

# Pupil premium strategy statement – Walbottle Village Primary School

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

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

## School overview

Detail	Data
School name	Walbottle Village Primary School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	44% (61 pupils) Higher than national average (20.8%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/2025-2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Alison Oliver – Head Teacher
Pupil premium lead	Samantha Peverall – Deputy Head Teacher
Governor / Trustee lead	Gareth Harrison - Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,280
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£90,280

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to offer outstanding, exciting, and stimulating learning experiences for all of our children, regardless of their background, situation or educational need, across all areas of the curriculum. The focus of our pupil premium strategy is to ensure every pupil in our school is happy, safe and loved and that learning is appropriate, relevant and matched to the individual needs of our unique pupils. We aim to provide each child with many and varied opportunities to develop their character. We want all of our pupils to feel accepted, to develop a sense of belonging, to be driven and resilient, and to be inspired. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the same goal as the non-disadvantaged, including progress for those who are already high attainers.

High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in assessments, not assumptions about the impact of disadvantage. The approaches we have adopted will help pupils to excel. To ensure they are effective, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Pupils' wider development is the cornerstone of our school. We balance academic outcomes with pupils' personal development. We want pupils to thrive socially. A great deal of thought is placed on ensuring that the school provides pupils with the widest opportunities possible. They also work towards life skills, such as riding a bike, dressing themselves or speaking in public.

We recognise that to effectively tackle pupil absence we need to take the time to really understand the influences affecting pupils' attendance. This is often highly individual and requires a personal approach. One aspect of this is spending time with pupils and their families to explore the "push" and "pull" factors on pupils. We talk through a list of possible things pushing them away from school, which might include literacy difficulties creating a barrier to learning, a dislike of a particular subject, social challenges, worries about social times, or feeling they have fallen too far behind in their work to catch up again. We also consider things that might be keeping them at home, such as caring responsibilities, not wanting to be away from family, feeling poorly or tired, or wanting to use their mobile phone or enjoying playing video games. Making the space for these honest, curious, and structured conversations and hearing the perspectives of both pupils and their families helps us to understand better what drives pupil behaviour, and this is the starting point for finding an appropriate and effective response.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Teacher assessment indicates underdeveloped speech and language skills amongst many of our youngest disadvantaged pupils.</p> <p>65% of our Y1 children passed the phonic screen this year (23/24), compared to 79% nationally.</p> <p>We have identified a need to improve early reading fluency in our school. Too often, children are relying on segmenting and blending, and this is hindering some pupils from learning to read with fluency and understanding.</p>
2	<p>Our 2023-2024 KS2 reading, writing and maths data for disadvantaged children shows that our pupils achieve higher than those nationally:</p> <p>Reading, writing and maths 62% (51% nationally).</p> <p>However, disadvantaged children who achieve a 'working in greater depth' standard for all 3 subjects is 0% compared to 3.4% nationally.</p>
3	<p>Our attendance data indicates that there are more disadvantaged pupils who are persistently absent than non-disadvantaged pupils. <b>20%</b> of our disadvantaged children have been 'persistently absent' this term compared to <b>14%</b> of non-disadvantaged pupils.</p> <p>In 2023-2024, pupil premium children attended school <b>91%</b> of the year. Non pupil premium children attended <b>95%</b> of the year.</p>
4	<p>Through our relationships with our pupils and parents we have identified that the wellbeing of many of our disadvantaged children (and their families) is low due to personal circumstances.</p>
5	<p>There is a relatively low take-up of extracurricular activities among pupil premium students (12% for sports and 9% for singing clubs). Engaging disadvantaged pupils in such activities is vital for their broader personal development and for building non-cognitive skills.</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.

Intended outcome	Success criteria
<p>Improved early reading skills that increases fluency and understanding amongst all pupils, particularly disadvantaged pupils.</p>	<p>Improved phonics screen outcomes in 2026/2027 so that data is in line with the national average.</p> <p>Assessments and observations in 2026/2027 indicate pupils read with fluency so that they are able to understand what is being read. This will be evident in disadvantaged children meeting the</p>

	<p>expected level in reading at the end of each year group. Monitoring feedback with subject leaders in phonics and literacy observations will also show an increase of pupils reading with fluency.</p>
<p>Improved speech and language skills, particularly in the Early Years, amongst all disadvantaged pupils.</p>	<p>Assessments and observations indicate improved oral language amongst disadvantaged pupils in the Early Years.</p>
<p>To narrow the gap between the disadvantaged and non-disadvantaged persistent absentees.</p>	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 4%.</li> <li>• The percentage of all pupils who are persistently absent being below 19% and the gap being no more than 6%</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student/ parent surveys, and teacher observations</li> <li>• an embedded behaviour policy where all staff use positive praise, reflection, reward and consistency to raise pupils' self-esteem and motivation</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>Improved combined reading, writing and maths end of KS2 working in greater depth attainment amongst disadvantaged pupils.</p>	<p>Improved combined outcomes for disadvantaged pupils in 2026/2027 which is in line with the national average.</p>
<p>Improve extracurricular participation amongst pupil premium children.</p>	<p>A higher rate of children attending an after-school club or extra-curricular activity by 2026/2027.</p>

## 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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD</p> <p>-Emotionally Based School Non-Attendance (EBSNA) training led by RM (push and pull factors/ action planning</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1733493692">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1733493692</a></p> <p>Children are more likely to benefit from SEL when staff receive training, and the programme or practice is implemented well and embedded into everyday teaching and learning. Teachers, however, often receive little or no training in how to promote these skills and report limited confidence in their ability to respond to students' emotional, social and behavioural needs. Teachers who have received training related to SEL are more likely to agree that SEL has improved their relationship with their children, more likely to agree that emotion is fundamental to learning, and more likely to agree that their children had consistent behavioural goals between school and home.</p> <p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts. Professional development may also prove to be a particularly cost-effective strategy when aiming to improve children's outcomes. As James Zucollo and Harry Fletcher-Wood note, the impact of high-quality PD on pupil attainment compares to the impact of having a teacher with ten years' experience rather than a new graduate.</p> <p><a href="https://www.protocol-education.com/blog/2023/09/spending-pupil-premium-payments?source=google.com">https://www.protocol-education.com/blog/2023/09/spending-pupil-premium-payments?source=google.com</a></p> <p>Funding can provide training and professional development for teachers and school support staff. The funding can be used to support the recruitment and retention of teaching staff, for example, by providing cover time to undertake professional development such as National Professional Qualifications (NPQs). This can help improve the quality of teaching and learning in the school, benefiting all students.</p>	<p>1, 2, 3, 4</p>

<p>Purchase IPAD apps and individual licenses for disadvantaged pupils (who are falling behind) to support phonic teaching and reading fluency across school</p>	<p>To improve learning, consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Interactive reading with electronic storybooks (storybooks delivered via digital devices, also known as e-books) and print storybooks has been found to be equally beneficial for children’s phonics skills. There is evidence for a positive effect for multimedia e-books (e-books that incorporate animation, music, and sound effects) over print storybooks on children’s phonics skills. The way adults interact and support children during interactive reading with e-books is likely to be more important than the book having digital features.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy">https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy</a></p> <p>Reading Eggs is backed by evidence and is based on solid scientific research. This multi-award winning online programme, created by educational experts, focuses on the <a href="#">five components of reading</a>: phonics, phonemic awareness, vocabulary, fluency, and comprehension. Effective instructional strategies that target these components are the key to helping children solidify their reading skills and become successful readers. Reading Eggs encourages fluent reading through modelling and repeated readings of texts. With a library of over 3500 levelled books, readers of any level can access suitable reading materials, to improve fluency and comprehension. It’s also crucial for fluency and comprehension to recognise an increasing number of sight words and the programme has many activities to practise this skill.</p>	<p>1, 2</p>
<p>Employ a teaching assistant and an additional teacher in EY to support with S&amp;L development and early reading skills</p>	<p>Evidence consistently shows that communication and language approaches modelled by teachers and teaching assistants benefit young children’s learning. Using multiple approaches will support the development of children’s communication and language.</p> <p>There are many activities that expose children to rich vocabulary and language such as reading books and pretend play. These activities are important but how the adult engages with the child during these activities is key. The quality of language heard and used by the child during an activity can be enhanced by the adult using approaches and practices to further the learning opportunity.</p> <p>Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children’s language development benefits from approaches that support communication through talking. Overall, studies of communication and language approaches consistently show benefits for young children’s learning. This finding is based on multiple systematic reviews, meta-analyses and randomised controlled trials. These approaches can have a positive impact on various aspects of language and communication, including children’s spoken language skills</p>	<p>1, 2</p>

	<p>and comprehension. All children appear to benefit, but some studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds, who often start with early years providers at an earlier stage in their language development.</p> <p>Some communication and language approaches, such as interactive reading, have a particularly strong body of evidence to support them.</p>	
<p><a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure strong phonics teaching for all pupils.</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	1, 2

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending school time by offering targeted before and after school booster groups for core subjects	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Research shows that extending school time has a positive impact on attainment but careful planning around targeted intervention and staff wellbeing should be considered. Work should meet pupils' capabilities and needs. To be successful pupils and parents should support the schools' view to extend the school day.</p>	2
Small group tuition	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <ol style="list-style-type: none"> <li>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</li> <li>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</li> </ol>	2

	<p>3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy.</p>	
Provide specialist support that can support individual children with S&L difficulties and provide their class teachers with recommendations.	<p>If a child is experiencing difficulties with communication and language, practitioners should also consider other factors that may be affecting development in this area. Each child should be considered as an individual, and challenges in another area – such as self-regulation – may have an impact on learning. Where practitioners are unsure of how best to support a child or suspect that a child is not meeting developmental norms, it may be best to seek help from a speech and language therapist. A therapist will be able to provide more specialist support. Even after referral, it is important that practitioners continue to support children experiencing difficulties as best they can alongside any specialist input.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</a></p>	1,2

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional targeted learning interventions for individuals who need it most (through RISE, healing together, SEMH team).	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>The average impact of successful interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	1, 2, 3, 4
Educational visits	<p><a href="https://www.protocol-education.com/blog/2023/09/spending-pupil-premium-payments?source=google.com">https://www.protocol-education.com/blog/2023/09/spending-pupil-premium-payments?source=google.com</a></p> <p>Some headteachers use Pupil Premium funding to provide extracurricular activities. These could include sports clubs, music lessons, or school trips. These activities can enhance the educational experience for disadvantaged pupils, help them improve their social</p>	1, 2, 3, 4, 5

	skills and confidence, and not miss out on activities they might not otherwise have access to.	
Behaviour lead and attendance lead to work together on action planning on push/ pull factors with parents of children who are falling below 90% attendance.	<p>In attendance terms, the headline data doesn't give us enough information to suggest a solution: we need to dig deeper into the individual and contextual factors affecting pupil attendance. Greater knowledge and understanding of the specific barriers to attendance can help to identify potentially effective approaches that are targeted to the needs of pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs</a></p> <p>Schools operate within and for their communities, and the relationship between school and home is vital to how they function and support pupils to thrive. We know that levels of parental engagement are consistently associated with children's academic outcomes. Regular attendance is linked to improved academic attainment and is an area where parental input can be particularly influential. Well-designed school communications can be effective for generating positive engagement and having an impact on attendance and other outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families</a></p>	1, 2, 3, 4
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve an attendance/support officer to work in partnership with the assistant head to analyse data to improve attendance and tackle persistent absenteeism.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Extending the school day to offer 'pop up clubs' and sports clubs to widen interests and help improve men-	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides. Impact on attainment varies considerably between different interventions, and participation in sports does not	1,2,3,4, 5

<p>tal health of our pupils, attendance and attainment</p>	<p>straightforwardly transfer to academic learning. It is likely that the quality of the programme and the emphasis on or connection with academic learning may make more difference than the specific type of approach or activities involved.</p> <p>Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	
<p>Funding a breakfast club before the school day for disadvantaged pupils</p>	<p>IFS researchers in collaboration with the National Children’s Bureau found that offering relatively disadvantaged primary schools in England support to establish a before-school breakfast club can improve pupils’ academic attainment, pupil absence/ and or lateness and behaviour/ wellbeing of students.</p> <p>Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school, delivered an average of 2 months’ additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><a href="https://ifs.org.uk/publications/8714">https://ifs.org.uk/publications/8714</a></p>	<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £ 90,000**

## 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 2023 to 2024 academic year.

We have invested in a range of interventions aimed at both academic and non-academic development. Below is a detailed review of our approach and outcomes:

#### **Strengths of the Pupil Premium Strategy:**

##### 1. Comprehensive Interventions:

- We implemented a range of initiatives that address academic, behavioural, and social needs, from appointing extra staff in EYFS to supporting speech and language development and providing extracurricular activities.
- The funding for targeted interventions such as the National Tutoring Programme and Talk Boost shows a strong focus on addressing the impact of COVID and ensuring that pupils are getting the support they need.
- Renovating the Early Years environment to promote language development was a proactive approach, recognising the importance of early intervention in overcoming disadvantage.

##### 2. Academic Outcomes:

- The KS2 results are very encouraging, with disadvantaged pupils surpassing national averages in reading, writing, maths, and GPS. This suggests that our strategy for improving core subjects and focusing on phonics and literacy is having a tangible impact.
- The fact that 33% of disadvantaged pupils in reading achieved Greater Depth is an excellent outcome, especially considering that many schools struggle to close the gap for higher-attaining disadvantaged pupils.
- 75% of disadvantaged pupils achieving the expected standard in maths, writing, and 77% in GPS is a positive sign of strong academic progress.

##### 3. Attendance:

- The fact that the gap in attendance between disadvantaged and non-disadvantaged pupils dropped from 4% to 1% in the first half term of 2024-2025 shows a positive trend. This suggests that our interventions with the attendance officer, as well as family engagement, are beginning to have an impact.
- We have identified that a small number of children had a significant impact on the overall attendance figures. It's good that these cases are being closely monitored and addressed.

##### 4. Mental Health and Wellbeing:

- The focus on mental health and wellbeing, especially post-pandemic, is another key strength. The positive feedback in our Ofsted report indicates that this aspect of our strategy is resonating well.
- The mental health interventions, alongside our community support worker helping families, are essential in supporting the whole child, not just academically.

### **Areas for Development:**

#### 1. Extracurricular Engagement:

- The relatively low take-up of extracurricular activities among pupil premium students (12% for sports and 9% for singing clubs) is an area for improvement. Engaging disadvantaged pupils in such activities is vital for their broader personal development and for building non-cognitive skills.
- Consider exploring potential barriers to participation (e.g., timing, cost, transport, or awareness) and whether any additional support could be provided to increase involvement.
- We could also consider offering targeted encouragement or incentives for pupil premium students to join clubs, or even providing opportunities that might directly link to their interests or needs (e.g., emotional wellbeing clubs, coding clubs, or additional sport options).

#### 2. Parental Engagement and Attendance:

- While we have made progress on attendance, we want to continue working closely with families, especially those with poor historical attendance. It's positive that parents are working with our attendance officer, and this continued partnership will be crucial to maintaining the improvements.
- Providing more proactive strategies, such as home visits or more personalised support for those families who face challenges around attendance, could help further reduce the gap.

#### 3. Communication and Sharing of Successes:

- While our internal review is strong, we will consider making these outcomes and successes more visible to our school community. For example, sharing pupil premium successes with parents and staff will help them better understand the impact of our strategies, build trust, and ensure continued engagement in future initiatives.

#### 4. Sustainability of Initiatives:

- Given that some of our interventions (e.g., TLR funding, tutoring, extra teaching assistants) require ongoing funding, we will evaluate having a strategy in place to sustain these initiatives in the long term. It may be helpful to identify and apply for further funding or external grants that can help continue or expand these valuable programmes.

### **Next Steps:**

#### 1. Improve Extracurricular Participation:

- Launch a campaign or initiative focused on encouraging disadvantaged pupils to take part in more extracurricular activities. We could hold targeted assemblies or events where successful

pupil premium students share their experiences or offer peer mentoring to help others see the benefits.

- We will consider making extracurricular clubs more directly aligned with pupil premium pupils' interests or academic needs. For example, a homework club or STEM-based club could appeal to students who need extra academic support but also benefit from the social and developmental opportunities these clubs offer.

### 2. Further Attendance Strategies:

- Continue to engage families of disadvantaged pupils, particularly those with chronic absenteeism, by building personalised plans for these children. Offer additional practical support and reward systems for improved attendance.
- Maintain close tracking of the impact of our attendance officer and community support worker initiatives to measure whether particular strategies are working and share these findings with staff to ensure consistency in approach.

### 3. Evaluate and Adapt Mental Health Initiatives:

- Given the positive feedback in our Ofsted report, we might consider expanding our mental health programmes to be more inclusive of other needs. For example, peer-support networks or mindfulness workshops could provide additional support for disadvantaged children.

### 4. Long-Term Strategy for Literacy and Language:

- Continue to invest in our phonics programme and literacy curriculum while considering opportunities for further development such as reading fluency. For example, focusing on high-quality phonic and reading materials, expanding one-to-one tutoring, or integrating more phonic support across the curriculum could have an even greater impact on literacy outcomes.

Overall, our pupil premium strategy shows a well-rounded, thoughtful approach to addressing the academic and personal development needs of our disadvantaged pupils. The data suggests that our interventions are working, but there is always room for refinement. This year we will keep monitoring, evaluating, and iterating our strategies based on the evolving needs of our pupils and school community.

## 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

