



## Pupil Premium Strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year to help improve the attainment of our under-resourced children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St. George's Central CE Primary School and Nursery
Number of children in school	342
Proportion (%) of pupil premium eligible pupils	35.6%
Academic years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mark Grogan, Headteacher
Pupil premium lead	Tracey Leech, Inclusion Leader
Governor lead	Fiona Taylor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,860
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£204,860

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

**Statement of intent**

At St. George's Central CE Primary School and Nursery, our use of Pupil Premium funding is guided by our commitment to provide a high-quality, inclusive education for all pupils. In line with our School Impact Plan, our intent is to ensure that every under-resourced child is given the opportunity to thrive academically, socially and personally through a curriculum and culture that is ambitious, equitable and enriching.

**Our objectives for under-resourced children are to:**

- Ensure that all pupils achieve their full potential through a broad, balanced and inclusive curriculum that develops long-term learning skills and embeds deep subject knowledge.
- To consistently promote the personal development and well-being of all of our children, particularly under-resourced children, providing them with the relevant support and encouragement to set high aspirations for themselves.

**Aims of our Pupil Premium Strategy:**

- Promote excellent attendance and positive attitudes to learning, ensuring that all children can fully access the opportunities provided by school.
- Ensure that every child receives high quality teaching that leads to under-resourced children achieving in line with their peers.
- Promote positive mental health and well-being and safeguarding.
- Reduce the attainment gap between children who are under-resourced and those who are not.

**Key principles of the strategy plan.**

- Strengthen teaching and learning through continuous professional growth, ensuring that high-quality, evidence-based classroom practice benefits all pupils, particularly the most vulnerable.
- Prioritise the well-being and personal development of all children by offering a nurturing environment that supports mental health, character development and spiritual growth.
- Provide pupils with rich cultural and community experiences, including outdoor learning, Forest School, and opportunities that build cultural capital and social responsibility.
- Develop pupils' oracy, communication and early reading **skills**, ensuring strong foundations in literacy and numeracy from the Early Years onwards.
- Embed a consistent, high-quality approach to teaching and learning that meets the needs of all learners.
- Use diagnostic assessment and targeted interventions to close attainment gaps in phonics, reading, writing, and maths.
- Enhance our curriculum through inclusive practices and innovative approaches, including the use of technology and AI where appropriate.
- Foster a whole-school culture of aspiration, resilience, and belonging, ensuring every child feels valued and capable of success.
- Strengthen partnerships with families and the wider community to sustain positive outcomes for our pupils.

Our aim is that by 2028, the progress and attainment of under-resourced children at St George's Central will be at least in line with that of their peers nationally, with all children leaving our school equipped for life-long learning and flourishing in Modern Britain.

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

## Challenges

This details the key challenges to achievement that we have identified among our under-resourced children.

Challenge number	Detail of challenge
1	<p>Observations, discussions with pupils and national data shows that under-resourced children have greater difficulty in securing the expected level of development in phonics by the end of Year 1. For those children who do not pass the phonics screening check resit in Year 2, accelerated progress needs to be made to ensure that gaps are narrowed.</p> <p>In the academic year 2024-2025, 77% of under-resourced Year 1 children achieved the expected standard in phonics compared to 87.1% of non- under-resourced children showing an achievement gap of 10.1%.</p>
2	<p>National tests, internal data, observations and discussions with children demonstrate that maths attainment for under-resourced children is below that of their peers.</p> <p>In the academic year 2024-2025, 50% of under-resourced Year 2 children achieved the expected standard compared to 69% of non- under-resourced children, showing an attainment gap of 19%.</p> <p>In Year 6 national tests, 88% of non- under-resourced children achieved the expected standard compared with 70% of under-resourced children, representing an attainment gap of 18%.</p>
3	<p>Internal and external data demonstrates that under-resourced children's attainment in spelling, punctuation and grammar is significantly below that of their peers.</p> <p>In the academic year 2024-2025, Year 6 national tests showed that 94% of non- under-resourced children achieved the expected standard in spelling, punctuation and grammar tests compared with 63% of under-resourced children representing an attainment gap of 31%.</p>
4	<p>Many of our under-resourced children have not had the life experiences that will help them to put their learning into context. This has had an impact on their use of relevant vocabulary in foundation subjects and the ability to make links across different areas of study. Furthermore, this lack of experience has had a negative impact on the social, emotional and mental health of some children.</p>
5	<p>Attendance data for the academic year 2024-2025 showed that under-resourced children had an attendance rate of 92.9% compared with whole school attendance of 94.7%. These rates were below the national average and therefore, this was identified as a key priority.</p>
6	<p>Observations, internal data and discussions with children show that some children do not have sufficient spoken language skills that will allow them to achieve their full academic potential.</p>

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

### Intended outcomes

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

Intended outcome	Success criteria
Improved phonics development of under-resourced children.	The percentage of under-resourced children who pass the phonics screening check in 2027/28 will be broadly in line with the percentage of non- under-resourced children who pass.
Improved maths attainment of under-resourced children at the end of Key Stage 1 and Key Stage 2.	Key Stage 1 and Key Stage 2 internal and external Maths assessment data will show that the percentage of under-resourced children who achieve the expected standard and above will be broadly in line with their peers in 2027/28.
Improved spelling, punctuation and grammar of under-resourced children at the end of Key Stage 1 and Key Stage 2.	National and internal assessment data will show that the percentage of under-resourced children who achieve the expected standard and above will be broadly in line with their peers in 2027/28.
To improve and sustain the wellbeing of all children.	Internal assessment data using the Stirling Wellbeing assessment tool, Boxhall Profiles, Motional and 'I Wish My Teacher Knew' questionnaires will show that there are fewer children with lower wellbeing scores. Where issues are identified they are addressed and a positive impact on overall wellbeing is shown.
Improve the attendance of all children, particularly our under-resourced children.	Overall attendance rates will improve and the attendance of under-resourced children will improve to 95%.
Improve the oral language skills of children so that their spoken language is consistent with their chronological age.	Children's spoken language skills will be consistent with the expectations of the school's newly developed speaking and listening progression document.
All children will improve their ability to use subject specific vocabulary and to make links across different areas of learning which will help children to commit their learning to long term memory.	Internal assessments using knowledge organiser quizzes and pupil interviews with subject leaders will show that an increased number of children are able to recall learning from previous topics and year groups and can use this knowledge to make links with their current learning.

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

### 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: £ 83,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further resources to be purchased to support our school's delivery of the phonics programme, 'Little Wandle's Letters and Sounds'.</p> <p>New staff members will undertake training in 'Little Wandle's' phonics programme to ensure a consistency of approach and to address gaps at the end of Key Stage 1.</p> <p>Subject leader release time will be funded to monitor the impact of the programme and its interventions.</p> <p>Early Reading and Phonics workshops will take place in the Autumn term to engage parents and offer advice on how to support children's reading at home.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from under-resourced backgrounds.</p> <p><a href="#">Phonics   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.</p> <p><a href="#">Parental engagement   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1
<p>Reading for pleasure books to be purchased to enhance the school's existing offer and to promote a love of reading amongst all children.</p> <p>Texts that link to children's learning across the curriculum will be purchased to enhance children's learning experiences and to promote a love of learning in all children do.</p>	<p>'We know that on average, under-resourced children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts'.</p> <p><a href="#">Reading comprehension strategies   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Because of this, we aim to provide high quality texts that children can share with an adult to foster a love of reading.</p> <p><a href="#">Reading comprehension strategies   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>Department for Education: <a href="#">Reading for pleasure</a></p>	1

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

	<p>Ideally, every book corner should be a mini library, a place for children to browse the best books, revisit the ones that the teacher has read to them, and borrow books to read or retell at home. Every child should be able to spend time in their book corner. Children will want to share books with others, especially if they are 'books in common' that they know their friends have heard before. They will also be interested to look at books which feature well-known fictional characters or are new and tempting.</p> <p>Department for Education: <a href="#">The reading framework</a></p>	
<p>The Maths leader will be given subject release time to carry out observations and give feedback to class teachers.</p> <p>CPD and release time to be funded for class teachers.</p> <p>Maths workshops for parents will be held by Key Stage leaders, informing parents about how Maths is taught in our school and educating parents about how to support their children's Maths learning at home.</p> <p>Regular maths moderation sessions will take place in key phases and as a whole school.</p> <p>Improving learning activities will focus on standards in maths with a focus on children targeted to achieve greater depth to ensure a consistency of approach is in place.</p> <p>Extracurricular clubs will focus on the application and instant recall of times tables facts or for recall of number bonds and addition and subtraction facts.</p> <p>The Maths leader and staff in the Early Years Foundation Stage will continue to take part in 'Nurturing Young Mathematicians' training and moderation sessions to ensure children have a solid grasp of number before entry into Key Stage 1. This project will also be rolled out to include children in our Reception classes.</p>	<p>The EEF toolkit for improving Maths in the Early Years and Key Stage 1 states that professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF toolkit for improving Maths in the Key Stages 2 and 3 states that teachers should require pupils to monitor, reflect on, and communicate their problem solving. <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. <a href="#">Parental engagement   EEF</a></p> <p>Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p>	2

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

<p>English subject leader release time to refine English subject overviews to reflect the new Writing Framework.</p> <p>Release time for subject leader to monitor the impact of the new approach.</p> <p>English subject leader will embed a consistent approach to regular writing moderation to ensure consistency in teaching and learning opportunities.</p> <p>CPD provided for all staff in light of the new Writing Framework.</p>	<p>'A Quantitative Synthesis of Research on Writing Approaches in Years 3 to 13' published by the EEF found that writing programmes that teach writing conventions like grammar, punctuation and spelling in the context of creative writing result in positive outcomes.</p> <p><a href="#">Writing programmes   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">The writing framework</a></p>	3
<p>The profile of poetry in the school will continue to be highlighted to develop the speaking and listening skills of children.</p> <p>Further visits are scheduled to take place from poets in the forthcoming academic year to deliver poetry workshops. Some children will be selected to participate in a Key Stage 1 and Key Stage 2 poetry reading event alongside other local schools.</p>	<p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some under-resourced pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="#">Oral language interventions   EEF</a></p> <p>The following strategies for raising boys' performance have been identified:</p> <p>Literacy-specific activities such as appropriate use of oral work; poetry and the use of emotionally powerful texts. <a href="#">DFE-RR238.pdf (publishing.service.gov.uk)</a></p>	6
<p>Children will continue to benefit from regular access to the Forest School by trained professionals from Wigan Council.</p>	<p>This study explored the suggestion that, for under-resourced children, wellbeing through outdoor learning is important in improving achievement.</p> <p>Mel McCree, Roger Cutting &amp; Dean Sherwin (2018) The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional wellbeing outdoors, Early Child Development and Care, 188:7, 980-996, DOI: 10.1080/03004430.2018.1446430</p>	6
<p>Whole staff refresher training to be provided to enhance and refine the teaching of reading through a whole class guided reading approach.</p>	<p>Both decoding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own.</p> <p>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topic.</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	1

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

Children will gain life experiences from high quality experiences to introduce and enhance learning across all subjects. Time will continue to be provided for teachers to plan for high quality experiences that enhance their learning.	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring under-resourced children access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.</p> <p><a href="#">Non-cognitive skills literature review- EEF</a></p>	6
Many members of staff have undertaken new subjects to lead this academic year and therefore, will attend CPD to enhance their knowledge in their subject areas.	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the gap. There is a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p><a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4
In line with the implementation of the school's forthcoming Professional Growth Policy, funding is reserved for staff CPD to develop in areas which may be deemed necessary over the course of the year.	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the gap. There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p><a href="#">Effective Professional Development   EEF</a></p>	1,2,3,4
As part of the school's 3 year strategy, the English subject leader will continue to monitor the teaching and learning of grammar and spelling to ensure it is embedded into writing.	<p>There is limited high quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested.</p> <p><a href="#">EEF-Improving literacy in key stage 2 report</a></p> <p>The notion that spelling can be 'caught' has been superseded by the understanding that to develop and sustain children's ability to spell, they need direct systematic instruction. Spelling, as a key transcription skill, must be explicitly taught, rather than simply tested. <a href="#">EEF- Literacy KS1 Guidance Report 2020</a></p>	3
Spelling competitions across key phases will take place and the effectiveness of this approach will be monitored.	<p>There is limited high quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested.</p> <p><a href="#">EEF-Improving literacy in key stage 2 report</a></p> <p>The notion that spelling can be 'caught' has been superseded by the understanding that to develop and sustain children's ability to spell, they need direct</p>	3

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*



	systematic instruction. Spelling, as a key transcription skill, must be explicitly taught, rather than simply tested. <a href="#">EEF- Literacy KS1 Guidance Report 2020</a>	
Staff will attend training around effective implementation of adaptive teaching strategies in line with the GMOAIP to ensure that the needs of all children are catered for in the classroom.	The EEF guidance around teaching children with SEND states that a range of strategies should be used to adapt teaching and instruction to ensure that the needs of all children are catered for. <a href="#">EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf</a>  <a href="#">GM OAIP Wigan</a>	1,2,3,4,6
Staff will be trained in the effective use of technology and AI to support personalised learning and adaptive teaching.	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. <a href="#">EEF Digital Technology Guidance Report.pdf</a>	1,2,3,4,6

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

Budgeted cost: £ 55124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics interventions that are consistent with our phonics scheme, 'Little Wandle's Letters and Sounds' to be delivered to children in Year 1 who are not 'on track' to pass the phonics screening check.</p> <p>Rapid catch up interventions to be delivered to children in Year 2 (and Key Stage 2 where necessary).</p> <p>Resources and teacher/teaching assistant release time for CPD will be funded.</p> <p>Subject leader release time will be funded to monitor the impact of the programme and its interventions.</p> <p>Early Reading and Phonics leader will be given release time to monitor the impact and delivery of the Little Wandle's Letters and Sounds programme to ensure consistency and fidelity to the scheme.</p>	<p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. If an older reader is struggling with decoding, phonics approaches will still be appropriate. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Maths Recovery based interventions will be provided to small groups to close gaps that are acting as a barrier to identified children's achievement.</p>	<p>Interventions should start early, be evidence-based and be carefully planned. <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	2

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

<p>Time will be provided for staff members to prepare plans and resources.</p> <p>In some cases, individual interventions may be provided by an external provider.</p> <p>Some targeted children may attend an after school intervention.</p>	<p>Individual pupils who receive MR programmes make good progress in basic numeracy skills. Teachers and teaching assistants develop their knowledge, skills and confidence to teach numeracy. The Maths Recovery principles, assessment tools and activities work well at a number of levels: in individual programmes, in group work and in informing good classroom teaching.</p> <p><a href="#">Achieving new heights in Cumbria: Raising standards in early numeracy through mathematics recovery – Maths Recovery Council UK and Ireland</a></p>	
<p>Renewal of subscription of 'B Squared' package to track the needs and progress of under-resourced children with SEND. B Squared will continue to be used by teachers to track and monitor progress. The SENCO will monitor children's progress using the tool and will offer advice and feedback to teachers, based on their progress. New staff members will receive training on using the package.</p>	<p>The 'Assess, Plan, Do, Review' process is not only a legal requirement (SEND Code of Practice, 2015) but it is essential in ensuring that interventions are having the desired impact on children's progress and development.</p>	1,2,3,4
<p>Edukey's software package will be used to provide 'Pupil Passports' for some children, with a view to ensuring that the needs for these children are catered for.</p> <p>The package will also be used to monitor the impact of interventions as part of the 'Assess, Plan, Do, Review' cycle and this will be fed back to parents, in line with the Code of Practice.</p>	<p>Similarly, as with under-resourced children with SEND, it is important that needs can be identified at the earliest opportunity and the impact of interventions can be analysed so that appropriate changes can be made in a timely manner.</p> <p>(SEND Code of Practice, 2015)</p>	1,2,3,4
<p>Renewal of subscription to Wellcomm – speech and language assessment and intervention tool.</p> <p>All children in the EYFS will have a baseline assessment and children will be identified for intervention. The Inclusion Leader will report termly on the impact of these interventions.</p> <p>CPD for all support staff to take place so that Wellcomm can be used for all children across school.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	6
<p>CPD provided for a staff member to undertake 'Communication Champions' training.</p> <p>This information will be disseminated to all support staff.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). <a href="#">Oral language interventions   EEF</a></p>	6

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

Children will continue to receive targeted reading comprehension interventions in order to move their learning forward.	<p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>On average, under-resourced children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1
---	---	---

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

Budgeted cost: £ 66,511

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding will be provided to reward the class with the overall highest attendance over the course of the year.</p> <p>Attendance will be discussed with parents/carers of children with SEND as part of review meetings.</p> <p>Termly analysis of attendance of under-resourced children takes place and is shared with governors and other staff as needed.</p> <p>Pastoral Mentor to make use of Earliest Help and Early Help procedures to support with good attendance. Information is shared and implemented with parents regarding the approach to term time holidays. Whole school attendance and punctuality procedures are in place to ensure that a consistent and effective approach is in place across school.</p> <p>Termly attendance certificates will be provided to reward good attendance across a whole term.</p> <p>Pastoral mentor will have regular meetings with the Headteacher to update on attendance concerns. Liaisons with the attendance officer at the Local Authority help to identify targeted families.</p>	<p>The EEF Rapid Evidence Review of Attendance Interventions found that 'there is a small positive impact, on average for communication parental engagement on attendance and a small positive impact for other parental engagement interventions.'</p> <p><a href="https://www.educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment/">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	5

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

<p>Trips and residential opportunities will continue to be subsidised for targeted children, offering the opportunity to take part in wider life experiences that enhance both their academic and their social-emotional learning.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring under-resourced children access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds</p> <p><a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/literature-review-on-non-cognitive-skills">Literature review on non-cognitive skills   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Children will continue to take part in regular 'care for the community' activities including visits to the local care home and litter picking.</p>	<p>Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole-school level.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>This whole school approach aims for the positive behaviours shown by children in the community to be reflected in the classroom.</p>	5
<p>EmpathyLab CPD training to be attended by English Leader and Mental Health Leader and disseminated to staff. Practices will be put in place to support behaviour, attitudes, attendance and inclusion of children across school.</p> <p>A range of books will be purchased to complement the discrete teaching of empathy.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF</a></p>	5
<p>Stirling wellbeing questionnaires continue to be utilised with children in Key Stage 2 to identify children who may require targeted support to improve their social, emotional and mental health.</p> <p>The results are then used to identify relevant interventions and the impact of these is monitored. Timetable changes mean that the pastoral mentor, along with other staff members will lead interventions for many children across school as a result of the Stirling wellbeing questionnaire results.</p>	<p>Evidence suggests that children from under-resourced backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support under-resourced children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

Collaborative work will be completed with class teachers, the Mental Health Leader and/or parents/carers to identify and monitor the social, emotional and mental health needs of pupils through the continued use of Motional will as a diagnostic and intervention tool to ensure a trauma informed approach to children's wellbeing.	Evidence suggests that children from under-resourced backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.  SEL interventions in education are shown to improve SEL skills and are therefore likely to support under-resourced pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.  <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	5
Children will continue to be encouraged to take part in extra-curricular clubs, with the number of under-resourced children attending clubs being monitored.	There is intrinsic value in teaching pupils creative and performance skills and ensuring under-resourced pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds  <a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>  Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.  <a href="https://www.educationendowmentfoundation.org.uk">Literature review on non-cognitive skills   EEF (educationendowmentfoundation.org.uk)</a>	5
Funding will be provided to subsidise specialist sports coaching, after school clubs and funding for swimming lessons. Children in Nursery and reception will continue to receive swimming lessons.  Children who did not pass their swimming assessments at the end of lower Key Stage 2 will continue to attend swimming lessons until they pass their assessments.	Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.  <a href="https://www.educationendowmentfoundation.org.uk">Literature review on non-cognitive skills   EEF (educationendowmentfoundation.org.uk)</a>	5
Counselling will continue to be offered to a larger number of children.	According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.  The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom	5

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

	<p>management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p><a href="#">Behaviour interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p> <p>Evidence suggests that children from under-resourced backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support under-resourced children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="#">Social and emotional learning   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	
<p>Funding for all pupils to learn an instrument in Key Stage 2 as part of the Wider Opportunities programme. Children will be able to learn an instrument and will be exposed to this area of the curriculum fully. Identified children have the opportunity to develop skills that they may not otherwise have had chance to.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring under-resourced children access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><a href="#">Arts participation   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	5

**Total budgeted cost: £ 204,860**

#### **Part B: Review of outcomes in the previous academic year**

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

When the impact of the previous year's Pupil Premium Strategy was analysed, data from statutory assessments was used and referred to. To help us to assess the impact of our strategy, we compared results between under-resourced children and their peers. We also compared our results to those at a national level for under-resourced and non- under-resourced children. Furthermore, we compared our results from 2025 to the results from 2024. The details of this analysis are below. Our evidence has been triangulated using internal data, conversations with subject leaders and teachers, pupil interviews, observations and book scrutinies.

Comparison of assessment data from assessments between 2024 and 2025.						
KS2	Under-resourced pupils 2024	Under-resourced pupils 2025	Difference	Non-under-resourced pupils 2024	Non-under-resourced pupils 2025	Difference
% achieving expected standard in reading	90%	70%	-20%	87.5%	88%	+0.5%
	Gap between under-resourced and non-under-resourced pupils in 2024: -2.5%			Gap between under-resourced and non- under-resourced pupils in 2025: -18%		-15.5%
% achieving expected standard in writing	75%	63%	-12%	92%	88%	-4%
	Gap between under-resourced and non-under-resourced pupils in 2024: 17%			Gap between under-resourced and non- under-resourced pupils in 2025: 25%		-8%
% achieving expected standard in maths	75%	70%	+4%	88%	88%	0%
	Gap between under-resourced and non-under-resourced pupils in 2024: 13%			Gap between under-resourced and non- under-resourced pupils in 2025: 18%		-5%
% achieving expected standard in SPAG	70%	63%	-7%	88%	94%	+6%
	Gap between under-resourced and non-under-resourced pupils in 2024:: -18%			Gap between under-resourced and non- under-resourced pupils in 2025: -31%		-13%
KS1	Under-resourced pupils 2024	Under-resourced pupils 2025	Difference	Non-under-resourced pupils 2024	Non-under-resourced pupils 2025	Difference
% achieving expected standard in reading	40%	61%	+21%	69%	58%	-9%
	Gap between under-resourced and non-under-resourced pupils in 2024: 29%			Gap between under-resourced and non- under-resourced pupils in 2025: 3%		+32%
% achieving expected standard in writing	27%	56%	+29%	76%	58%	-18%
	Gap between under-resourced and non-under-resourced pupils in 2024: 49%			Gap between under-resourced and non- under-resourced pupils in 2025: 2%		+47%

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

% achieving expected standard in maths	27%	50%	+23%	69%	69%	0%
	Gap between under-resourced and non-under-resourced pupils in 2024:: <b>42%</b>			Gap between under-resourced and non- under-resourced pupils in 2025: <b>19%</b>		<b>+23%</b>
	<b>2024</b>	<b>2025</b>		<b>2024</b>	<b>2025</b>	
<b>Y1 Phonics Screening Check</b>	<b>Under-resourced pupils 2024</b>	<b>Under-resourced pupils 2025</b>	<b>Difference</b>	<b>Non-under-resourced pupils 2024</b>	<b>Non-under-resourced pupils 2025</b>	<b>Difference</b>
	62%	77%	<b>+15%</b>	87.5%	87.1%	<b>-0.4%</b>
	Gap between under-resourced and non-under-resourced pupils in 2024: <b>25.5%</b>			Gap between under-resourced and non- under-resourced pupils in 2025: <b>10.1%</b>		<b>+15.4%</b>

The overall percentage of children who passed the 2025 Phonics Screening Check (84%) was above the Local Authority (79%) and National average (80%). The percentage of under-resourced children who achieved the pass mark in the Phonics Screening Check rose from 62% in 2024 to 77% in 2025, representing a 15% increase. The percentage of non- under-resourced children who passed the phonics screening check dropped from 87.5% in 2024, to 87.1% in 2025, this represented a slight decrease of 0.4%. Therefore, the attainment gap between under-resourced and non- under-resourced children has narrowed by 15.5%. The children who did not pass the phonics screening check will access the Rapid Catch Up programme in year 2.

The children who did not pass the re-take in 2025 will continue to access Rapid Catch Up interventions until they are competent and fluent readers.

In end of Key Stage 2 national tests, the high level of children with additional needs was reflected in the outcomes. With 7% of children working below the standard of the test and therefore did not sit the tests. Despite this, it was pleasing to see that the attainment of children in Reading, Writing, Maths and SPAG remained above national average. Whilst the attainment gap between under-resourced and non- under-resourced children has grown across all subjects, it is important to note that many of the under-resourced children in this cohort also had special educational needs, with a high proportion of those children having cognition and learning needs. These children made excellent progress, relative to their starting points. In end of Key Stage 1 tests, the attainment gap between under-resourced and non- under-resourced children narrowed across all areas but progress still needs to be made in order to achieve results in line with national average.

The Forest School is firmly established and is now accessed by children across the school year. This is now embedded into our curriculum offer.

Across the school, children's learning was enhanced by rich experiences (including external trips and visits and experiences in school). Pupil interviews from subject leaders has demonstrated that these experiences have had a positive impact on children's wellbeing and on their ability to commit learning to their long term memory.

The school's filming facilities were used across the school at regular intervals throughout the year. This has had a positive impact on children's oral language, self-confidence and performance skills. Because of the positive impact that this has had, further opportunities are planned for the current (and future) academic year(s).

Staff in early years have continued to use the school's speech and language assessment tool which enabled all them to assess the speech and language development of all children. The results from these assessments ensured that children received timely speech and language interventions and subsequent assessments showed the excellent progress that the children had made. Further training is now planned for all support staff so that this can be rolled out across the school.

Book scrutinies, observations and pupil interviews demonstrated the impact of the introduction of poetry workshops and a raised profile of poetry across the school. It was evident in children's writing and improved

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*



performance skills that this avenue should continue to be explored. Because of this, poetry remains a key focus for our children and regular visits from poets have been planned for 2025-26.

Small group support in the form of targeted comprehension activities, focussed reading groups and targeted individual support across a range of other subjects have shown some demonstrable impact, particularly amongst children in key stage 2.

Regular monitoring of the social, emotional and mental health of children has been established and will continue to be embedded in this and subsequent years. This means that the needs of children are quickly identified. The Mental Health and Wellbeing leader delivered training to all support staff which ensured that a consistent approach to wellbeing interventions have taken place across the school. Timetable changes are planned for 2025 to ensure that all children who require Mental Health and Wellbeing interventions receive them.

Our school continues to offer an extensive range of clubs to our children and the number of under-resourced children who attend these clubs compared with their peers is monitored. There is variation between classes but in some cases, more under-resourced children attend one or more after school clubs than non- under-resourced children.

The Senior Leadership Team and the Pastoral Mentor have worked to reduce the rate of overall absences and the rate of persistent absence. This has included parent meetings and phone calls. The school's attendance award has also been heavily promoted and this will continue into the current academic year, as detailed in the strategy.

#### Externally provided programmes

Programme	Provider
Times Tables Rockstars and Numbots	Maths Circle Ltd
Reading Plus	DreamBox Learning
Spelling Shed	Education Shed
White Rose Maths	White Rose Maths
B Squared	B Squared Ltd
Little Wandle's Letters and Sounds Revised	Wandle Learning Trust
Seesaw	Seesaw Learning inc.
Test Base	Doublestruck Ltd.

#### Further information

##### Additional activities

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- \* Establishing a child based support system, using expertise within this area.
- \* The Early Years leader will work with Early Years staff to develop children's movement and engagement with learning environments across classrooms and outdoors.
- \* People from a range of careers, including people from our school community will visit school to discuss their roles and the training they have undertaken.

##### Planning, implementation and evaluation

As discussed in the strategy outcomes section, all statutory assessment data was triangulated with a range of sources including; internal data, observations, conversations with parents/carers and staff members and pupil interviews. This has helped us to obtain a clear picture of the challenges faced by our under-resourced children.

We used the EEF's Guide to Pupil Premium to assist us in our evidence gathering and analysis. When challenges were identified, we analysed the impact of existing strategies to ascertain which strategies we should maintain or

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*

develop and which strategies were not having the intended impact. We also looked at a range of evidence using the EEF's Teaching and Learning Toolkit and Guidance Reports. This enabled us to identify effective strategies to overcome the challenges that our under-resourced children face.

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*