

# Pupil premium strategy statement

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	Oxford Primary School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	15% (35 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2025- September 2028
Date this statement was published	September 2022 (original) December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Helen Roberts Headteacher
Pupil premium lead	Paula Williams Assistant Headteacher
Governor / Trustee lead	Louise Lynch

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,468
Recovery premium funding allocation this academic year	£
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	£76,468

# Part A: Pupil premium strategy plan

## Statement of intent

At Otford Primary School, we are committed to ensuring that disadvantage will never be a barrier to success and prioritise removing barriers that can limit aspiration, opportunity and achievement. Our pupil premium strategy is rooted in our commitment to ensuring all children, regardless of background, leave our school with the skills, knowledge, and understanding to progress and feel confident academically, emotionally, and socially. Kindness, courage and curiosity are our core values that underpin our inclusive culture for our children to demonstrate strong emotional resilience, positive learning behaviours, a secure sense of belonging, connection to others as well as aspirations and goals for self. We want our children to access learning independently and thrive now and in the future.

At Otford, we recognise that pupils eligible for Pupil Premium in the primary phase often face early and cumulative barriers, including gaps in communication and language, early reading and number sense, attendance, emotional regulation and access to enriching experiences. Over the past 3 years our tracking shows that 75% of our Pupil Premium children have identified social, emotional and mental health needs which research shows can impact working memory, executive functioning, focus as well as relational connection. Our strategy is therefore proactive and preventative with an emphasis on early identification and intervention as well as adaptations to upskill and reduce cognitive overload. We place a high priority on well being across the school and know the importance of establishing an inclusive environment with explicit teaching of mental health and emotional regulation for our children to feel safe and have a sense of belonging, and ultimately shine.

High-quality teaching is the cornerstone of our approach. We prioritise investment in staff training, curriculum sequencing and adaptive teaching to ensure that disadvantaged pupils access the same ambitious, enriching, well-structured curriculum as their peers. Teaching is responsive to pupils' needs, with careful scaffolding and challenge that supports progress without lowering expectations. Active learning is prioritised to enable children to apply knowledge, engage with new concepts and deepen understanding. Access to the curriculum is ensured through adaptations and strategies that break learning into manageable chunks to promote inclusivity and improve understanding whilst reducing cognitive overload. Also, integral within our curriculum is our personal, social and health programme as part of our commitment to ensure our children feel valued, happy and secure individuals.

Our approach aligns with the Education Endowment Foundations' tiered model focussing on:

- Quality first teaching for all children
- Targeted academic support where gaps are identified
- Wider strategies that address attendance, well-being, engagement and enrichment.

Where pupils require additional support, interventions are precisely targeted, time-limited and evidence-informed, with a particular focus on:

- Early reading and phonics
- Language development and vocabulary
- Grammar and sentence building for writing
- Mathematical fluency
- Social, emotional and self-regulation skills

- Self esteem, identity and confidence

Alongside academic support, we address wider barriers to learning. We work closely with families to improve attendance, strengthen routines and support wellbeing. Pupil Premium funding is used to ensure that no child is excluded from trips, enrichment activities, clubs or wider experiences due to financial hardship, recognising the crucial role these play in developing cultural capital, confidence and engagement.

Impact is rigorously monitored to ensure that support is adapted swiftly where it is not having the intended effect and individual's learning and emotional barriers are understood. Priority is always placed on a child's emotional well-being and action is taken quickly to support the child's feeling of safety and belonging in the school environment, in partnership with parents. Leaders evaluate the effectiveness of our Pupil Premium strategy through ongoing monitoring, progress data, attendance information, pupil voice and staff feedback. Individual pupil attainment and progress in comparison to starting points are monitored through our termly assess, plan, do, review process and is integral to identifying if children have additional special education needs or other progress barriers. Governors hold leaders to account for the use and impact of Pupil Premium funding, ensuring transparency and a relentless focus on improving academic, social, emotional outcomes for disadvantaged pupils.

Through this strategy, our aim is to promote personal progress and success, close attainment and attendance gaps, strengthen children's readiness for learning and secure their feelings of safety, regulation and self-belief. We aim to ensure that children eligible for Pupil Premium leave Otford Primary School as confident readers and mathematicians, are resilient learners who feel valued individuals able to manage the secondary school transition and future learning experiences.

#### Key Pupil Premium Strategy Principles

- All of our children will benefit from high quality teaching opportunities and the continuous evolution of our inspiring curriculum, including our disadvantaged children.
- By year 6, our children will feel prepared in their transition to secondary school.
- Sonar tracker tool, provision planning and pupil review meetings will ensure all children's specific needs are identified and tracked; learning gaps are analysed; progress and outcomes are reviewed; and provision is implemented. This is part of a termly assess, plan, do, review cycle which will happen three times a year.
- Learning gap analysis and evidence based research have and will be used to identify the areas that will have the greatest impact on reducing the attainment gap and enrichment opportunities: oral language, phonics, reading comprehension skills, writing grammar, maths fluency, enrichment opportunities and emotional regulation.
- Continuing professional development is integral and will focus on developing high quality teaching for vulnerable children through scaffolding, explicit instruction, use of technology, metacognition strategies and flexible groupings.
- All staff work as a team to implement the strategy and take responsibility for disadvantaged children outcomes and have high expectations of all of our children. Performance management targets ensure this staff focus.
- The leadership team work strategically to review the outcomes and make tweaks to ensure they are achieved and the needs of our disadvantaged children are met. The strategy is part of the whole school improvement plan.
- The governing body work strategically to ensure the pupil premium funding is well managed and linked to successful outcomes.
- Parent partnership is promoted to strengthen home-school links for our disadvantaged children.

## Challenges

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

Challenge number	Detail of challenge
1	Systematic tracking and analysis of PP children outcomes and needs over the past 3 years show that at least 75% of our PP children have identified SEMH needs and 80% have had a childhood experience that is identified within the ACES classification-this group of children present with the most complex needs in the school and impacts self-confidence, attendance, well-being and engagement. Research shows that while ACEs are not totally deterministic for a person's future, adverse experiences do impact a person's social, emotional and mental health as well as health and brain development. These factors are likely to impact on learning progress, executive functioning, working memory, focus, self esteem, emotional security and regulation as well as relational attachment.
2	A disproportionate number of our PP children (41%) have identified SEND compared to the non-PP group (14%). Internal tracking and monitoring indicate that there is a correlation between limited progress and lower attainment in reading, writing and maths of disadvantaged pupils with SEN/D-this vulnerability with learning progress aligns with government research and statistics.
3	Data over the past 3 years, shows that starting points for EYFS PP children can be lower than EYFS non PP children-this is shown on base line assessment, language link assessments, readiness to start phase 2 phonics, fine motor skills, number sense, emotional regulation, social skills as well as their knowledge of the world. Our 3 year trend, shows between 50-70% of EYFS PP children did not reach their ELG compared to 5-45% of non PP children.
4	Systematic tracking and analysis of PP children outcomes show that children are less likely (33-66% passed their phonics screening over 3 year trend) to pass their year 1 phonics screening than non PP children (90% passed their phonics screening over 3 year trend). Phonics has a significant impact on reading and writing skills.
5	Systematic tracking and analysis of PP children outcomes show that outcomes for PP with no SEND needs are lower that non PP children in writing and maths. Writing demonstrates the most significant disparity between PP attainment and non PP children, with only 31% of PP children at ARE compared to 64% non PP across the school-writing is cognitively complex as it is dependent on language, working memory, executive function as well as transcription and self monitoring.
6	Attendance tracking shows that our PP children have lower attendance compared to non PP children. (2022-23 PP average attendance 90% Non PP 94%) (2023-24 PP average attendance 92%-non PP 96%) (2024-25 PP

	average attendance 91% and non PP 95%) Over 2024-25 a PP child on average missed 17 days of school compared to non PP child missed 9 days.
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## 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
<b>Cognition &amp; Learning</b>	
PP children make expected progress from their EYFS baseline and ELG outcome as they move through KS1 and KS2 in reading, writing and maths.	Disadvantaged children, with or without SEND, SEMH or ACES will make at least age-related progress from EYFS to year 6 in reading, writing and maths when compared to non PP children at similar starting points or experiences. Any child who falls behind this outcome will achieve their personal needs led targets that focus on closing the progress gap by identifying their barriers to learning.
Year 1 PP children pass their phonics screen by the end of KS1.	Any child who does not pass their Year 1 phonics screen will have targeted phonics intervention to close the phonics learning gap and will pass in Year 2.
PP children without SEND achieve comparable attainment in reading, writing and maths to their non-PP peers without SEND.	Disadvantaged children without SEND to reach at least age-related expectations in reading, writing and maths in line with their non PP peers. Any child who falls behind this outcome will achieve their personal needs led targets that focuses on closing the attainment gap by identifying their barriers to learning.
By year 6, PP children are working within the KS2 programme of study in reading, writing and maths so they have the building blocks in English and Maths for the next learning steps in the KS3 curriculum.	Disadvantaged children, irrelevant of ACES, SEMH, SEND & EYFS starting points are working well within KS2 programme of study in reading comprehension, grammar, writing composition, tables and numerical knowledge as these are the building blocks for KS3 progress in Maths and English.
Disadvantaged pupils have access to high-quality evidence-based interventions, alongside strong quality first teaching.	Disadvantaged pupils make strong measurable progress in their interventions, closing the gap between themselves and their peers. Through the use of class


	<p>teacher-planned interventions, children to be given the greatest opportunity to make the greatest progress. Achieving age-related expectations in reading, writing and maths For those already working at age-related expectation, aspire to greater depth understanding for so we continue to be aspirational for all.</p>
<p><b>Well being</b></p>	
<p>PP children who present with cumulative academic, SEMH, ACEs have access to a bespoke plan which identifies academic, social and emotional strengths and needs to provide emotional resilience, positive learning behaviours and a secure sense of belonging through their primary school journey and future.</p>	<p>Personal plans show that disadvantaged children with identified complex needs or experiences make measurable progress against their personal needs led targets. Children have access to high quality interventions to support well-being. Pupil voice shows that children feel supported through their primary school journey and in year 6 emotionally, socially and academically prepared for their secondary school transition.</p>
<p>PP children report feeling safe, valued and included in school life.</p>	<p>Internal monitoring (including pupil voice) shows that our disadvantaged children actively participate in Forest School, trips, community leader roles and enrichment. No child is excluded from opportunities due to financial barriers.</p>
<p>PP children show increased confidence in their learning environment and can articulate their strengths, goals and next steps to support learning progress.</p>	<p>Internal monitoring (including pupil voice) shows that children are motivated to make progress and are invested in their learning experiences and growth. Pupil voice informs curriculum, pastoral provision and enrichment.</p>
<p>PP children demonstrate age appropriate emotional regulation and can manage frustration, worries, anxiety and set-backs independently.</p>	<p>Internal monitoring shows our disadvantaged children feel safe, secure and emotionally supported in school. In KS1, children show they can identify their feelings and can use calming strategies with decreasing adult support. KS2 pupil reflections and pupil voice show that children can increasingly manage emotions independently and use personal strategies to regulate hyper or hypo-feelings. There is a reduction in emotional regulation incidents compared to previous years.</p>

<p>PP children are emotionally and socially ready for transitions between phases, including secondary transition.</p>	<p>Internal monitoring (including pupil voice) shows that children can manage new routines and expectations in line with non PP children. Targeted transition plans are used to promote smooth starts in new classes and for secondary transition.</p>
<p><b>Attendance</b></p>	
<p>Attendance and punctuality of PP children is at least in line with Kent expectations (94.9%) and persistent absence is significantly reduced so that children are ready for their day ahead.</p>	<p>Disadvantaged children to be significantly above National figures for disadvantaged pupils. Persistent absence to be in line with non-vulnerable groups. Significant reduction in unauthorised absence. All children arrive on time and are mentally and physically prepared for learning.</p>
<p>PP children who present with EBSA or low attendance have access to a bespoke reintegration plan which identifies the push-pull barriers for school attendance so that long term attendance is more stable.</p>	<p>Disadvantaged children’s bespoke plan identifies and addresses the push pull factors which are a barrier for attendance. Attendance of PP child with EBSA or low attendance improves over time and moves close to national averages.</p>
<p><b>Aspiration</b></p>	
<p>Improving the quality of teaching culturally rich experiences through an ambitious, enriching, well-structured curriculum.</p>	<p>Internal monitoring, pupil voice and learning outcomes of the wider curriculum show that children are engaged and inspired in their learning experiences and are able to recall their learning using subject specific vocabulary, in line with non PP children. Disadvantaged children are able to talk about their memorable experiences and what inspires them in line with non PP children. SIP outcomes and internal monitoring show increased active learning opportunities for children and access to the curriculum is improved through adapted, chunked learning opportunities.</p>

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

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

Budgeted cost: £ 6993

Activity	Evidence that supports this approach			Challenge number(s) addressed
<p>Consultation with EP &amp; CPD opportunities for staff to access quality training in improving standards in writing for children with SEND and disadvantaged children using a strong grammar focus and sentence level work.</p>	DfE – Reading Framework	Early reading & language comprehension	Emphasises systematic teaching of phonics, fluency, vocabulary and comprehension, underpinned by strong teacher subject knowledge	2 3 4 5
DfE – Writing Framework	Writing composition, grammar & sentence structure	Identifies sentence construction, transcription and grammar as core components of effective writing instruction		
EEF – Improving Literacy in KS1	Early literacy foundations	Recommends explicit teaching of vocabulary, oral language, sentence structure and comprehension strategies		
EEF – Improving Literacy in KS2	Reading comprehension & writing	Highlights modelling, shared writing, grammar for meaning, and structured teaching approaches		
EEF – Early Years Toolkit	Communication & language	Shows early language and literacy approaches can add <b>+4 months progress</b> on average		
EEF – Teaching & Learning Toolkit (Professional Development)	Impact of CPD	Well-designed CPD improves pupil outcomes when focused on subject knowledge and pedagogy		
EEF-Funded Grammar CPD Research	Grammar pedagogy	Demonstrates improved teacher subject knowledge and confidence in teaching grammar as meaning-making		
DfE / Ofsted Inspection Framework	Quality of education	Inspection focuses on curriculum intent, implementation and impact, including staff expertise		
EEF – Disadvantage Gap Evidence	Literacy & disadvantage	Disadvantaged pupils are more likely to fall behind in reading and writing without targeted support		
<p>Consultation with EP &amp; CPD opportunities for staff to access quality training in improving standards in numerical skills for children with SEND and disadvantaged children.</p>	Evidence Source	Focus	Implication 	2 3 5
DfE Mathematics Research Review	Systematic maths instruction & disadvantaged risk	Teachers need strong approaches to core maths to prevent gaps widening. <small>GOV.UK</small>		
EEF Improving Mathematics Guidance	Quality teaching & CPD	PD builds teachers' maths pedagogy to raise outcomes. <small>EEF</small>		
EEF Early Numeracy (EYFS/KS1)	Early number fluency	Structured numeracy boosts progress significantly. <small>EEF</small>		
EEF 1stClass@Number Trial	Targeted numeracy support	Maths skills programmes benefit disadvantaged learners. <small>EEF</small>		
NCETM/Maths Hubs CPD	Teaching for mastery & specialist support	National CPD networks build capacity for high-quality maths teaching. <small>NCETM</small>		
<p>CPD opportunities for staff to maintain the focus on active learning to enable children to apply knowledge, engage with new concepts</p>	EEF Teaching & Learning Toolkit	Overall evidence base on teaching strategies	The Toolkit is an accessible summary of the <i>best available evidence</i> on what works to improve learning outcomes. It is designed to support teachers and leaders to use evidence to improve teaching and thus close the disadvantage gap. It includes guidance on classroom organisation, metacognition, small group work and other strategies shown to have measurable impact. <small>EEF</small>	2 3 4 5
EEF – Play-based / Active Learning (Early Years)	Active learning / play in EYFS	Play-based learning approaches (which include guided, staff-led activities) <i>can have positive effects</i> (+4 months' progress on average) on early learning outcomes, including language and early literacy, though evidence is limited. <small>EEF</small>		

<p>and deepen understanding—especially for our vulnerable learners and disadvantaged children.</p>	<table border="1"> <tr> <td data-bbox="453 136 660 237">DfE – Supporting the Attainment of Disadvantaged Pupils (RR411)</td> <td data-bbox="660 136 852 237">School strategies linked to disadvantaged attainment</td> <td data-bbox="852 136 1342 237">Research suggests that schools’ use of <i>explicit instructional and learning strategies</i> (including structured classroom practices) is associated with attainment outcomes for disadvantaged pupils — although simply employing additional resources without embedding approaches may be less effective. <a href="#">GOV.UK</a></td> </tr> <tr> <td data-bbox="453 282 660 338">DfE Pupil Premium / EEF Guide</td> <td data-bbox="660 282 852 338">Evidence-informed PP strategy</td> <td data-bbox="852 282 1342 338">The EEF Guide to the Pupil Premium (endorsed for use by DfE guidance) highlights that evidence should drive <i>what works for disadvantaged learners</i> and that CPD and teaching practice informed by research are central to closing gaps. <a href="#">ERIC</a></td> </tr> <tr> <td data-bbox="453 405 660 427">EEF Evidence (General)</td> <td data-bbox="660 405 852 427">Disadvantage challenges</td> <td data-bbox="852 405 1342 506">Schools identify <i>low literacy and engagement</i> as major barriers for disadvantaged pupils, implying need for <i>engaging, effective teaching strategies</i> (which typically include active participation and structured interaction) as part of PP plans. <a href="#">EEF</a></td> </tr> </table>	DfE – Supporting the Attainment of Disadvantaged Pupils (RR411)	School strategies linked to disadvantaged attainment	Research suggests that schools’ use of <i>explicit instructional and learning strategies</i> (including structured classroom practices) is associated with attainment outcomes for disadvantaged pupils — although simply employing additional resources without embedding approaches may be less effective. <a href="#">GOV.UK</a>	DfE Pupil Premium / EEF Guide	Evidence-informed PP strategy	The EEF Guide to the Pupil Premium (endorsed for use by DfE guidance) highlights that evidence should drive <i>what works for disadvantaged learners</i> and that CPD and teaching practice informed by research are central to closing gaps. <a href="#">ERIC</a>	EEF Evidence (General)	Disadvantage challenges	Schools identify <i>low literacy and engagement</i> as major barriers for disadvantaged pupils, implying need for <i>engaging, effective teaching strategies</i> (which typically include active participation and structured interaction) as part of PP plans. <a href="#">EEF</a>																			
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<p>CPD opportunities for staff (teachers &amp; LPs) to fully embed the behaviour and well-being policy into every day routines to ensure consistency in expectation, and further improve belonging, attendance, well-being and engagement.</p>	Source / Authority	Evidence Base / Focus	Key Findings	16
	DfE – Behaviour in Schools Guidance	Behaviour policy & consistency	Clear rules, explicit teaching of expectations, predictable routines and consistent application of behaviour policies create a calm, safe learning environment and reduce low-level disruption.	
	DfE – Mental Health & Behaviour in Schools	Behaviour & wellbeing	Whole-school behaviour approaches should explicitly support mental health and emotional wellbeing; behaviour and wellbeing are interlinked rather than separate systems.	
	EEF – Improving Behaviour in Schools	Evidence-based behaviour strategies	Consistency, strong routines, teaching behaviour explicitly and understanding pupil need are central to improving behaviour and learning outcomes.	
	EEF – High-Quality Teaching & Behaviour Climate	Classroom environment	Clear expectations, routines and adult modelling improve classroom climate, engagement and pupil wellbeing.	
	Paul Dix (SEMH / Behaviour Expert)	Adult behaviour & culture	Consistent adult responses, visible routines, positive recognition and restorative follow-up are key to sustainable behaviour improvement (“When the Adults Change, Everything Changes”).	
	Louise Bomber (Attachment-Aware Practice)	Attachment & trauma-informed education	Behaviour is communication; emotionally available adults, emotion coaching and relational repair help pupils regulate emotions and re-engage with learning.	
	Kent LEA – Virtual School Kent: Relational Approaches Toolkit	Local authority relational & attachment-informed practice	Kent guidance explicitly promotes <b>relational, attachment-aware approaches</b> to improve belonging, attendance, wellbeing and engagement, grounded in psychological and attachment theory.	
	Attachment Theory (Bowlby / Ainsworth)	Psychological theory of attachment	Secure attachment relationships support emotional regulation, exploration, learning readiness and resilience; insecure attachment increases stress responses.	
Neuroscience / Interpersonal Neurobiology	Brain development & stress regulation	Safe, predictable relationships support prefrontal cortex functioning; threat and inconsistency activate stress responses that inhibit learning, memory and self-control.		

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

Budgeted cost: £ 80,325

Activity	Evidence that supports this approach	Challenge number(s) addressed												
<p>Structured intervention programme from EYFS to year 6 for children who are below ARE in reading, writing, maths-focus on embedding in class targeted learning through rehearsal to progress working memory and application for learning progress-phonics, language, sentence</p>	<table border="1"> <thead> <tr> <th>Evidence Source (DfE / EEF)</th> <th>Focus</th> <th>Key Findings (Impact on Learning &amp; Progress)</th> </tr> </thead> <tbody> <tr> <td>EEF – Cognitive Science Approaches in the Classroom (Evidence Review)</td> <td>Retrieval practice, spacing, cognitive load</td> <td>Learning is strengthened when pupils actively rehearse knowledge through retrieval rather than re-exposure. Spaced practice improves long-term retention, particularly for pupils with weaker prior knowledge. Structured rehearsal reduces cognitive overload.</td> </tr> <tr> <td>EEF – Teaching and Learning Toolkit: Metacognition &amp; Self-Regulation</td> <td>Planning, monitoring and evaluating learning</td> <td>High impact (+7 months). Explicit teaching of metacognitive strategies supports disadvantaged pupils by improving how they rehearse, check and consolidate learning. Particularly effective when modelled and scaffolded.</td> </tr> <tr> <td>EEF – Special Educational Needs in Mainstream Schools (Guidance Report)</td> <td>Reducing barriers for SEND learners</td> <td>SEND pupils benefit from structured, explicit instruction and regular opportunities to rehearse learning. Repetition, modelling and feedback are essential to secure learning and support transfer.</td> </tr> </tbody> </table>	Evidence Source (DfE / EEF)	Focus	Key Findings (Impact on Learning & Progress)	EEF – Cognitive Science Approaches in the Classroom (Evidence Review)	Retrieval practice, spacing, cognitive load	Learning is strengthened when pupils actively rehearse knowledge through retrieval rather than re-exposure. Spaced practice improves long-term retention, particularly for pupils with weaker prior knowledge. Structured rehearsal reduces cognitive overload.	EEF – Teaching and Learning Toolkit: Metacognition & Self-Regulation	Planning, monitoring and evaluating learning	High impact (+7 months). Explicit teaching of metacognitive strategies supports disadvantaged pupils by improving how they rehearse, check and consolidate learning. Particularly effective when modelled and scaffolded.	EEF – Special Educational Needs in Mainstream Schools (Guidance Report)	Reducing barriers for SEND learners	SEND pupils benefit from structured, explicit instruction and regular opportunities to rehearse learning. Repetition, modelling and feedback are essential to secure learning and support transfer.	2 3 4 5
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Additional adult to support learning and emotional regulation & well being in class.	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a> Allows for greater opportunities for immediate feedback in class. • Enables greater capacity for Class Teachers to work with lower -ratio groupings • Gives opportunities for targeted individualised support for disadvantaged and SEN/D pupils for bespoke learning opportunities.	2 3 4 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10, 167

Activity	Evidence that supports this approach	Challenge number(s) addressed																					
Structured intervention programme from EYFS to year 6 for children with additional SEMH needs to support whole school strategy-focus on self esteem & belonging; connection & social skills; emotional regulation led by Inclusion Lead (assistant head) & Mental Health Lead (Deputy Head/DSL)	<p>Evidence Base: SEMH Interventions for PP Children</p> <table border="1"> <thead> <tr> <th>Evidence Source</th> <th>Focus</th> <th>Key Findings (PP-specific relevance)</th> </tr> </thead> <tbody> <tr> <td>EEF – Social and Emotional Learning (SEL) Toolkit</td> <td>Whole-school and targeted SEL interventions</td> <td>PP children often face disadvantage that affects emotional regulation, confidence, and peer relationships. SEL interventions show average +3 months progress, improving engagement, behaviour, social skills, and emotional wellbeing. Embedding SEL universally benefits PP learners, while targeted small-group sessions can narrow attainment gaps.</td> </tr> <tr> <td>EEF – Metacognition &amp; Self-Regulation</td> <td>Teaching pupils to plan, monitor, evaluate learning</td> <td>Teaching self-regulation strategies supports PP pupils who may have lower self-confidence and resilience. Evidence shows self-regulated learning helps them manage emotions, persist in tasks, and improve attainment, particularly in reading and maths.</td> </tr> <tr> <td>DfE – Pupil Premium Research Review</td> <td>Closing the gap for disadvantaged learners</td> <td>Evidence shows PP pupils benefit most from interventions that explicitly develop emotional literacy, social skills, and self-confidence alongside academic support. SEMH-focused strategies increase engagement and reduce the behavioural barriers that can impact learning.</td> </tr> <tr> <td>EEF – Early Years Toolkit / Self-Regulation</td> <td>Emotional and behavioural control</td> <td>Early intervention to develop emotional regulation has long-term benefits, particularly for disadvantaged pupils. PP children with better self-regulation show improved readiness to learn, social connections, and resilience.</td> </tr> <tr> <td>Education Endowment Foundation / EIF – SEL Guidance</td> <td>Structured SEL programmes</td> <td>Programmes teaching interpersonal skills, empathy, emotion recognition, and problem-solving improve self-esteem, connection, and social competence for PP children. High-quality, sequenced, active and explicit approaches (“SAFE” principles) show strongest outcomes.</td> </tr> <tr> <td>DfE SEN &amp; SEMH Guidance</td> <td>Targeted SEMH interventions</td> <td>For PP children with SEMH needs, small-group or one-to-one interventions (e.g. emotion coaching, social skills groups) improve emotional regulation and self-confidence, supporting better engagement and progress in learning.</td> </tr> </tbody> </table>	Evidence Source	Focus	Key Findings (PP-specific relevance)	EEF – Social and Emotional Learning (SEL) Toolkit	Whole-school and targeted SEL interventions	PP children often face disadvantage that affects emotional regulation, confidence, and peer relationships. SEL interventions show average +3 months progress, improving engagement, behaviour, social skills, and emotional wellbeing. Embedding SEL universally benefits PP learners, while targeted small-group sessions can narrow attainment gaps.	EEF – Metacognition & Self-Regulation	Teaching pupils to plan, monitor, evaluate learning	Teaching self-regulation strategies supports PP pupils who may have lower self-confidence and resilience. Evidence shows self-regulated learning helps them manage emotions, persist in tasks, and improve attainment, particularly in reading and maths.	DfE – Pupil Premium Research Review	Closing the gap for disadvantaged learners	Evidence shows PP pupils benefit most from interventions that explicitly develop emotional literacy, social skills, and self-confidence alongside academic support. SEMH-focused strategies increase engagement and reduce the behavioural barriers that can impact learning.	EEF – Early Years Toolkit / Self-Regulation	Emotional and behavioural control	Early intervention to develop emotional regulation has long-term benefits, particularly for disadvantaged pupils. PP children with better self-regulation show improved readiness to learn, social connections, and resilience.	Education Endowment Foundation / EIF – SEL Guidance	Structured SEL programmes	Programmes teaching interpersonal skills, empathy, emotion recognition, and problem-solving improve self-esteem, connection, and social competence for PP children. High-quality, sequenced, active and explicit approaches (“SAFE” principles) show strongest outcomes.	DfE SEN & SEMH Guidance	Targeted SEMH interventions	For PP children with SEMH needs, small-group or one-to-one interventions (e.g. emotion coaching, social skills groups) improve emotional regulation and self-confidence, supporting better engagement and progress in learning.	1 6
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Disadvantaged pupils with complex emotional needs have priority access to Fegan’s Counselling (10 week therapy). DSL & Inclusion Lead SEMH weekly check in time over 10 week.	Evidence shows social and emotional learning have a positive impact on learning but also impact a child’s well being and ability to regulate. <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1 3 6																					
Attendance meetings with vulnerable families to plan bespoke attendance programmes to support punctuality and attendance. EBSA Personal Plan to target complex attendance needs.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	6																					

Financial hardship-uniform purchases, payment for educational visits and wider curriculum activities.	The impact of poverty on young children's experience of school (basw.co.uk) <a href="https://www.basw.co.uk/system/files/resources/basw_93245-5_0.pdf">https://www.basw.co.uk/system/files/resources/basw_93245-5_0.pdf</a>	1 3 6
Enrichment opportunities-payment for extra curricular clubs	educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Ofsted research 2019-emphasis on improving cultural capital.	1 3 6

**Total budgeted cost: £ 97,485**

## 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 2024 to 2025 academic year.

Attainment Outcomes-Whole School Data Review 2024-25				
Attainment Summer 2024-Summer 2025				
	No of children	Reading	Writing	Maths
School	<b>279</b>	<b>77%</b>	<b>66%</b>	<b>74%</b>
Non PP	<b>233</b>	<b>82%</b>	<b>64%</b>	<b>72%</b>
SEND	<b>58</b>	<b>32%</b>	<b>19%</b>	<b>22%</b>
PP	<b>45</b>	<b>52%</b>	<b>31%</b>	<b>24%</b>
PP with no SEND	<b>22</b>	<b>73%</b>	<b>52%</b>	<b>51%</b>
PP with SEND	<b>24</b>	<b>30%</b>	<b>8%</b>	<b>8%</b>
SEND with no PP	<b>34</b>	<b>32%</b>	<b>23%</b>	<b>30%</b>

- Systematic tracking and analysis of PP children outcomes and needs over the past 3 years show that at least 75% of our PP children have identified SEMH needs and 80% have had a childhood experience that is identified within the ACES classification-this group of children present with the most complex needs in the school and impacts self-confidence, attendance, well-being and engagement. Research shows that while ACEs are not totally deterministic for a person's future, adverse experiences do impact a person's social, emotional and mental health as well as health and brain development. These factors are likely to impact on learning progress, executive functioning, working memory, focus, self-esteem, emotional security and regulation as well as relational attachment. Our school EP, Sophie Martin, has worked with the school to analyse the outcomes and potential barriers for our PP as we are concerned about the progress and attainment of our PP children in comparison with non PP peers.
- The IDSR 2024-25 is showing that our data does not compare to other schools with PP progress and our leadership team is determined to fully understand the barriers and analyse the reasons for this data trend. SIP 2025-26 focus 1, 2 & 3 is aimed at targeting the issues. The school have also introduced daily rehearsal in reading, transcription skills and number to build on children's understanding and application of these key skills so children can make progress and close learning gaps. 2024-25 data has been analysed and showed that our cohort of Year 6 children (2024-25) had a higher proportion of PP children (26%) than the school average and 50% had identified SEND and PP. 12/14 (86%) children experienced ACEs and 9/14 (64%) were on our SEMH register-these factors had a significant impact on progress as the children moved through the school. Our current year 6 PP children, are also showing a lot of vulnerability with 4/6 (66%) SEND and PP children and 6/6 100% with SEMH needs and 5/6 (83%) with ACEs.
- Across the school, a disproportionate number of our PP children (41%) have identified SEND compared to the non-PP group (14%). Internal tracking and monitoring indicate that there is a correlation between limited progress and lower attainment in reading, writing and maths of disadvantaged pupils with SEN/D-this vulnerability with learning progress aligns with government research and statistics. Children's cognitive skills of executive

functioning, memory, processing, language, thinking flexibility and focus are likely to be impacted as well as emotional regulation. Adaptations are needed to address barriers and reduce cognitive overload to ensure personal progress in the core skills of reading, writing and maths. The SIP 2025-26 spotlight 2 focuses on addressing this.

- Data over the past 3 years, shows that starting points for EYFS PP children can be lower than EYFS non PP children-this is shown on base line assessment, language link assessments, readiness to start phase 2 phonics, fine motor skills, number sense, emotional regulation, social skills as well as their knowledge of the world. Our 3 year trend, shows between 50-70% of EYFS PP children did not reach their ELG compared to 5-45% of non PP children. It is vital that we respond quickly to children's academic, emotional and social needs and an EYFS strategy is placed for our PP children by Autumn Term 2 to close the identified learning barriers compared to their peers-tweaks are made to our academic and pastoral support to address any further barriers and personal plans are implemented for our children with complex needs or have an SEND profile.
- Systematic tracking and analysis of PP children outcomes show that children are less likely (33-66% passed their phonics screening over 3 year trend) to pass their year 1 phonics screening than non PP children (90% passed their phonics screening over 3 year trend). Phonics has a significant impact on reading and writing skills. In Year 2, the class teacher will implement adaptations to close the learning gap for these children to ensure they pass the screen by the end of Key Stage 1.
- Systematic tracking and analysis of PP children outcomes show that outcomes for PP with no SEND needs are lower than non PP children in writing and maths. Writing demonstrates the most significant disparity between PP attainment and non PP children, with only 31% of PP children at ARE compared to 64% non PP across the school-writing is cognitively complex as it is dependent on language, working memory, executive function as well as transcription and self-monitoring. SIP 2025-26 spotlight focus 3 is aimed at targeting cognitive overload for our PP children. Specific writing support will build on children's their grammar knowledge as well as develop transcription skills through daily rehearsal. A focus on times tables knowledge and mental number recall have also been a focus through Tables Rock Stars and in class personalised targets.
- Attendance continues to be a priority area-2024-25 PP average attendance was 91% and non PP 95%. Over 2024-25 a PP child on average missed 17 days of school compared to non PP child missed 9 days-this nearly equates to a PP child missing 3 weeks over a year compared to 1 week.
- Investment in quality reading resources in the school and class library have supported children's reading progress, especially for our PP children. The explicit teaching of reading skills through Complete Comprehension has had a positive impact on reading progress and attainment for our PP children.
- Pupil voice and parent feedback continues to support the financial investment and commitment to Forest School as a strategy to support our children's mental wellbeing and metacognition skills.