

## Pupil premium strategy statement (2026-2027) (Year 3)

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

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

### School overview

| Detail                                                                                                          | Data                                |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------|
| School name                                                                                                     | Burradon Community Primary          |
| Number of pupils in school                                                                                      | 149 (14 in FS1 and 5 in pre-school) |
| Proportion (%) of pupil premium eligible pupils                                                                 | 39%                                 |
| Detailed breakdown 2026/2027                                                                                    | 55 FSM Primary<br>3 Post LAC        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024 - 2027                         |
| Date this statement was published                                                                               | October 2026                        |
| Date on which it will be reviewed                                                                               | Reviewed annually                   |
| Statement authorised by                                                                                         | Governing Body                      |
| Pupil premium lead                                                                                              | Miss A Hunter                       |
| Governor / Trustee lead                                                                                         | Mrs J Gibson                        |

### Funding overview for 2026-2027

| Detail                                                                                                                                                                      | Amount                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £ 54,437.00 (Sept 26 – Mar 27 allocation – not full academic year) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £ 0                                                                |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ TBC                                                              |

# **Part A: Pupil premium strategy plan**

## **Statement of intent**

### **School Context**

#### **Aims for disadvantaged pupils and how they are addressed**

When making decisions about the use of pupil premium funding, it is crucial to consider the context of the school, pupils' needs and the challenges they may face. Research conducted by the Education Endowment Foundation (EEF), identifies some common barriers to learning for disadvantaged pupils such as less support for learning in the home, weaker language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

At Burradon Community Primary, we acknowledge that challenges vary from child to child and that there is no 'one size that fits all'. The ultimate aim of our school is to provide an inclusive learning environment with outstanding teaching and learning so that all pupils achieve well and make good progress.

The pupil premium strategy is intended to diminish the challenges faced by pupils so that they are not left behind either academically or socially because of disadvantage.

#### **Key principles of the strategy**

The key principles that guide school leaders when determining the use of pupil premium funding are:

- Teaching and learning meets the needs of all pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of disadvantaged pupils are accurately identified, assessed, and addressed.
- Resources funded in full or in part by the pupil premium grant will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Leaders and staff know the school community well and which pupils are not registered for free school meals but are facing disadvantage. Pupil premium and recovery premium funding will be allocated on a pupil-by-pupil basis following robust needs analysis.

#### **Specific aims**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.

- For disadvantaged pupils in school to meet and exceed nationally expected progress rates at the end of Year 6.

The range of provision that leaders consider achieving these aims include but are not limited to:

- Maintaining current pure classes in KS1 thus improving opportunities for effective teaching and accelerating progress.
- Implementing pure classes in KS2, linked to higher pupil numbers in Y3 and Y4, for 2026-2027 academic year to further implement effective teaching and accelerated progress.
- Additional teaching and learning opportunities for Key Stage 2 provided through trained school staff or external agencies.
- Improve the quality of teaching through staff personal development.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to as close to national expectations as possible.
- Pupil premium resources are to be used to target more able children on Free School Meals to achieve or exceed national standards.
- Targeted use of recovery premium funding to implement small group intervention.
- Transition from primary to secondary and transition internally and into EYFS.
- Subsidise activities, e.g educational visits to ensure children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support.
- Attendance support.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 1                | <p><b><u>School context of deprivation:</u></b></p> <p>A large number of families facing social and economic challenge. IDSR September 2026 identified that our school location deprivation was above average and our pupil base deprivation was close to average. IDSR September 2026 identified 43% of pupils as FSM6 pupils which is well above national. Currently, 58 pupils (42%) are registered as pupil premium eligible pupils. FSM uptake is 46% (68/149 pupils) (September 2025).</p> |
| 2                | <p><b><u>Social care needs:</u></b></p> <p>A large number of families are supported, or have been supported, by outside agencies including social care, family support workers and Early Help Assessments (EHA). Many families need support from school to help with their needs and to support their children's learning.</p>                                                                                                                                                                   |

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| 3 | <p><b><u>Attainment on entry:</u></b></p> <p>The majority of children enter FS1 with the knowledge and skills that demonstrate they are 'supported' within the 3-4 year old curriculum.</p> <p>Each cohort has differing aspects of low on-entry data within the prime areas over a 4 year period. Over the 4 year period, around half of pupils enter below in speaking and we have a large number of SALT referrals and intervention year on year.</p>                                                                                                                                                                                 |
| 4 | <p><b><u>SEND:</u></b></p> <p>IDSR September 2026 identified 29.86% of pupils as SEND Support which is well above national.</p> <p>IDSR September 2026 identified 3.47% of pupils as having an EHCP which is close to average. We have had a reduction in the number of complex EHCPs across the school this academic year as we have been successful in our efforts to ensure pupils are educated in the right setting.</p> <p>In September 2026, we had 4 EHCPs across the school. We also have 2 children going through a statutory assessment.</p> <p>At present 26% of pupils (FS2-Y6) are identified as SEND (September 2026).</p> |
| 5 | <p><b><u>Attendance:</u></b></p> <p>The attendance data for FSM attendance in 2025-2026 (5 half terms) showed FSM pupils at 93.3% (against a 2025-2026 5 half terms FSM national average of 92.3%). In addition, validated data for 2024-2025 (3 terms) showed that 17.2% of FSM6 pupil were Persistent Absence against a national average of 24.9%) (Ref: IDSR September 2026)</p> <p>Despite improvements and outcomes being better than the national averages stated, both outcomes are too high. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment and progress.</p>       |

## **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.

| <b>Intended outcome</b>                                                                                        | <b>Success criteria</b>                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP. | Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points. |

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| <p>2) Continue to ensure that teaching, learning and assessment across the school is at least good for all pupil groups with a large proportion outstanding and that this is impacting on PP achievement in all classes, including disadvantaged with SEND.</p>               | <p>Teaching, learning and assessment across the school will continue to be at least expected standard over time ensuring that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all will have made at least good progress from their starting points</p>                                                    |
| <p>3) Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases significantly.</p>                                                                                  | <p>Overall attendance rates for pupils eligible for PP will significantly improve and be at least in line with national and comparable with other pupil groups. There will be a significant decrease in the number of persistent absentees among pupils eligible for PP. This will be at least in line with national and comparable with other pupil groups.</p> |
| <p>4) Continue to improve children's mental health, wellbeing and behaviour through the embedding of Thrive and the Thrive Approach across all classes and the implementation of Counselling services, where appropriate, to ensure SEMH continues to be a high priority.</p> | <p>Pupils who are experiencing emotional and behavioural difficulties will be further supported through Thrive, MSHT and/or Collaborative. This will ensure that safeguarding and behaviour remain outstanding across the school and the mental health and well-being of our pupils remains a high priority.</p>                                                 |

### Activity in this academic year 2026-2027

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: £68,450.00

| Activity                                                                                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Continue to implement pure year group classes in Key Stage 1 linked to quality first teaching (part funded by pupil premium).                              | <p>EEF – Pupil Premium Guidance<br/><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i></p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>With consistently good or better teaching, maintaining pure year groups across the school is an essential priority due to the amount of learning lost following the Coronavirus pandemic alongside SEND and social challenges. It will ensure that we can continue to rapidly address gaps in learning within all curriculum areas following the pandemic and can close the gaps in attainment for all pupil groups.</p> | 1,2,3,4,5                     |
| For 2026-2027 academic year, implement pure year group classes in Key Stage 2, linked to higher pupil numbers in Y3 and Y4 (part funded by pupil premium). | <p>EEF – Pupil Premium Guidance<br/><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i></p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>                                                                                                                                                                                                                                                                                                                                                                                                                             | 1,2,3,4,5                     |

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|                                                                                                               | <p>With consistently expected standard teaching, maintaining pure year groups across the school is an essential priority due to the amount of learning lost following the Coronavirus pandemic alongside SEND and social challenges. It will ensure that we can continue to rapidly address gaps in learning within all curriculum areas following the pandemic and can close the gaps in attainment for all pupil groups.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |
| <p>Increase teaching staff percentage in the EYFS to target prime areas, literacy and maths and SEND.</p>     | <p>EEF – Early Years Toolkit</p> <p><i>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</i></p> <p>Consistently expected standard provision (environment, assessments and practice) provides communication experiences, language development, reading and writing progress.</p> <p>The systemic review commissioned by the EEF ‘Early Language Development’ reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this and implement SALT referrals, speech and language intervention, phonics intervention, L&amp;C interventions and maths interventions.</p> | <p>1,2,3,4,5</p> |
| <p>Maintaining additional SENDCo Leadership and Management release time to target increasing complex SEND</p> | <p>EEF – SEND Guidance</p> <p><i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>1,2,3,4,5</p> |

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|                                                        | <p><i>eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i></p> <p>Due to an increase in complex SEND across the school including the complexity of our EHCPs, maintaining additional SENDCo Leadership and Management time is a priority. This is to ensure that pupils with SEND are quickly identified, precise referrals are made where required, quality first teaching meets the needs of pupils with SEND, targeted intervention is swiftly implemented and tracked for effectiveness and impact.</p>                                       |           |
| Invest in CPD for the teaching team and support staff. | <p>EEF – Pupil Premium Guidance<br/><i>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i></p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>All staff will receive tailored and targeted continuous professional development linked to improving teaching and learning across the school.</p> <p>In addition, individual members of staff have specific course, e.g EYFS CPD, Thrive Practitioners, SEND.</p> | 1,2,3,4,5 |

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

Budgeted cost: £61,236.00

| <b>Activity</b>          | <b>Evidence that supports this approach</b> | <b>Challenge number(s) addressed</b> |
|--------------------------|---------------------------------------------|--------------------------------------|
| Small Group Intervention | EEF – Pupil Premium Guidance                | 1,2,4,5                              |

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| <ul style="list-style-type: none"> <li>Additional teaching and learning opportunities for Key Stage 2 provided through trained school staff or external agencies.</li> </ul> | <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i></p> <p><i>EEF – Teaching and Learning Toolkit</i></p> <ul style="list-style-type: none"> <li>Small group tuition has an average impact of +4 months</li> </ul> <p>Small group tuition approaches support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Funding from our Pupil Premium and recovery premium budgets will be allocated to implement small group intervention across Key Stage 2.</p> |                |
| <p>HLTA structured intervention support</p>                                                                                                                                  | <p>EEF – Pupil Premium Guidance</p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>1,2,4,5</p> |

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|                                                                                                                                                                                                                                                                              | <p><i>EEF – Teaching and Learning Toolkit</i></p> <ul style="list-style-type: none"> <li>Teaching assistant interventions has an average impact of +4 months</li> </ul> <p>HLTA support will be allocated to implement targeted support to identified pupils and groups.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |
| Additional SEND Teaching Assistants linked to EHCPs, Statutory Assessment Requests and subsequent LA involvement (first 10 hours funded from the school) and increasing SEND needs, referrals and targeted programs across the school (linked with PP and individual pupils) | <p>EEF – SEND Guidance</p> <p><i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i></p> <p>Due to an increase in complex SEND across the school including complex EHCPs and Statutory Assessment requests (RFAs), additional staffing is required to cater for the allocated hours on EHCPs, RFAs and the increasing SEND needs across the school requiring targeted intervention and specific programs.</p> | 1,2,3,4,5 |
| Level 3 TA intervention in Year 1 (mornings) and Key Stage 1 (afternoons) including structured intervention for phonics, language and communication and SALT intervention in KS1                                                                                             | <p>EEF – Pupil Premium Guidance</p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i></p> <p><i>EEF – Teaching and Learning Toolkit</i></p>                                                                                                                                                                                                                                                                            | 1,2,4,5   |

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|                                           | <ul style="list-style-type: none"> <li>Teaching assistant interventions has an average impact of +4 months</li> <li>Phonics has an average impact of +5 months</li> </ul> <p>Level 3 Teaching Assistant support will be allocated to our Year 1 class (mornings) and Key Stage 1 classes (afternoons) to implement targeted intervention on a one-to-one basis, paired basis and in small groups linked to individual needs and targeted intervention programs based on phonics, language and communication and SALT.</p>                                                                                                                                                                                                                                                                                                                                                                                   |         |
| Level 3 TA structured intervention in KS2 | <p>EEF – Pupil Premium Guidance</p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i></p> <p>EEF – Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> <li>Teaching assistant interventions has an average impact of +4 months</li> </ul> <p>Level 3 Teaching Assistant support will be allocated across Key Stage 2 classes to implement targeted intervention on a one-to-one basis, paired basis and in small groups linked to individual needs and targeted intervention programs.</p> | 1,2,4,5 |

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

Budgeted cost: £18,425.00

| Activity                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
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| <p>Maintain the training of 2 members of staff in THRIVE to support pupils' experiencing behavioural and emotional difficulties and lead staff training linked to class thrive profiles and action plans.</p> | <p><i>EEF – Pupil Premium Guidance</i></p> <p><i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i></p> <p><i>EEF – Teaching and Learning Toolkit</i></p> <ul style="list-style-type: none"> <li>• The average impact of behaviour interventions is four additional months' progress.</li> </ul> <p><i>EEF – Improving behaviour in schools Teaching and Learning Toolkit.</i></p> <p>Research which led to the document above highlights that teaching learning behaviours will reduce the need to manage misbehaviour. Teachers should encourage pupils to be self-reflective of their own behaviours.</p> <p>Funding from our Pupil Premium and Recovery Premium budgets will be allocated to implement continuous CPD training for our 2 trained Thrive members of staff. Training will continue to be disseminated to all staff in school and whole class Thrive systems and plans will continue to operate across the school.</p> | <p>1,2,4,5</p>                |
| <p>Continue to implement Thrive sessions for pupils who are experiencing significant emotional difficulties.</p>                                                                                              | <p><i>EEF – Pupil Premium Guidance</i></p> <p><i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>1,2,4,5</p>                |

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|                                                                                                                                                     | <p><i>EEF – Teaching and Learning Toolkit</i></p> <ul style="list-style-type: none"> <li>• The average impact of behaviour interventions is four additional months' progress.</li> </ul> <p><i>EEF – Improving behaviour in schools Teaching and Learning Toolkit.</i></p> <p>Research which led to the document above highlights that universal behaviour systems are unlikely to meet the needs of all pupils. For pupils with more challenging behaviour, the approach should be adapted to individual needs.</p> <p>Funding from our Pupil Premium and Recovery Premium budgets will be allocated to implement Thrive sessions for identified pupils across the school (individually, paired and small groups, as appropriate). Where more specialist support is required, a CMHT / Collaborative referral will be implemented for those pupils who have high behaviour or SMEH needs.</p> <p>As a school we need to ensure that SMEH continues to be a high priority across the school with a focus on pupils' mental health, well-being and behaviour.</p> |         |
| Implement a Thrive Parent course to work with parents / carers on with implementing strategies at home to support their child's behaviour and SMEH. | <p><i>EEF – Pupil Premium Guidance</i></p> <p><i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i></p> <p><i>EEF – Teaching and Learning Toolkit</i></p> <ul style="list-style-type: none"> <li>• Parental engagement has a positive impact on average of 4 months' additional progress.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1,2,4,5 |

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|                                                                                                                                                                                                      | <p>Following one of our Thrive Practitioners being trained to deliver Thrive parental courses.</p> <p>As a school we need to ensure that SMEH continues to be a high priority for school and home with a focus on pupils' mental health, well-being and behaviour.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |
| <p>Increase attendance rates for pupils eligible for pupil premium across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases significantly.</p> | <p><i>EEF – Pupil Premium Guidance</i></p> <p><i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i></p> <p>Improving pupils' attendance is often vital in boosting attainment. Increased focus on attendance is particularly important now, including the impact of term time holidays and medical appointments during school time (CAMHs linked). We will allocate some of our Pupil Premium funding to support our targeted work on attendance.</p>      | 1,2,4,5 |
| <p>Maintain and fully fund staffing in our free Greggs Foundation supported breakfast club. (Linked with PP and individual pupils)</p>                                                               | <p><i>EEF – Pupil Premium Guidance</i></p> <p><i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i></p> <p><i>EEF – Breakfast Club revised report</i></p> <p>The EEF report stated 'The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance</p> | 1,2,5   |

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|  | <p><i>and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry.'</i></p> <p>We will allocate some of our Pupil Premium funding to support the additional costs of our free breakfast club. Our breakfast club is vital to support our pupils and families linked to many of the challenges outlined above.</p> |  |
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**Total budgeted cost: £148,111.00**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

| Below are the desired outcomes from the previous strategy and a brief review. |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                                                               | <u><b>Aim</b></u>                                                                                                                                                                                                                                                                 | <u><b>Outcome</b></u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>A.</b>                                                                     | Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.                                                                                                                             | <p>Our 2025-2026 cohort contained 6/15 pupils who were classed as disadvantaged pupils. Against their national peers, we were above the national average for writing. We were in line for Maths, RWM combined and GPS. We were below for reading.</p> <p>Against non-disadvantaged peers, our disadvantaged pupils were in line for writing and GPOS. We were below for reading, maths and RWM combined.</p> <p>Our 2025-2026 Year 6 cohort (15 pupils) included 2 pupils who had an EHCP – one of whom was a PP pupil.</p>                      |
| <b>B.</b>                                                                     | Continue to ensure that teaching, learning and assessment across the school is at least good for all pupil groups with a large proportion outstanding and that this is impacting on PP achievement in all classes, including more able disadvantaged and disadvantaged with SEND. | <p>All teaching, learning and assessment across the school continues to be 'expected standard' for all pupil groups. This was confirmed by our June 2026 OFSTED inspection.</p> <p>Staffing remained relatively unchanged last academic year as we have a very stable staffing structure / team.</p> <p>We will continue to monitor the impact of teaching and learning across the school with an increased focus on the varying class organisation in Key Stage 2 over the last few years and the continued increase in complex SEND needs.</p> |
| <b>C.</b>                                                                     | Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases significantly.                                                                                                | <p>The attendance data for FSM attendance in 2025-2026 (5 half terms) showed FSM pupils at 93.3% (against a 2025-2026 5 half terms FSM national average of 92.3%).</p> <p>In addition, validated data for 2024-2025 (3 terms) showed that 17.2% of FSM6 pupil were Persistent Absence against a national average of 24.9% (Ref: IDSR September 2026).</p>                                                                                                                                                                                        |

|    |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                                                                                                                                                                                    | Despite improvements and outcomes being better than the national averages stated, both outcomes are too high. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment and progress.                                                                                                                                                                                                                                                                                                                                                                               |
| D. | Continue to improve children's mental health, wellbeing and behavior through the embedding of Thrive and the Thrive Approach across all classes and the implementation of Counselling services, where appropriate, to ensure SEMH continues to be a high priority. | <p>We continue to experience an increase in the number of pupils needing SMEH support and the number of parents / carers requesting referrals to CAMH linked to mental health and behavior at home.</p> <p>During 2025-2026, we continued to work in close partnership with our Connect Mental Health Team which enabled us to work with more pupils and their families with positive outcomes.</p> <p>Pupil voice surveys indicate improvements in mental health and wellbeing and a clear understanding of procedures in place across the school.</p> <p>This was confirmed by our June 2026 OFSTED inspection.</p> |

## 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                        |
|---------------------------------------------------------------------------|---------------------------------|
| Essential Letters and Sounds (ELS) – phonics SSP                          | Oxford University Press         |
| Essential Letters and Sounds (ELS) – spelling program for Year 2 – Year 6 | Oxford University Press         |
| Thrive                                                                    | Fronting the Challenge Projects |
| TT Rockstars                                                              | Maths Circle Ltd                |
| Spelling Shed                                                             | Ed Shed                         |
| Maths Shed                                                                | Ed Shed                         |
| Kapow Art Scheme                                                          | Kapow                           |
| Learn by Questions                                                        | Learn by Questions              |
| Lifewise PSHE Scheme of Work                                              | Lifewise                        |

|          |                         |
|----------|-------------------------|
| Charanga | Charanga Musical School |
|----------|-------------------------|