

# George Fentham Endowed School: Pupil premium strategy statement 2025 26

This statement details our school's use of pupil premium (and recovery premium) for the funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
Number of pupils in school (Reviewed 11.12.25)	222
Proportion (%) of pupil premium eligible pupils (Reviewed 11.12.25) <ul style="list-style-type: none"> <li>• School record 33 children</li> <li>• DFE list 23 children</li> </ul>	<ul style="list-style-type: none"> <li>• 14.9%</li> <li>• 10.4%</li> </ul>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 2024/25 <b>2025/26 – Year 3 of 3</b>
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026 / December 2026
Statement authorised by	J Gaughan
Pupil premium lead	J Gaughan
Governor	Heidi Leung

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (based on DFE list, funding is for 21 children)	£43,735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,735

# Part A: Pupil premium strategy plan

## Statement of intent

At George Fentham Endowed School our ultimate objectives are for all pupils, irrespective of their background or the challenges they face to achieve good progress and attainment across all subject areas. In addition, we want our children to develop a love of learning and a wide range of learning capacities to enable them to be successful lifelong learners and to develop a strong sense of moral purpose and respect for others. Our pupil premium strategy focuses on areas where disadvantaged pupils require the most support, identifying barriers to learning and strategies to mitigate these barriers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit our non-disadvantaged pupils.

In addition to what we know about our local community and the disadvantaged pupils we serve, we have also used research from the EEF (Education Endowment Foundation) to support our strategy.

We aim to:

- Ensure high quality teaching with high expectations for all children.
- Provide focused staff training to ensure teachers and TAs have the necessary knowledge and skills to support teaching and intervention.
- Provide targeted interventions to address specific gaps in children's knowledge and skills.
- Support children in developing a range of learning capacities to help them become successful, lifelong learners (Building Learning Power).
- Overcome barriers in speech, language and communication skills.
- Support children's Social, Emotional and Mental Health needs, both within school and in partnership with outside agencies.
- Support families to ensure high levels of attendance and to reduce any barriers in attending school.

## Challenges

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

Challenge number	Detail of challenge
1	Some of our children suffer from high anxiety for a variety of reasons, impacting on their mental health and well-being.
2	Attendance issues, current or historic mean that children who are absent for substantial parts of their education fall behind and can struggle to catch up.
3	Specific gaps in learning short or long term. School has identified pupil premium pupils that need rapid intervention to catch up quickly or make accelerated progress from their starting points in core subjects.
4	Pupil Premium children with multiple vulnerabilities e.g. SEND, means that they may have more complex needs.
5	Speech, Language and Communication difficulties, impacting on oral literacy and phonic development, often linked back to the impact of COVID.
6	Behaviour and attitudes to Learning – concentration, focus and resilience (Building Learning Power).

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. Reduction in levels of anxiety and improved emotional well-being &amp; mental health for children experiencing difficulties.</p>	<ul style="list-style-type: none"> <li>• Identified children have had regular child mentor sessions and/or support from SENDCo to help them with managing their anxiety / SEMH issues.</li> <li>• Feedback from our Child Mentor, SENDCo, class teachers and discussions with children and Parents/Carers show that children feel well supported and are less anxious.</li> <li>• The number of sessions a child has with the Child Mentor reduces and some children come off the register. (Child Mentor Register, CPOMS analysis)</li> <li>• Attendance is improving for these children.</li> <li>• Children are developing and using strategies to self-regulate.</li> <li>• Children engage fully and successfully in all aspects of school life.</li> </ul>
<p>2. Improved attendance of disadvantage pupils to be in line with school averages. The number of pupils, including disadvantaged pupils, who are identified as persistently absent is reducing.</p>	<ul style="list-style-type: none"> <li>• Analysis of attendance data shows improved attendance as a result of rigorous monitoring, swift intervention and a reduction in the number of persistently absent children. (CSAW Analysis)</li> <li>• Attendance for disadvantaged children is above national for this group of children.</li> </ul>
<p>3. Improved speech &amp; language skills as a result of accurate identification and targeted intervention.</p>	<ul style="list-style-type: none"> <li>• Feedback from teachers and parents show improved speech, language and communication skills.</li> <li>• Pupils are meeting their targets and are discharged from our Speech &amp; Language Therapist register or intervention groups as their skills improve. (Talk Therapy analysis)</li> </ul>
<p>4. The proportion of disadvantaged children passing the phonics screening by the end of KS1, is in line with non-pupil premium pupils and above national.</p>	<ul style="list-style-type: none"> <li>• Targeted phonics intervention is of high quality, staff are trained and confident in delivery.</li> <li>• Data analysis shows intended outcome has been achieved.</li> </ul>
<p>5. Raise attainment for disadvantaged children through targeting specific gaps in writing.</p>	<ul style="list-style-type: none"> <li>• Targeted intervention work (Pupil Progress meetings) is of a high quality, staff are trained and confident in the delivery.</li> <li>• EYFS, KS1 and KS2 writing outcomes for all pupils, including disadvantaged pupils, are above national.</li> <li>• Criterion referenced marking further raises expectations with regards to the technical aspects of writing, enabling gaps to be quickly closed.</li> </ul>

<p>6. Raise attainment for disadvantaged children through targeting specific fluency gaps in maths.</p>	<ul style="list-style-type: none"> <li>• Targeted intervention work is of a high quality, staff are trained and confident in the delivery.</li> <li>• EYFS, KS1 and KS2 maths outcomes for all pupils, including disadvantaged pupils, are above national.</li> <li>• Analysis of Fluency Trackers show gaps are quickly identified and closed.</li> <li>• White Rose Maths increases progress and attainment in maths reasoning and problem solving.</li> </ul>
<p>7. Improved concentration, focus and resilience, through the development of good “Building Learning Power” skills.</p>	<ul style="list-style-type: none"> <li>• Children and adults have a shared vocabulary to be able to talk about good learning behaviours.</li> <li>• Children are able to select BLP capacities to help them learn.</li> <li>• Children know themselves as learners and are able to apply BLP capacities successfully beyond the classroom environment.</li> </ul>
<p>8. Disadvantaged pupils have the same opportunities as non-disadvantaged pupils including access to extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>• All children have full access to all trips, visits, residential and extra-curricular activities regardless of any financial barriers.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: **£3,788**

Activity	Evidence that supports this approach <i>Refer: Teaching and Learning Toolkit – Education Endowment Foundation</i> <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a>	Challenge number(s) addressed
<p><b>CPD for Teachers and Teaching Assistants: Phonics Training</b></p> <p>To continue to provide high quality phonics training to ensure all Teachers and TAs have the necessary linguistic knowledge and understanding to support phonics teaching and intervention.</p>	<ul style="list-style-type: none"> <li>• Phonics – high impact for very low cost based on extensive evidence +5               <ul style="list-style-type: none"> <li>○ Training staff to ensure they have the necessary linguistic skills and knowledge.</li> </ul> </li> </ul>	3&4
<p><b>Staff CPD: Phonics Assessment</b></p> <p>To continue to provide staff training to ensure the Phonics Tracker is used to regularly assess and track children’s phonic knowledge and skills in order to quickly identify and close phonics gaps.</p>	<ul style="list-style-type: none"> <li>• Phonics – high impact for very low cost based on extensive evidence +5               <ul style="list-style-type: none"> <li>○ Carefully monitoring progress to ensure that phonics programmes are responsive and provide extra support where necessary.</li> </ul> </li> </ul>	3&4
<p><b>Staff CPD: Spelling Tracker</b></p> <p>To support staff in implementing a new whole school spelling tracker in order to assess and track spelling from Reception to Year 6.</p> <p>Gaps will be accurately identified and addressed through targeted intervention.</p>	<p>School Evidence:</p> <p>Based on the success of the Phonics Tracker, a similar approach to assessing and tracking spelling will be introduced.</p> <p>Improved spelling will increase the accuracy of children’s writing.</p>	5
<p><b>Staff CPD: Maths</b></p> <p>To provide staff CPD, in order to equip staff with the knowledge and skills needed to deliver effective, high-quality maths teaching, using the Mastery approach, supported by White Rose Maths.</p> <p>Areas to include:</p> <ul style="list-style-type: none"> <li>• Maths displays, resources and environment</li> <li>• Lesson structure &amp; planning</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery Learning – high impact for very low cost based on limited evidence +5               <ul style="list-style-type: none"> <li>○ Carefully sequencing topics so that they gradually build on foundational knowledge</li> <li>○ Flexibility for teachers on how long they need to spend on any particular topic</li> <li>○ Monitoring of pupil learning and regular feedback so that pupils can master topics prior to moving to the next</li> </ul> </li> </ul>	3&4

<ul style="list-style-type: none"> <li>Mathematical fluency and oracy</li> </ul>	<ul style="list-style-type: none"> <li>Additional support for pupils that struggle to master topic areas</li> </ul>	
<p><b>New Maths Subject Leader Training &amp; Support (appointed September 2025)</b></p> <p>Maths Subject Leader successfully accesses high quality CPD, to develop her maths mastery knowledge and understanding. As a result, SL plans and delivers focused CPD for all staff, ensuring high quality maths mastery teaching across the school.</p>	<ul style="list-style-type: none"> <li>Mastery Learning – high impact for very low cost based on limited evidence +5 <ul style="list-style-type: none"> <li>See above</li> </ul> </li> </ul>	3&4
<p><b>Parent Workshops:</b></p> <p>Provide workshops for parents to support early reading, phonics and maths fluency.</p> <ul style="list-style-type: none"> <li>Reception: Early Reading &amp; Phonics</li> <li>Year 1: Phonics</li> <li>Year 4: Multiplication Tables</li> </ul>	<ul style="list-style-type: none"> <li>Parental engagement – Moderate impact for very low cost based on extensive evidence +4</li> </ul>	3

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

Budgeted cost: £20,850

Activity	Evidence that supports this approach <i>Refer: Teaching and Learning Toolkit – Education Endowment Foundation</i> <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a>	Challenge number(s) addressed
<p><b>Targeted small group and 1:1 intervention.</b></p> <ul style="list-style-type: none"> <li>Pupils, including identified vulnerable pupils, benefit from small group and 1:1 intervention to address specific gaps in learning in order to accelerate progress: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Maths</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Small group tuition – moderate impact for low cost based on moderate evidence +4</li> <li>Teaching Assistant Interventions – moderate impact for moderate cost based on moderate evidence +4</li> <li>Reading Comprehension Strategies +6</li> </ul>	3&4
<p><b>Phonics Intervention throughout all Key Stages.</b></p>	<ul style="list-style-type: none"> <li>Phonics – high impact for very low cost based on extensive evidence +5</li> <li>One to one tuition – high impact for moderate cost based on moderate evidence.</li> </ul> <p>Small group and 1:1 intervention will be used to address phonics gaps and further accelerate progress. This will be extended to EAL pupils and</p>	3&4

	those who have previously received elective home education.	
<b>Speech and Language Therapist employed directly by school</b> <ul style="list-style-type: none"> <li>Targeted 1:1 Intervention for identified children in Nursery, Reception Years 1 &amp; 2.</li> </ul>	<ul style="list-style-type: none"> <li>Oral language interventions – very high impact for very low cost based on extensive evidence +6</li> </ul> School Evidence: Increased number of children with Speech & Language difficulties. (Linked to periods of National lockdown due to COVID-19.)	5
<b>Language/Oral intervention:</b> <ul style="list-style-type: none"> <li>Targeted small group intervention to develop children's oral language e.g. Time to Talk &amp; Colourful Semantics.</li> </ul>	<ul style="list-style-type: none"> <li>Oral language interventions – very high impact for very low cost based on extensive evidence +6</li> </ul>	5
<b>School-Led Tutoring Programme:</b> <ul style="list-style-type: none"> <li>50% school contribution</li> </ul> <p><i>No longer applicable for 2025/26</i></p>	Refer to DFE: National Tutoring Programme: guidance for schools. <ul style="list-style-type: none"> <li>One to one tuition – high impact for moderate cost based on moderate evidence +5</li> </ul>	3

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

Budgeted cost: £19,097

Activity	Evidence that supports this approach <i>Refer: Teaching and Learning Toolkit – Education Endowment Foundation</i> <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a>	Challenge number(s) addressed
<b>Attendance tracking of all pupil premium children, supported by CSAW to implement intervention plans when necessary and secure the best possible levels of attendance:</b> <ul style="list-style-type: none"> <li>Daily attendance tracking by HT and office staff.</li> <li>Half termly meetings with CSAW to track the attendance of all children, including our PP group.</li> <li>CSAW contacted to follow up absence of child for swift intervention / support.</li> <li>Attendance Review meetings scheduled to write or review Attendance Management Plans to identify barriers, set high</li> </ul>	School Evidence: <ul style="list-style-type: none"> <li>Rigorous tracking enables swift intervention, resulting in increased attendance.</li> <li>Increased attendance reduces short term and long term gaps in learning enabling children to make better progress.</li> <li>Families feel well supported and know where to go for support.</li> </ul>	2

<p>expectations and provide support.</p> <ul style="list-style-type: none"> <li>• Legal advice provided, including issuing of penalty warning letters / penalty notices and advice on non-attendance.</li> <li>• Increase the attendance of children with a range of SEMH issues, including anxiety, through involvement of SENDCo in attendance meetings.</li> </ul>		
<p><b>Mental Health &amp; Well-Being:</b></p> <p><b>SENCo 1:1 Support</b></p> <ul style="list-style-type: none"> <li>• Personalised support plan for children with high levels of anxiety.</li> <li>• 1:1 support, in school, for children and families.</li> </ul> <p><b>Child Mentor 1:1 support</b></p> <ul style="list-style-type: none"> <li>• Dedicated and protected Child Mentor time.</li> <li>• 1:1 support for children with a wide range of individual issues.</li> <li>• Liaison with Parents/Carers and other agencies (where applicable).</li> </ul>	<p><b>Social and emotional learning – moderate impact for very low cost based on very limited evidence +4</b></p> <p>School Evidence:</p> <ul style="list-style-type: none"> <li>• Children who face challenges with their mental health and well-being are well supported and better able to access school life and the curriculum fully.</li> <li>• Feedback from children tells us that they feel well supported and listened to in an environment where they are given space and time.</li> <li>• Positive impact on attendance.</li> </ul>	1
<p><b>SENTAA: Assessment of and support for any PP child whose progress is causing concern or has multiple vulnerabilities.</b></p> <ul style="list-style-type: none"> <li>• 1:1 assessment of need and support with intervention planning.</li> <li>• Evidence provided for EHCP applications.</li> <li>• Support and assessments provided for Annual Reviews.</li> <li>• Signposting for further support &amp; assessment e.g. Speech &amp; Language, Autism, ADHD.</li> </ul>	<p>School Evidence:</p> <ul style="list-style-type: none"> <li>• Excellent support provided by SENTAA for our most vulnerable children.</li> <li>• Highly skilled and trained staff, who know our school and children well, are able to provide expert advice for SENDCo, class teachers and parents.</li> <li>• Timely and accurate assessments ensure provision can be quickly identified and implemented.</li> </ul>	4
<p><b>Educational Psychology Package:</b></p> <ul style="list-style-type: none"> <li>• Termly planning meetings with Educational Psychologist and SENCo to support children with anxiety, SEMH concerns.</li> </ul>	<p>School Evidence:</p> <ul style="list-style-type: none"> <li>• Working in partnership ensures we are seeking specialist support for our vulnerable children, in order to accurately identify need and the appropriate support.</li> <li>• Previous training and support from the Educational Psychology Team has been high quality.</li> </ul>	1&4

<p><b>Promotion and development of Building Learning Power as part of our day to day work in order to:</b></p> <ul style="list-style-type: none"> <li>• Develop children’s good learning habits</li> <li>• Encourage children to know themselves well as learners</li> <li>• Prepare children to be lifelong successful learners</li> </ul>	<p>Metacognition and self-regulation +7</p> <ul style="list-style-type: none"> <li>• Explicit teaching of metacognition strategies (BLP capacities)</li> <li>• Teachers modelling their own thinking to demonstrate metacognitive strategies</li> <li>• Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome difficulties.</li> </ul>	<p>6</p>
<p><b>Equality of Opportunity: financial support</b></p> <ul style="list-style-type: none"> <li>• Trips &amp; Visits e.g. residential</li> <li>• Extra-curricular activities e.g. music lessons</li> <li>• All sports clubs both at lunchtime and after school are fully funded.</li> </ul>	<p>School Evidence: All children have equality of opportunity, regardless of their socio-economic background.</p>	<p>1</p>

**Total budgeted cost: £43,735**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**2024/25 Intended Outcomes linked to our 2024/25 Pupil Premium Strategy:**

*Please note care has been taken throughout this analysis to ensure no individual children are identified, due at times, to very small numbers and specific needs or vulnerabilities.*

**Outcome 1:** Reduction in levels of anxiety and improved emotional well-being & mental health for children experiencing difficulties.

#### **Success Criteria**

- Identified children have had regular child mentor sessions and/or support from SENDCo to help them with managing their anxiety / SEMH issues.
- Feedback from our Child Mentor, SENDCo, class teachers and discussions with children and Parents/Carers show that children feel well supported and are less anxious.
- The number of sessions a child has with the Child Mentor reduces and some children come off the register. (Child Mentor Register, CPOMS analysis)
- Attendance is improving for these children.
- Children are developing and using strategies to self-regulate.
- Children engage fully and successfully in all aspects of school life.

#### **Evidence and Impact:**

Over the course of the academic year 2024-25 there were 23 children on the CM register, of whom 14 were Pupil Premium. By end of July 2025, there were 17 children on the register, of whom 9 were in receipt of PP.

During 2024-25, 5 PP children received support and had been taken off the register at various points during the year as a result of their presenting issues being ameliorated or settled.

These issues included:

- Difficulty in managing anxiety.
- Issues with self-regulation and self-calming.
- Attendance.
- Lack of self-confidence, both in the classroom and socially.
- Issues with friendships.
- Communication challenges.
- Eating disorders.
- Emotional fragility.
- Family and relationships.
- Numbing and avoidant behaviours.
- Lack of self-belief and self-worth, impeding full engagement in school opportunities.

Following mentoring support, these PP children, along with their parents, have reported increased resilience and a growing confidence to persevere in the face of challenges. They have been supported to maximise the effectiveness and impact of mindfulness and gestalt somatic approaches such as body scans, intention-setting, box-breathing, focusing, visualisation and present-moment meditation. They have learned to implement tools of ACT (acceptance and commitment therapy) and EFT (emotion focused therapy).

Of the PP children remaining on the register at the end of July 2025, 6 have been supported weekly or fortnightly, and the remaining 3 have been supported as required. Class teachers offer regular feedback and have reported a noticeable improvement in confidence, flexibility, perseverance and engagement.

We have also worked with Solihull's SEMH Team to provide individual support for 3 of our of PP children. This has been accessed through six-week blocks of work providing personalised strategies to support regulation and includes advice for school.

**Based on our evaluation and current need, this objective is being met and will continue.**

**Outcome 2:** Improved attendance of disadvantaged pupils to be in line with school averages. The number of pupils, including disadvantaged pupils, who are identified as persistently absent is reducing.

**Success Criteria**

- Analysis of attendance data shows improved attendance as a result of rigorous monitoring, swift intervention and a reduction in the number of persistently absent children. (CSAW Analysis)
- Attendance for disadvantaged children is above national for this group of children.

**Evidence and Impact**

Detailed analysis of data and information held in school shows the intended outcome was successfully met. Attendance for Pupil Premium and Non-Pupil Premium was above national, whilst the percentage of persistent absentees was below national. High levels of attendance is prioritised and, as a result of rigorous daily tracking, children with falling attendance are quickly identified. We ensure a 'support first model' identifying any barriers to attendance, support and targets to improve.

- Percentage attendance for 2024/25
  - All children 96.81% (164 children Y1 to Y6)
  - Pupil Premium children 95.95% (27 children, a number of whom identified with multiple vulnerabilities)
  - Non-Pupil Premium 96.98% (137 children)
- Persistent Absentees for 2024/25
  - All children 3% (5/164 children)
  - Pupil Premium 11.1% (3/27 children)
  - Non-Pupil Premium 1.5% (2/137 children)

**Based on our evaluation and current need, this objective is being met and will continue.**

**Outcome 3:** Improved speech & language skills as a result of accurate identification and targeted intervention.

**Success Criteria**

- Feedback from teachers and parents show improved speech, language and communication skills.
- Pupils are meeting their targets and are discharged from our Speech & Language Therapist register or intervention groups as their skills improve. (Talk Therapy analysis.)

**Evidence and Impact**

- During 2024/25, there were 18 children assessed and supported by Talk Therapy, 3 of whom were PP children.
- Of these 3 children, 1 was discharged having met 100% of their targets. 1 child, with multiple vulnerabilities met 50% of their targets and one was a new referral.
- 8 non PP children were discharged and the rest of the children remained on caseload at the end of the year.
- In addition, SLCD (Speech, Language and Communication Disorder) High needs team have been working with 2 Non PP children and 1 PP child whose needs are significant.
- Feedback from parents is extremely positive, particularly for those children who previously have been on LA / National Health waiting lists.

**Based on our evaluation and current need, this objective is being met and will continue.**

**Outcome 4:** The proportion of disadvantaged children passing the phonics screening by the end of KS1, is in line with non-pupil premium pupils and above national.

**Success Criteria**

- Targeted phonics intervention is of high quality, staff are trained and confident in delivery.
- Data analysis shows intended outcome has been achieved.

**Evidence and Impact**

- There has been on-going, high quality phonics training for staff delivering phonic intervention and support, provided by our experienced SENCo and English Subject Leader. As a result, staff are confident and highly skilled. Regular monitoring ensures this intervention is quality assured.
- Rigorous tracking has ensured gaps are quickly identified and addressed.
- The number of pupils, including disadvantaged pupils, who pass the phonics screening in Y1 is above national for all Pupils and in-line with Pupil Premium national.
- Any child who does not pass the phonics screening by the end of KS1 is individually supported and tracked in KS2. Ensuring every child is a reader continues to be a priority.
- In 2024/25 the children who did not pass the phonics screening at the end of KS1 have multiple vulnerabilities and continue to be supported by our SENDCo.

Phonics	Year 1 Results 2023	Year 2 Results 2023
	Year 1 Results 2024	Year 2 Results 2024
	Year 1 Results 2025	Year 1 Results 2025
All Pupils achieving the phonics standards	87% (Nat 79%) 87% (Nat 81%) 89% (Nat 80%)	92% (Nat 89%) 90% (Nat 89%) 93% (Nat 89%)
Non-Pupil Premium achieving the phonics standards	89% (Nat 83%) 92% (Nat 84%) 92% (Nat 84%)	90 % 92% (24/26 children) 100% (25/25 children)
Pupil Premium achieving the phonics standard	66% (2/3 children) (Nat 66%) 67% (4/6 children) (Nat 68%) 50% (1/2 Nat 67%)	100% (4/4 children) 66% (2/3 children) 50% (2/4 children)

**Based on our evaluation and current need, this objective is being met and will continue.**

**Outcome 5:** Raise attainment for disadvantaged children through targeting specific gaps in writing.

**Success Criteria**

- Targeted intervention work (Pupil Progress meetings) is of a high quality, staff are trained and confident in the delivery.
- EYFS, KS1 and KS2 writing outcomes for all pupils, including disadvantaged pupils, are above national.
- Criterion Reference Marking (CRM) further raises expectations with regards to the technical aspects of writing, enabling gaps to be quickly closed.

**Evidence and Impact**

- In 2024/25, assessment information for Writing in Reception shows 24/30 (80%) of children achieved the expected standard, compared to 71.8% nationally. For Non-PP children 24/28 (86%) of children achieved the expected standard and for PP children it was 0/2 children (0%) of children achieved the standard. Out of the 2 PP children who did not achieve the standard 1 has multiple vulnerabilities and support is continuing for both children.
- At the end of KS1, internal data shows that 75% of all children achieved the expected level in writing. 84% of Non-PP children (21/25 children) achieved expected standard at the end of Y2 for writing

compared with 25% for PP children (1/4 children). Of the 3 PP children who did not achieve EXS, 2 PP children have multiple vulnerabilities. Support is continuing in Y3.

- In KS2, statutory assessment for writing shows that standards were high above National (85% GFES compared with 72% Nat). 83% of Non-PP children reached the EXS standard, or above, compared with 100% of PP children.
- Pupil progress meetings were carried out termly; PP children were highlighted in every class and interventions implemented to address individual needs in order to raise standards and fill gaps. Rigorous tracking identified impact and next steps.
- Criterion Reference Marking (CRM) has been successfully introduced by the SENCo / English Subject Leader. As a result, the technical aspects of writing, for each year group are clearly identified and presented. Children are becoming more familiar with these expectations and what they have to do to improve their writing. This was a focus in the 2024/25 School Improvement Plan. Staff have been supported throughout the year with high quality CPD.

**Based on our evaluation and current need, this objective is being met and will continue.**

**Outcome 6:** Raise attainment for disadvantaged children through targeting specific fluency gaps in maths.

#### **Success Criteria**

- Targeted intervention work is of a high quality, staff are trained and confident in the delivery.
- EYFS, KS1 and KS2 maths outcomes for all pupils, including disadvantaged pupils, are above national.
- Analysis of Fluency Trackers show gaps are quickly identified and closed.
- WRM increases progress and attainment in maths reasoning and problem solving.

#### **Evidence and Impact**

- Staff CPD has focused on Maths Fluency, lesson development and structure to ensure that standards remain high.
- Fluency Bee has been implemented in KS1 and KS2 in order to provide children with varied and frequent practise related to number. This has ensured increased confidence when working with number and helped to further develop core number skills.
- In 2024/25, assessment information in Number & Numerical Patterns in Reception shows 87% of all children achieved the expected standard. For Non-PP children 93% (25/27) of children achieved the expected standard and for PP children it was 50% (1/2).
- At the end of KS1, internal data shows that 86% of all children achieved expected or above. 96% of Non-PP children (24/25 children) achieved expected standard or above at the end of Y2 for Maths compared with 25% for PP children (1/4 children). The 2 of PP child who did not achieve EXS had multiple vulnerabilities.
- In KS2, statutory assessment for Maths shows that standards were above National (85% GFES compared to 74% Nat). 87% of Non-PP children reached the EXS standard compared. 67% of PP children achieved the standard compared to 54% Nationally.
- Pupil progress meetings were carried out termly; PP children were highlighted in every class and interventions implemented to address individual needs in order to raise standards and fill gaps.
- White Rose Maths has been embedded across the school in order to improve attainment in problem solving and reasoning. Children are being provided with more opportunities to explain their thinking and use higher order skills.
- Successfully completed years 1, 2 and 3 of Maths Mastery Programme (2022/23 Module 1: Readiness. 20223/24 Module 2: Developing, 2024/25 Module 3: Embedding), linked to School Improvement Plan. From September 2025 we have a new Maths Subject Leader who is receiving additional CPD and support (Autumn 2025) As a result she is now ready to continue to lead maths across the school.

**Based on our evaluation and current need, this objective is being met and will continue.**

**Outcome 7:** Improved concentration, focus and resilience, through the development of good “Building Learning Power” (BLP) skills.

**Success Criteria**

- Children and adults have a shared vocabulary to be able to talk about good learning behaviours.
- Children are able to select BLP capacities to help them learn.
- Children know themselves as learners and are able to apply BLP capacities successfully beyond the classroom environment.

**Evidence and Impact**

- Observations and discussions with children show BLP capacities are successfully used to enable children and adults to talk about a wide range of learning skills.
- Children continue to select BLP skills to help them learn and focus in lessons. They are able to talk about resilience & perseverance and why this is important.
- Assemblies and displays reinforce our whole school approach and provide opportunities to look at BLP beyond the classroom environment.
- Information about BLP has been provided to parents/carers to enable them to work in partnership with school.
- BLP capacities have been carefully selected to support children to “know more and remember more” e.g. making links, noticing and distilling.
- Governor class visits regularly comment on the use of BLP strategies to support learning throughout the curriculum.

**Based on our evaluation and current need, this objective is being met and will continue.**

**Outcome 8:** Disadvantaged pupils have the same opportunities as non-disadvantaged pupils including access to extra-curricular activities.

**Success Criteria**

- All children have full access to all trips, visits, residential and extra-curricular activities regardless of any financial barriers.

**Evidence and Impact**

- Children in every year group have had full access to all trips, visits, residential and extra-curricular activities.
- Income and expenditure for each activity is rigorously tracked by the Finance Manager to ensure there are no financial barriers to full participation.

**Based on our evaluation and current need, this objective is being met and will continue.**

## Externally provided programmes

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

Programme	Provider
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*