – 75   | 1 – 91.8     | R – 66.7     |
|                       | 2 – 81.3 | 2 – 87.6     | 1 – 84.7     |
|                       | 3 – 72.3 | 3 – 94.5     | 2 – 77.9     |
|                       | 4 – 85.7 | 4 – 92.9     | 3 – 88.2     |
|                       |          |              | 4 – 100      |

PA – Reception have increased the number of children on a 6 or above for pastoral. Year 1, 2 and 4 have all remained the same, meaning children are accessing their emotional non-negotiables well. Year 3 have decreased by 1%, which could be as a result from 1 child leaving. In addition, another child has had a large life change and this has impacted all of her scores.

| 6 or above | Baseline | Autumn Score | Spring Score |
|------------|----------|--------------|--------------|
| Pastoral   | R – 66.6 | R – 66.6     | N – 50       |
|            | 1 – 65.1 | 1 – 69.4     | R – 77.7     |
|            | 2 – 50   | 2 – 50       | 1 – 61.6     |
|            | 3 – 77.8 | 3 – 83.5     | 2 – 50.1     |
|            | 4 – 85.7 | 4 – 92.8     | 3 – 82.4     |
|            |          |              | 4 – 92.9     |



| <p>Improved oral language skills and vocabulary amongst disadvantaged pupils.</p>                             | <p>Oral language is improving within the Year 1 cohort due to the implementation of continuous provision. Through staff voice, staff feel that children are communicating better with peers and staff, and the children can talk well about what they are reading.</p> <p>The ‘Small World’ area still remains in the year 1 classrooms to promote language and story retells.</p> <p>As a result of school trips being funded, all DA pupils have had additional opportunities to expand and develop their vocabulary bank.</p> <p>More PP children have been able to access standardise assessments where teachers feel appropriate. As a result, interventions and adaptations have been made for these children. Either in form of intervention, TSP or a PLP if they are now indicated on the Graduated response.</p> | <p>Oral language and vocabulary have improved, especially amongst Year 1 children. This shows in the maintenance and increase of children working at ARE expectations, compared to Autumn data for both reading and phonics.</p> <p>We have now purchased the ‘Stoke Speaks Out’ scheme in order to begin implementing from EYFS as soon as possible.</p> <p>As a result of school trips being funded, all DA pupils have had additional opportunities to expand and develop their vocabulary bank.</p> <p>More PP children have been able to access standardise assessments where teachers feel appropriate. As a result, interventions and adaptations have been made for these children. Either in form of intervention, TSP or a PLP if they are now indicated on the Graduated response.</p> <p>When doing pupil voice on the learning walk, PP children generally could articulate themselves well and engage in conversation.</p> | <p>Assessments and observations indicate significantly improved oracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement with their peers and ongoing formative assessment.</p> <p>Support SEND provision and assessment through the use of standardised testing in line with our Graduated Response for support attainment and progress for all.</p> |          |   |       |       |   |       |       |   |       |       |   |       |       |                                                                                                                                                                                                                                                                                                                                                                                                |            |            |          |          |   |       |       |       |   |       |       |       |   |       |       |       |   |       |       |       |                                                                                                                                                                     |
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| <p>Improved attainment amongst disadvantaged pupils across KS1 and KS2, at ARE and GD.</p> <p><b>Key:</b></p> | <p><b>Writing:</b><br/>PP Without SEN</p> <table><tr><th>Year Group</th><th>Baseline %</th><th>Dec 25 %</th></tr><tr><td>1</td><td>55.6%</td><td>55.6%</td></tr><tr><td>2</td><td>58.3%</td><td>66.7%</td></tr><tr><td>3</td><td>68.8%</td><td>62.5%</td></tr><tr><td>4</td><td>92.3%</td><td>76.9%</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year Group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Baseline %                                                                                                                                                                                                                                                                                                                                                                                                                   | Dec 25 % | 1 | 55.6% | 55.6% | 2 | 58.3% | 66.7% | 3 | 68.8% | 62.5% | 4 | 92.3% | 76.9% | <p><b>Writing:</b><br/>PP Without SEN</p> <table><tr><th>Year Group</th><th>Baseline %</th><th>Dec 25 %</th><th>March 26</th></tr><tr><td>1</td><td>55.6%</td><td>55.6%</td><td>66.7%</td></tr><tr><td>2</td><td>58.3%</td><td>66.7%</td><td>69.2%</td></tr><tr><td>3</td><td>68.8%</td><td>62.5%</td><td>73.3%</td></tr><tr><td>4</td><td>92.3%</td><td>76.9%</td><td>84.6%</td></tr></table> | Year Group | Baseline % | Dec 25 % | March 26 | 1 | 55.6% | 55.6% | 66.7% | 2 | 58.3% | 66.7% | 69.2% | 3 | 68.8% | 62.5% | 73.3% | 4 | 92.3% | 76.9% | 84.6% | <p>Percentages of DA pupils achieve in line with non-DA peers in phonic screening and in school milestone checks.</p> <p>Reading, writing and maths outcomes in</p> |
| Year Group                                                                                                    | Baseline %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Dec 25 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                              |          |   |       |       |   |       |       |   |       |       |   |       |       |                                                                                                                                                                                                                                                                                                                                                                                                |            |            |          |          |   |       |       |       |   |       |       |       |   |       |       |       |   |       |       |       |                                                                                                                                                                     |
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| 3                                                                                                             | 68.8%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 62.5%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                              |          |   |       |       |   |       |       |   |       |       |   |       |       |                                                                                                                                                                                                                                                                                                                                                                                                |            |            |          |          |   |       |       |       |   |       |       |       |   |       |       |       |   |       |       |       |                                                                                                                                                                     |
| 4                                                                                                             | 92.3%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 76.9%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                              |          |   |       |       |   |       |       |   |       |       |   |       |       |                                                                                                                                                                                                                                                                                                                                                                                                |            |            |          |          |   |       |       |       |   |       |       |       |   |       |       |       |   |       |       |       |                                                                                                                                                                     |
| Year Group                                                                                                    | Baseline %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Dec 25 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | March 26                                                                                                                                                                                                                                                                                                                                                                                                                     |          |   |       |       |   |       |       |   |       |       |   |       |       |                                                                                                                                                                                                                                                                                                                                                                                                |            |            |          |          |   |       |       |       |   |       |       |       |   |       |       |       |   |       |       |       |                                                                                                                                                                     |
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| 4                                                                                                             | 92.3%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 76.9%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 84.6%                                                                                                                                                                                                                                                                                                                                                                                                                        |          |   |       |       |   |       |       |   |       |       |   |       |       |                                                                                                                                                                                                                                                                                                                                                                                                |            |            |          |          |   |       |       |       |   |       |       |       |   |       |       |       |   |       |       |       |                                                                                                                                                                     |



- Stayed the same  
 - improved  
 - decreased

Pupils with SEND consistently build on prior learning and make sustained progress.

PP with SEN

| Year Group | Baseline % | Dec 25 % |
|------------|------------|----------|
| 1          | 41.7%      | 41.7%    |
| 2          | 43.8%      | 50%      |
| 3          | 61.1%      | 55.5%    |
| 4          | 85.7%      | 71.4%    |

**Reading:**

PP Without SEN

| Year Group | Baseline % | Dec 25 % |
|------------|------------|----------|
| 1          | 66.7%      | 55.6%    |
| 2          | 66.7%      | 66.7%    |
| 3          | 75%        | 75%      |
| 4          | 92.3%      | 92.3%    |

PP with SEN

| Year Group | Baseline % | Dec 25 % |
|------------|------------|----------|
| 1          | 50%        | 41.7%    |
| 2          | 50%        | 50%      |
| 3          | 66.7%      | 66.7%    |
| 4          | 92.8%      | 92.8%    |

**Maths:**

PP Without SEN

PP with SEN

| Year Group | Baseline % | Dec 25 % | March 26 |
|------------|------------|----------|----------|
| 1          | 41.7%      | 41.7%    | 50%      |
| 2          | 43.8%      | 50%      | 56.3%    |
| 3          | 61.1%      | 55.5%    | 64.7%    |
| 4          | 85.7%      | 71.4%    | 71.4%    |

**Reading:**

PP Without SEN

| Year Group | Baseline % | Dec 25 % | March 26 |
|------------|------------|----------|----------|
| 1          | 66.7%      | 55.6%    | 55.6%    |
| 2          | 66.7%      | 66.7%    | 69.2%    |
| 3          | 75%        | 75%      | 73.3%    |
| 4          | 92.3%      | 92.3%    | 92.3%    |

PP with SEN

| Year Group | Baseline % | Dec 25 % | March 26 |
|------------|------------|----------|----------|
| 1          | 50%        | 41.7%    | 41.7%    |
| 2          | 50%        | 50%      | 56.3%    |
| 3          | 66.7%      | 66.7%    | 64.7%    |
| 4          | 92.8%      | 92.8%    | 92.9%    |

**Maths:**

PP Without SEN

July 2026 exceed 80% ARE for disadvantaged pupils (non-SEND), from Year 1 to Year 4.

10% of disadvantaged pupils across the school will be working above ARE in R and W by July 2026.

By July 2026, there will be an increased number of PP males working above ARE in writing and reading.

The progress of DA pupils with SEND is consistent and sustained. PLPs and standardised tests including Salford, YARC and BPVS will demonstrate gains made from pupils' relevant starting points.



|                                                                                                                                                                                                                                                                             | <table><tr><th>Year Group</th><th>Baseline %</th><th>Dec 25 %</th></tr><tr><td>1</td><td>66.7%</td><td>77.8%</td></tr><tr><td>2</td><td>83.3%</td><td>91.7%</td></tr><tr><td>3</td><td>100%</td><td>93.7%</td></tr><tr><td>4</td><td>84.6%</td><td>84.6%</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                 | Year Group                                                                                                                                                                                           | Baseline %                                                                                                                                                                                                                                                                                                               | Dec 25 %     | 1                                                                                                                                                                                                                                                                                                             | 66.7%                | 77.8%            | 2                    | 83.3%                      | 91.7%                        | 3                          | 100%                         | 93.7%             | 4       | 84.6% | 84.6%                                                                                                                                                                                                                                                                                                                                              | <table><tr><th>Year Group</th><th>Baseline %</th><th>Dec 25 %</th><th>March 26</th></tr><tr><td>1</td><td>66.7%</td><td>77.8%</td><td>77.8%</td></tr><tr><td>2</td><td>83.3%</td><td>91.7%</td><td>84.6%</td></tr><tr><td>3</td><td>100%</td><td>93.7%</td><td>86.67%</td></tr><tr><td>4</td><td>84.6%</td><td>84.6%</td><td>84.6%</td></tr></table> | Year Group | Baseline % | Dec 25 % | March 26 | 1     | 66.7% | 77.8% | 77.8% | 2     | 83.3% | 91.7% | 84.6% | 3     | 100%  | 93.7% | 86.67% | 4     | 84.6% | 84.6%  | 84.6% |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                |  |
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| <table><tr><th>Year Group</th><th>Baseline %</th><th>Dec 25 %</th></tr><tr><td>1</td><td>58.3%</td><td>66.7%</td></tr><tr><td>2</td><td>62.5%</td><td>68.8%</td></tr><tr><td>3</td><td>88.9%</td><td>83.3%</td></tr><tr><td>4</td><td>78.5%</td><td>78.5%</td></tr></table> | Year Group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Baseline %                                                                                                                                                                                           | Dec 25 %                                                                                                                                                                                                                                                                                                                 | 1            | 58.3%                                                                                                                                                                                                                                                                                                         | 66.7%                | 2                | 62.5%                | 68.8%                      | 3                            | 88.9%                      | 83.3%                        | 4                 | 78.5%   | 78.5% | <table><tr><th>Year Group</th><th>Baseline %</th><th>Dec 25 %</th><th>March 26</th></tr><tr><td>1</td><td>58.3%</td><td>66.7%</td><td>75%</td></tr><tr><td>2</td><td>62.5%</td><td>68.8%</td><td>68.8%</td></tr><tr><td>3</td><td>88.9%</td><td>83.3%</td><td>76.5%</td></tr><tr><td>4</td><td>78.5%</td><td>78.5%</td><td>78.6%</td></tr></table> | Year Group                                                                                                                                                                                                                                                                                                                                           | Baseline % | Dec 25 %   | March 26 | 1        | 58.3% | 66.7% | 75%   | 2     | 62.5% | 68.8% | 68.8% | 3     | 88.9% | 83.3% | 76.5% | 4      | 78.5% | 78.5% | 78.6%  |       |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                |  |
| Year Group                                                                                                                                                                                                                                                                  | Baseline %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Dec 25 %                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                          |              |                                                                                                                                                                                                                                                                                                               |                      |                  |                      |                            |                              |                            |                              |                   |         |       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                      |            |            |          |          |       |       |       |       |       |       |       |       |       |       |       |        |       |       |        |       |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                |  |
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| Year Group                                                                                                                                                                                                                                                                  | Baseline %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Dec 25 %                                                                                                                                                                                             | March 26                                                                                                                                                                                                                                                                                                                 |              |                                                                                                                                                                                                                                                                                                               |                      |                  |                      |                            |                              |                            |                              |                   |         |       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                      |            |            |          |          |       |       |       |       |       |       |       |       |       |       |       |        |       |       |        |       |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                |  |
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| To sustain wellbeing support for all pupils in our school, particularly our disadvantaged pupils.                                                                                                                                                                           | For ‘Curriculum Entitlement’, TADAC meetings took place to discuss how to improve these scores. Club ideas, pupil voice and other actions were put into place with teachers to increase this.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                      | CE – Year 1 and year 4 have improved their CE scores that are 6 or above, meaning more children have jobs and/or access clubs.                                                                                                                                                                                           |              | Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"><li>qualitative data from pupil voice, parent voice/feedback, Triple A screening data.</li><li>an increase in participation in enrichment activities, particularly among disadvantaged pupils.</li></ul> |                      |                  |                      |                            |                              |                            |                              |                   |         |       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                      |            |            |          |          |       |       |       |       |       |       |       |       |       |       |       |        |       |       |        |       |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                             | New clubs are in place for Spring term, to best support PP children both at lunchtime and after school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                      | When analysing TADAC data, the other year groups have also maintained their level of children working at a 6, meaning they all have a job and take part in a club at times. There is a slight drop for years 2&3, however this is only due to new children joining, not the number of children dropping club attendance. |              |                                                                                                                                                                                                                                                                                                               |                      |                  |                      |                            |                              |                            |                              |                   |         |       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                      |            |            |          |          |       |       |       |       |       |       |       |       |       |       |       |        |       |       |        |       |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                             | <table><tr><th>Club Title</th><th>Total</th><th>Reception Yoga</th><th>Squiggle (R)</th><th>Boomers Whackers KS2</th><th>Dungeons Dragons</th><th>Christmas choir</th><th>Drawing club (Y1, 2, 3, 4)</th><th>Girls football (Y1, 2, 3, 4)</th><th>Inspiration dance</th></tr><tr><td>Overall</td><td></td><td>14</td><td>12</td><td>9</td><td>12</td><td>22</td><td>28</td><td>23</td><td>20</td></tr><tr><td>PP</td><td>41</td><td>2</td><td>1</td><td>3</td><td>5</td><td>4</td><td>15</td><td>9</td><td>2</td></tr><tr><td></td><td></td><td>14.29%</td><td>8.33%</td><td>33.33%</td><td>41.67%</td><td>18.18%</td><td>53.57%</td><td>40%</td><td>10%</td></tr></table> |                                                                                                                                                                                                      | Club Title                                                                                                                                                                                                                                                                                                               | Total        |                                                                                                                                                                                                                                                                                                               | Reception Yoga       | Squiggle (R)     | Boomers Whackers KS2 | Dungeons Dragons           | Christmas choir              | Drawing club (Y1, 2, 3, 4) | Girls football (Y1, 2, 3, 4) | Inspiration dance | Overall |       | 14                                                                                                                                                                                                                                                                                                                                                 | 12                                                                                                                                                                                                                                                                                                                                                   | 9          | 12         | 22       | 28       | 23    | 20    | PP    | 41    | 2     | 1     | 3     | 5     | 4     | 15    | 9     | 2      |       |       | 14.29% | 8.33% | 33.33% | 41.67% | 18.18% | 53.57% | 40% | 10% | This number has dropped for year 2 and 3 access to clubs, however this is by a tiny percentage which shows the addition of new pupils in Year 2, and that a child left in Year 3. There are new clubs now for Summer term targeted at these groups, which have a good take up. |  |
|                                                                                                                                                                                                                                                                             | Club Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Total                                                                                                                                                                                                | Reception Yoga                                                                                                                                                                                                                                                                                                           | Squiggle (R) |                                                                                                                                                                                                                                                                                                               | Boomers Whackers KS2 | Dungeons Dragons | Christmas choir      | Drawing club (Y1, 2, 3, 4) | Girls football (Y1, 2, 3, 4) | Inspiration dance          |                              |                   |         |       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                      |            |            |          |          |       |       |       |       |       |       |       |       |       |       |       |        |       |       |        |       |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                             | Overall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                      | 14                                                                                                                                                                                                                                                                                                                       | 12           |                                                                                                                                                                                                                                                                                                               | 9                    | 12               | 22                   | 28                         | 23                           | 20                         |                              |                   |         |       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                      |            |            |          |          |       |       |       |       |       |       |       |       |       |       |       |        |       |       |        |       |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                |  |
| PP                                                                                                                                                                                                                                                                          | 41                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2                                                                                                                                                                                                    | 1                                                                                                                                                                                                                                                                                                                        | 3            | 5                                                                                                                                                                                                                                                                                                             | 4                    | 15               | 9                    | 2                          |                              |                            |                              |                   |         |       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                      |            |            |          |          |       |       |       |       |       |       |       |       |       |       |       |        |       |       |        |       |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 14.29%                                                                                                                                                                                               | 8.33%                                                                                                                                                                                                                                                                                                                    | 33.33%       | 41.67%                                                                                                                                                                                                                                                                                                        | 18.18%               | 53.57%           | 40%                  | 10%                        |                              |                            |                              |                   |         |       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                      |            |            |          |          |       |       |       |       |       |       |       |       |       |       |       |        |       |       |        |       |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | We would expect that as we have 25% of our pupils that are DA, this would be represented in the clubs. Therefore, the highlighted green are the clubs where PP are represented the same or more than |                                                                                                                                                                                                                                                                                                                          |              |                                                                                                                                                                                                                                                                                                               |                      |                  |                      |                            |                              |                            |                              |                   |         |       |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                      |            |            |          |          |       |       |       |       |       |       |       |       |       |       |       |        |       |       |        |       |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                |  |
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|                                                                             | <table><tr><td>Non-PP</td><td>90</td><td>11</td><td>11</td><td>6</td><td>7</td><td>17</td><td>8</td><td>14</td><td>16</td></tr><tr><td></td><td></td><td>78.57%</td><td>91.67%</td><td>66.66%</td><td>58.33%</td><td>77.27%</td><td>28.57%</td><td>60%</td><td>90%</td></tr></table> <p>We would expect that as we have 25% of our pupils that are DA, this would be represented in the clubs. Therefore, the highlighted green are the clubs where PP are represented the same or more than this amount.</p> <p>See above for increased Healthy Body and Mind and Pastoral scores. Both of these indicate positive impact of the improved support for, as a result of the implementation of new SEMH resources and emotional non-negotiables such as the 'zones of regulation' and sensory baskets linked to these.</p> <p>Recent pupil voice indicated that children feel safe and happy in school. Children expressed how their teachers support and help them. The pupil voice also indicated that children know what to do if they are upset/worried and suggested strategies such as calm corner time and use of fidget toys. Some children expressed that they enjoy the visits to the guinea pigs – showing that teachers are making adaptations to meet the emotional needs of PP children.</p> | Non-PP                                                                                                                                                            | 90                                                                                     | 11     | 11     | 6      | 7      | 17  | 8   | 14 | 16 |  |  | 78.57% | 91.67% | 66.66% | 58.33% | 77.27% | 28.57% | 60% | 90% | <p>this amount.</p> <p>See above for increased scores. This indicates positive impact of the improved support for DA children, as a result of the implementation of new SEMH Graduated Response.</p> <p>This month, our children who have experienced trauma or struggle with attachment have had a session with 'Dove' to identify further support we can offer them.</p> <p>MP has planned again to do a 'leadership club' for year 3 children in Summer 2 term, to aid them in preparing for leadership role application ready for Year 4.</p> <p>There is also a 'leaving questionnaire' ready for Year 4 children to take, to capture how PP feel they have been supported by school and to help inform next year's action plan.</p> <p>Learning walks for PP children showed that all staff had adapted strategies and support in order to best support their individual PP children. They all had at least 1 or 2 children where they have had to make reasonable adjustments to emotionally support them.</p> <p>Children could articulate well what best supported them in the classroom and what was in place for them. Some children mentioned their TSP's, whilst others noted their emotions check in at their own tables.</p> <p>All children spoke positively about their staff and emotional support offered to them when needed.</p> |  |
| Non-PP                                                                      | 90                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 11                                                                                                                                                                | 11                                                                                     | 6      | 7      | 17     | 8      | 14  | 16  |    |    |  |  |        |        |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 78.57%                                                                                                                                                            | 91.67%                                                                                 | 66.66% | 58.33% | 77.27% | 28.57% | 60% | 90% |    |    |  |  |        |        |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| To achieve and sustain improved attendance for all pupils, particularly our | <p><b>Sept – 94.1%</b></p> <p><b>Oct – 93.2%</b></p> <p><b>Nov – 95.3%</b></p> <p><b>Dec – 86.8%</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Jan – 95.2% (Non pp 95.7%)</b></p> <p><b>Feb – 94.8% (Non pp 95.5%)</b></p> <p><b>Mar – 95.3% (Non pp 95%)</b></p> <p><b>Apr – 94.2% (Non pp 96.6%)</b></p> | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>- the attendance</p> |        |        |        |        |     |     |    |    |  |  |        |        |        |        |        |        |     |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |



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| disadvantaged pupils.                                                                            | <p>Overall YTD at the end of December was 92.7%</p> <p>Between starting in September and November we had some children new to school that were PP or children already at school that had become PP.</p> <p>Attendance increased in November. However, in December the PP attendance dropped significantly. This was mainly due to illnesses or medical/dental appointments.</p> <p>Many children that are PP also had unauthorised holidays in the Autumn term.</p> <p>Pupil Voice was completed at the start of Spring term with the PP Persistently absent children. Finding showed that they all wanted to be in school and that they have a great enjoyment at school. They also reported that they feel safe and happy and school and that their teachers are a great support to them. They suggested ways in which we could improve their attendance and encourage them to come into school – these strategies are now being shared with staff.</p> | <p>Overall YTD at the end of April was 94% for Pupil Premium children.</p> <p>For January and March PP children were in line with their non-PP peers for attendance. March has a slightly higher percentage than their non-PP peers.</p> <p>Since December, the overall attendance of Pupil premium has increased significantly, especially at the start of January. It has fluctuated between 94-95%. Which is overall better than attendance for PP in Autumn term. The reasons for drops in attendance are mainly due to illness or medical/dental appointments, some children were taken on unauthorised holidays.</p> <p>There has also been one PP child that has left since December, alongside new PP children starting. One of these was a PA at her old school and we are now working on good attendance for her.</p> | <p>gap between disadvantaged pupils and all non-disadvantaged pupils being less than 1%.</p> <p>Improved attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>the percentage of all disadvantaged pupils who are persistently absent is in line with their non-DA peers.</li> </ul> |
| To ensure all disadvantaged pupils have access to a full and wide-ranging curriculum entitlement | <p>Some lunchtime clubs have been made available for PP children whose parents who do not wish them to stay after school due to other commitments. These have been targeted to suit their needs alongside their requests such as a yoga club and mindfulness colouring club. These aid their self-regulation and emotional wellbeing.</p> <p>100% of PP Children have had access to swimming, music lessons and trips (with funding if needed) throughout the Autumn term.</p> <p>All PP pupils have attended the planned visits and visitors, without a financial barrier – e.g., Pantomime trip, Blists Hill.</p> <p>100% of PP pupils have a pupil leadership role within their classroom or wider school. This will continue into spring and encouragement of all PP to have one (where they can, based on their needs).</p>                                                                                                                          | <p>100% of PP Children have had access to swimming, music lessons and trips (with funding if needed) throughout the Autumn term.</p> <p>All PP pupils have attended the planned visits and visitors, without a financial barrier – e.g., Pantomime trip, Blists Hill.</p> <p>100% of PP pupils have a pupil leadership role within their classroom or wider school. This will continue into spring and encouragement of all PP to have one (where they can, based on their needs).</p> <p>LAC PP children have been a large focus to develop support for their SEMH needs. Therefore, each term we have a new set of children attending Lego Therapy club in groups of 3. This term there are 2 LAC PP children within this group. Other PP children have previously accessed this.</p>                                         | <p>100% of DA pupils access wider curriculum learning opportunities such as clubs, music lessons, forest school, pupil leadership roles, careers curriculum, inter-school events (MAT and local community) residential and visits.</p> <p>100% of pupil</p>                                                          |



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|                                                                                              | LAC PP children have been a large focus to develop support for their SEMH needs. Therefore, each term we have a new set of children attending Lego Therapy club in groups of 3. This term there are 2 LAC PP children within this group. Other PP children have previously accessed this.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | feedback indicates pupils have the resources and support to complete home learning activities.                                                                                                                                                                                                                                                                                                                                                                                     |
| Parents of DA pupils engage with our school and know how to support their child/ren at home. | <p>Staff report that PP parents have been attending parental engagement events – the same amount as their non-PP peers, Showing no difference between PP/Non-PP currently.</p> <p>The offer of ‘Learning for life’ is currently being developed and implemented with subject leaders – creating a wider offer of enrichment activities for PP children and parental engagement events that cater to the needs of PP parents. As last term it was shared with staff the barriers that parents gave in aren’t voice for why they could not attend events. The barriers were timings of the day and work commitments. Staff have now adapted and put sessions on twice a day and some evening events, in order to boost parental engagement of PP children.</p> <p>Where PP children have been unable to access home learning, they have all been given the opportunity to complete this in school – such as doing it for morning work or having extra targeted 1:1 reads to ensure they have an equitable offer.</p> <p>Where children are working below ARE or may struggle, they have been sent additional support home to practise. For example, Little Wandle resource packs, number formation work and PLP targets with resources to work on at home. Staff hold drop ins with PP parents and give personal invites to encourage home learning and show parents what/how to do the work.</p> | <p>‘Learning for Life’ has now been further developed by subject leader, with PP children as the focus when planning their curriculums. These have currently been shared with teachers and prepared to show to governors. These will be ready to be officially launched in September.</p> <p>Where PP children have been unable to access home learning, they have all been given the opportunity to complete this in school – such as doing it for morning work or having extra targeted 1:1 reads to ensure they have an equitable offer. This has been captured in TADAC meetings.</p> <p>Where children are working below ARE or may struggle, they have been sent additional support home to practise. For example, Little Wandle resource packs, number formation work and PLP targets with resources to work on at home. Staff hold drop ins with PP parents and give personal invites to encourage home learning and show parents what/how to do the work.</p> | <p>Increased number of parents engage with support offered by the academy.</p> <p>Parental views of DA pupils show increased % know how to support their child/ren with their learning at home including pupils with potential to work at a deepening level.</p> <p>Increased % of PP pupils access home learning activities.</p> <p>DA pupils access tailored additional support prompts at home at an appropriate age and stage, with parental support, leading to increased</p> |



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|  |  |  | attainment<br>outcomes including<br>those targeted to<br>work at a<br>deepening level. |
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