



Butlers Court School

Pupil Premium Strategy Statement

Pupil Premium Strategy Report 2025-26 Pupil Premium Strategy Review 2024-25

This statement details our school's use of pupil premium (and recovery premium) and how we intend 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.

We have 39 PP children which includes service children which come under different funding but appear on the PP report.

School overview

Detail	Data
School name	Butlers Court School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	37 (9 %)
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Steve Butler
Pupil premium lead	Bina Mistry-Sharma
Governor / Trustee lead	Alison Howman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,330
Tutoring grant allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£62,330



Part A: Pupil premium strategy plan

Statement of intent

Our aim is that every pupil, regardless of circumstance or barrier, makes strong progress and achieves highly across all areas of the curriculum. We want pupils to feel happy and motivated to attend school, to strive to be the best version of themselves, and to develop into confident, resilient and independent learners. Our pupil premium strategy is designed to ensure disadvantaged pupils are supported to achieve these ambitions and are given meaningful opportunities that prepare them well for the next stage of their education.

High-quality teaching remains the foundation of our approach. We prioritise excellent classroom practice, particularly in areas where disadvantaged pupils need additional support. This aligns with current (2025) EEF guidance, which identifies quality-first teaching as the most effective way to improve outcomes and close attainment gaps, while also having a positive impact on all pupils.

Our strategy is flexible and responsive, addressing both shared barriers and individual needs. It is informed by accurate diagnostic assessment rather than assumptions linked to disadvantage. The strategies we implement work in combination to maximise impact. Through precise identification of need, the use of evidence-based EEF approaches, and ongoing evaluation, we aim to ensure disadvantaged pupils achieve outcomes comparable to their peers.

To ensure success, we will:

- maintain high expectations and provide appropriate challenge for disadvantaged pupils
- intervene early and effectively when needs are identified
- embed a whole-school culture where all staff are accountable for disadvantaged pupils' progress and outcomes

All staff share responsibility for delivering this strategy and are committed to working collaboratively to ensure disadvantaged pupils thrive academically, socially and emotionally.



Challenges

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

Challenge number	Detail of challenge
1	Mental Health, Wellbeing and SEMH Assessment information, staff observations, and ongoing dialogue with pupils and families indicate that social, emotional and mental health needs present a significant barrier for a number of disadvantaged pupils. Many have reduced access to enrichment experiences both within and beyond school, which can negatively affect their wellbeing, self-confidence, resilience and sense of belonging. Limited exposure to a broad range of opportunities can further intensify these challenges, impacting pupils' personal development and their engagement with learning. Addressing this barrier is essential to creating a nurturing, inclusive environment that supports the wellbeing, confidence and academic success of all pupils.
2	Attainment in Reading, Writing and Mathematics Assessment evidence indicates a small but consistent attainment gap in reading, writing and mathematics. Disadvantaged pupils are less secure in the knowledge and skills needed to succeed in these core areas when compared with their peers. This gap highlights that disadvantaged pupils experience additional challenges which can limit their academic progress. Targeted support to address these specific needs is vital to strengthen foundational skills, reduce the attainment gap and enable pupils to reach their full potential.
3	SEN Ongoing assessment and monitoring show that pupils with special educational needs experience more significant obstacles to learning and therefore require support beyond that offered through ordinarily available provision. Within the pupil premium cohort, 5 pupils (14%) also have SEN, and these pupils face compounded challenges in accessing the curriculum and fully participating in school life. As a result, carefully planned, targeted interventions and additional resources are necessary to meet their complex needs. Responding effectively to these barriers is essential to enable these pupils to make meaningful progress and achieve positive academic outcomes.
4	Language and Communication Monitoring, pupil voice and classroom practice show that a number of disadvantaged pupils have weaker spoken language and a more limited vocabulary than their peers. These difficulties can restrict their understanding of teaching, reduce participation in learning



	<p>conversations, and affect their ability to articulate ideas clearly. Strengthening oral communication and expanding vocabulary is therefore essential to improving access to the curriculum, supporting academic progress and developing pupils' confidence as learners.</p>
5	<p>Attendance Pupils eligible for Pupil Premium funding attend school less regularly than their peers. Reduced attendance limits access to learning, affects continuity in the classroom and can negatively influence progress over time. If not addressed, this pattern risks widening existing gaps in achievement. Identifying and tackling the reasons behind irregular attendance, while promoting consistent school engagement, is essential to improving outcomes and ensuring Pupil Premium pupils are able to benefit fully from their education.</p>
6	<p>Enjoyment of Reading Evidence from assessment, pupil voice and classroom observation shows that disadvantaged pupils have been particularly impacted by the disruption caused during periods of lockdown. Many experienced fewer opportunities to practise and develop reading due to reduced access to books, limited suitable spaces for reading at home and less consistent adult and peer support. These barriers have affected not only reading attainment but also pupils' enthusiasm and confidence as readers. A decline in reading for pleasure has been identified, which is crucial for strengthening fluency, comprehension and long-term academic success. Targeted action is therefore required to rebuild positive reading habits and re-engage disadvantaged pupils with reading.</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 Wellbeing and Readiness to Learn Pupils eligible for Pupil Premium funding will have their wellbeing needs identified and supported effectively so that they are emotionally secure and ready to learn. Through carefully planned support and targeted interventions, pupils will develop greater emotional resilience, improved confidence and a stronger sense of</p>	<ul style="list-style-type: none"> • Increased Confidence: Pupils demonstrate greater self-belief and a more positive self-image, shown through increased participation in lessons, resilience when faced with challenge, and confidence in their own abilities. • Stronger Sense of Belonging: Disadvantaged pupils feel safe, supported and valued within the



<p>inclusion within the school community. This will enable them to engage more fully with learning, reduce barriers that may hinder progress, and show increased motivation, participation and achievement throughout their education.</p>	<p>school community, evidenced through pupil voice, positive relationships and engagement with staff and peers.</p> <ul style="list-style-type: none"> • Improved Attendance and Engagement: Pupil Premium pupils attend school more regularly and punctually and show higher levels of engagement in learning and enrichment activities. • Positive Staff and Pupil Feedback: Staff report improved focus, motivation and emotional readiness for learning, supported by classroom observations, progress data and positive peer interactions. • Effective Access to Wellbeing Support: Pupil Premium pupils access targeted wellbeing provision (such as mentoring, counselling and emotional literacy support), with clear improvements in emotional regulation, behaviour and mental wellbeing. • Improved Academic Outcomes: Enhanced wellbeing leads to stronger engagement in learning and improved progress and attainment across the curriculum. • Increased Parental Engagement: Parents and carers are more actively involved in supporting their child’s wellbeing and learning, demonstrated through improved communication and participation in school initiatives. • Reduced Barriers to Learning: Pupils show greater capacity to manage personal, social and emotional challenges, resulting in fewer incidents of disengagement, absence or behaviour impacting learning.
<p>Attainment Gap in Reading, Writing and Maths Disadvantaged and vulnerable pupils demonstrate high aspirations, strong motivation and increased confidence in</p>	<ul style="list-style-type: none"> • Increased Engagement: Disadvantaged and vulnerable pupils show higher levels of motivation and participation in



<p>their learning. Through targeted academic and wellbeing support, barriers to learning are reduced, leading to improved engagement. As a result, attainment in reading, writing and maths is in line with that of their peers, ensuring equitable opportunities for success.</p>	<p>lessons, with positive attitudes towards learning.</p> <ul style="list-style-type: none">• Clear Progress in Core Subjects: Regular assessment demonstrates consistent progress in reading, writing and maths, with attainment in line with or exceeding that of peers.• High Aspirations: Pupils set ambitious academic goals, engage in discussions about future pathways and take part in enrichment opportunities that support achievement.• Closing the Attainment Gap: Differences in attainment between disadvantaged pupils and their peers in reading, writing and maths are reduced, with pupils making at least expected progress.• Positive Learning Behaviours: Teachers report improved resilience, independence and ownership of learning, alongside a strong growth mindset.• Increased Confidence: Pupils show greater self-belief, willingly attempt challenging tasks and confidently apply new skills across subjects.• Effective Targeted Support: Disadvantaged pupils access appropriate, timely interventions and resources to address barriers to learning in core subjects.• Strong Home–School Partnership: Parents and carers actively support learning, contributing to a shared commitment to high aspirations and achievement.• Consistent Outcomes: Progress across reading, writing and maths is well balanced, with no significant gaps between subjects when compared to peers.
<p>Outcome: Expected Progress for Pupil Premium Pupils, Including SEND</p>	<ul style="list-style-type: none">• Expected Academic Progress: Disadvantaged pupils, including those with SEND, make expected



<p>All pupils eligible for Pupil Premium funding, including those with SEND, make expected progress from their individual starting points. Through targeted wellbeing provision and personalised interventions, barriers to learning are reduced and pupils are supported to engage fully with the curriculum. This enables them to develop confidence, demonstrate measurable academic and personal progress, and achieve their potential alongside their peers.</p>	<p>or better progress from their starting points in reading, writing and maths, evidenced through assessment and tracking data.</p> <ul style="list-style-type: none"> • Targeted, Personalised Support: Pupils with SEND receive well-matched interventions and support plans that are regularly reviewed and adjusted to meet identified needs. • Improved Engagement: Pupils demonstrate increased focus, participation and perseverance in lessons, completing learning tasks with growing independence. • Increased Confidence: Pupils show improved self-belief and positive attitudes to learning, reflected in pupil voice, staff observations and parental feedback. • Positive Professional Feedback: Teachers report stronger academic outcomes, improved engagement and social development, with reduced impact of identified barriers. • Reduced Barriers to Learning: Pupils access the curriculum more successfully, with fewer behavioural, emotional or engagement-related obstacles affecting progress. • Enhanced Wellbeing: Pupil Premium pupils with SEND demonstrate improved social skills, emotional regulation and overall wellbeing, supported by monitoring and feedback. • Comparable Progress: Progress made by Pupil Premium pupils with SEND is broadly in line with that of their peers, with gaps narrowing over time.
<p>Outcome: Improved Oracy, Vocabulary and Language Skills Disadvantaged pupils make strong progress in oracy, vocabulary and language development. Through targeted support and high-quality, language-rich</p>	<p>Vocabulary Growth: Disadvantaged pupils show clear improvement in vocabulary knowledge and use new words accurately in spoken and written work.</p>



<p>experiences, pupils develop a wider vocabulary, stronger communication skills and increased confidence in speaking and writing. This enables them to express ideas clearly, participate more effectively in learning and achieve improved outcomes across the curriculum, supporting both academic success and readiness to learn.</p>	<ul style="list-style-type: none">• Improved Oracy: Pupils speak with increased confidence, clarity and fluency during structured discussions, presentations and debates.• Greater Participation: Pupils contribute more frequently and effectively to class discussions and collaborative learning activities.• Stronger Written Expression: Written work shows clearer ideas, improved sentence structure and a wider range of vocabulary.• Positive Feedback: Teachers and peers note improved communication skills and confidence in expressing ideas.• Improved Academic Outcomes: Enhanced language skills support stronger performance across subjects, particularly in reading, writing and comprehension.• Increased Confidence and Engagement: Pupils demonstrate greater self-confidence, motivation and a stronger sense of belonging within learning activities.
<p>Outcome: Improved Attendance for Pupil Premium Pupils</p> <p>Attendance for pupils eligible for Pupil Premium improves and is in line with their peers. Through targeted support and close monitoring, barriers to regular attendance are reduced, ensuring pupils attend school consistently and punctually. This increased presence in school leads to improved engagement, progress and wellbeing.</p>	<ul style="list-style-type: none">• Improved Attendance: Attendance rates for Pupil Premium pupils increase and are in line with, or close to, those of their peers.• Reduced Persistent Absence: The number of Pupil Premium pupils identified as persistently absent (below 90%) decreases.• Improved Punctuality: Late arrivals reduce, with pupils arriving to school on time more consistently.• Effective Targeted Support: Personalised interventions lead to measurable improvements in attendance for identified pupils.• Barriers Addressed: Attendance barriers are identified early and appropriate support is put in place to overcome them.



	<ul style="list-style-type: none">• Stronger Parental Engagement: Parents and carers engage more positively with attendance expectations and school support processes.• Robust Monitoring: Attendance is closely tracked, enabling swift action where concerns arise.• Improved Engagement and Progress: Improved attendance results in higher levels of classroom engagement and academic progress.
<p>Outcome: Increased Enjoyment and Engagement in Reading</p> <p>Disadvantaged pupils show greater enjoyment and engagement in reading. Through targeted support, improved access to texts and a strong reading culture, pupils develop positive reading habits, increased motivation to read in and out of school, and improved literacy skills, supporting both academic success and wellbeing.</p>	<ul style="list-style-type: none">• Increased Engagement: Disadvantaged pupils participate enthusiastically in shared, guided and independent reading activities.• More Frequent Reading: Pupils read more regularly in school and at home, evidenced through reading records and feedback.• Positive Attitudes to Reading: Pupil voice and surveys show increased enjoyment and motivation to read.• Improved Reading Skills: Assessment indicates progress in fluency, comprehension and vocabulary.• Wider Reading Choices: Pupils access and engage with a broader range of texts that reflect varied interests and backgrounds.• Positive Reading Habits: Pupils regularly borrow books, discuss reading with peers and take initiative in choosing texts.• Supportive Home Engagement: Parents and carers report increased reading activity and discussion at home.• Reduced Barriers: Pupils have improved access to books, reading spaces and support, enabling fuller engagement with reading.



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: £ 28,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Pupil Premium Funding to Address Reading Challenges (Y2–6)</p> <ul style="list-style-type: none"> Whole-Class Guided Reading: Invest in staff training to ensure consistent, high-quality delivery of whole-class guided reading, with a focus on questioning, vocabulary, fluency and comprehension. High-Quality Texts and Resources: Purchase a range of diverse, age-appropriate texts and supporting resources (including audio books and comprehension materials) to ensure all pupils, particularly the disadvantaged, can access rich reading experiences. Targeted Reading Support: Provide additional 1:1 or small-group interventions for pupils who need extra support in decoding, fluency and comprehension, enabling access to age-appropriate texts. Effective Pedagogy and Feedback: Develop consistent, high-impact feedback strategies within guided reading to deepen understanding and engagement. Support collaborative planning and peer observation to share best practice. Home Reading and Parental Engagement: Provide disadvantaged pupils with reading materials for home use and offer guidance and resources to parents to support reading beyond school. 	<p>EEF Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p>	<p>1 2 3 4 6</p>



<ul style="list-style-type: none"> • Assessment and Monitoring: Track reading progress closely using formative assessment and observation. Where progress is slower, deploy additional targeted interventions to ensure pupils catch up with their peers. 		
<p>Use of Pupil Premium Funding: Developing a Love of Reading and Strengthening Reading Practice</p> <p>Pupil Premium funding will be used to improve the quality of reading provision and to foster a strong, inclusive reading culture across the school.</p> <ul style="list-style-type: none"> • Staff Professional Development Funding will support ongoing training for teachers and support staff in evidence-based reading approaches, including phonics, comprehension and vocabulary development, in line with EEF guidance. Staff will also have opportunities to observe effective practice within school and through external networks to continually strengthen reading instruction. • Promoting a Reading Culture Resources will be invested in whole-school initiatives that promote reading for pleasure, such as reading events, challenges and author visits. Classrooms and shared areas will be enhanced with inviting, language-rich reading spaces that encourage pupils to read regularly. • Access to High-Quality Texts Funds will be used to purchase a diverse range of age-appropriate books that reflect different cultures, interests and reading levels. This ensures all pupils, including those with additional needs, have access to engaging and accessible reading material both in school and at home. • Reading Engagement and Support Structured reading initiatives, such as paired reading and group discussions, will be implemented to increase confidence, fluency and enjoyment. Additional resources will be provided to support home reading, alongside guidance for parents to help them support reading at home. • Motivation and Recognition Funding will support incentives and celebrations that recognise reading effort, progress and enthusiasm, helping to build 	<p>'Focus on high quality teaching first rather than on bolt-on strategies and activities'</p> <p>Outcome from:</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice Research brief November 2015</p>	<p>1 2 3 4 6</p>



<p>motivation, confidence and a positive attitude towards reading.</p>		
<p>Use of Pupil Premium Funding: Phonics and Early Reading</p> <ul style="list-style-type: none"> • Programme Review and Monitoring: Fund a regular audit of the phonics programme to ensure alignment with statutory guidance and identify areas for improvement. • Assessment and Tracking: Implement regular phonics assessments and tracking systems to monitor progress, quickly identify gaps and target support for disadvantaged pupils. • Staff Training and Leadership: Provide high-quality CPD in phonics, including coaching and peer observation. Appoint and train a phonics lead to ensure consistency, quality and fidelity of delivery. • Resources and Materials: Purchase high-quality phonics and early reading resources to support whole-class teaching and targeted interventions. • Targeted Intervention: Provide additional one-to-one and small-group phonics support for disadvantaged pupils who are not making expected progress. • Parental Support: Supply families with resources and guidance to support phonics practice at home. • Ongoing Review: Monitor teaching quality and pupil progress regularly to evaluate impact and adapt provision as needed. 	<p>EEF Improving Literacy in KS1 Guidance Report – recommendation 2, 3 and 4. DfE Reading Framework: teaching the foundations of literacy. This document highlights the particular importance of extending children’s familiarity with words across domains for children from disadvantaged backgrounds who m</p>	<p>2 3 6</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme resources</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for</p>	<p>2 3 4 6</p>



	disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Use of Pupil Premium Funding: Writing Assessment and Improvement</p> <ul style="list-style-type: none"> • Targeted CPD: Fund focused training for teachers on effective writing assessment, moderation and high-quality feedback, aligned with national standards. • Moderation and Consistency: Support regular internal moderation meetings and collaborative review of pupils' writing to ensure accurate and consistent judgements. • Assessment Tools: Invest in simple portfolio-based systems to track writing progress, particularly for disadvantaged pupils. • Targeted Support: Use assessment outcomes to provide timely small-group and one-to-one writing interventions for disadvantaged pupils. • Writing Interventions: Deliver focused writing workshops to address identified gaps such as sentence structure, vocabulary and spelling. 	EEF Improving Literacy in KS2 Guidance Report – recommendation 6 (targeted teaching and support by accurately assessing pupil needs). EEF Improving Literacy in KS1 Guidance Report – recommendation 7 (using high quality information about pupil's current capabilities to select the best next steps for teaching).	2
<p>Use of Pupil Premium Funding: Maths Intervention Support</p> <p>Pupil Premium funding will be used to deploy specialist intervention teachers to support disadvantaged pupils at risk of falling behind in mathematics. These teachers will work alongside class teachers to identify gaps in learning and deliver targeted, high-impact support.</p>	Paired or small grp additional teaching is the most effective strategy identified by DFE p52 of	2 3 4



<p>Support will include in-class partnership teaching, flexible small-group interventions and, where needed, short-term one-to-one support focused on securing key mathematical concepts. Intervention groups will be responsive to assessment and reviewed regularly to ensure impact.</p> <p>Intervention teachers will plan closely with class teachers to ensure consistency with whole-class teaching. Funding will also support parental engagement through communication and resources to help reinforce maths learning at home.</p>	<p>‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’</p>	
<p>Use of Intervention teachers attached to each year group to support pupils who are demonstrating in Reading a lack of progress and / or those potentially not likely to achieve ARE without intervention.</p>		<p>2 3 4</p>
<p>Use of Pupil Premium Funding: Pupil Progress and Quality First Teaching</p> <p>Pupil Premium funding will be used to strengthen high-quality teaching and ensure timely, targeted support for disadvantaged pupils.</p> <ul style="list-style-type: none"> • Pupil Progress Meetings: Regular meetings between teachers and senior leaders (HT/DHT/SENCo) will monitor the progress of Pupil Premium pupils. These meetings will identify underachievement early and ensure provision is precisely matched to need. • Provision Mapping: Funding will support clear, up-to-date provision maps that track interventions, resources and strategies for each pupil, ensuring support is targeted, coordinated and evidence-informed. • Targeted Intervention: Pupils identified as making slow progress will receive timely, tailored support, including small-group or individual interventions focused on core skills in reading, writing and maths. • Quality First Teaching: Funding will prioritise professional development to strengthen evidence-based classroom practice, including effective differentiation, scaffolding, feedback and inclusive teaching strategies. • High-Quality Resources: Resources and materials will be provided to support high-quality teaching and ensure learning is accessible to all pupils. • Ongoing Review: Progress and impact will be regularly reviewed, with teaching strategies and interventions adapted as needed to 	<p>“Have an individualised approach to addressing barriers to learning and emotional support” P10 ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’</p>	<p>1 2 3 4</p>



ensure disadvantaged pupils make expected progress.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£16,249**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activity: Targeted Staffing and Interventions</p> <p>Purpose: Pupil Premium funding will be used to deploy staff strategically to provide targeted academic and pastoral support for disadvantaged pupils, with a particular focus on key year groups, including Year 6.</p> <p>Teaching Assistant Deployment:</p> <ul style="list-style-type: none"> • TAs provide targeted small-group and one-to-one support in reading, writing and maths. • Support is focused on closing gaps, building confidence and enabling access to the curriculum. • TAs work closely with class teachers to ensure interventions align with classroom learning. <p>Targeted Teaching Support:</p> <ul style="list-style-type: none"> • Focused interventions in reading, writing and maths for disadvantaged pupils. • Support targets key gaps • Pupil progress is regularly assessed and intervention adjusted to secure age-related expectations. <p>Pastoral and Wellbeing Support:</p> <ul style="list-style-type: none"> • Pastoral support to improve emotional wellbeing, social skills and resilience. • Structured play and positive supervision promote inclusion and positive behaviour. • Morning support helps pupils settle and be ready to learn. 	<p>' EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with</p>	<p>1 2 3 4</p>



<p>This approach ensures staffing is used effectively to reduce barriers, improve engagement and accelerate progress for disadvantaged pupils.</p>	<p>high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Deputy Head Teacher and PP Lead Pupil progress meetings termly. Regular monitoring of targeted interventions.</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.'</p>	<p>1 2 3 4 5 6</p>



To implement a targeted programme of provision for our SEN pupils	EEF Special Educational Needs in Mainstream Schools Guidance Report – recommendation 4	1 2 3
1:1 support is put in place for identified pupils.	. EEF Special Educational Needs in Mainstream Schools Guidance Report – recommendation 1 and 5	1 2 3

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

Budgeted cost: £ 17,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
To facilitate the training of an in-school ELSA member of staff. EEF Teaching and Learning Toolkit (SEL, Literacy, Improving behaviour, metacognition and self-regulated learning)	To facilitate the training of an in-school ELSA member of staff. EEF Teaching and Learning Toolkit (SEL, Literacy, Improving behaviour, metacognition and self-regulated learning)	1 2 3
To set up and run nurture/wellbeing groups to support vulnerable pupils. EEF Teaching and Learning Toolkit (SEL, Literacy, Improving behaviour, metacognition and self-regulated learning)	To set up and run nurture groups to support vulnerable pupils. EEF Teaching and Learning Toolkit (SEL, Literacy, Improving behaviour, metacognition and self-regulated learning)	1 2 3
To facilitate targeted Play therapy (Fund a weekly play therapist for targeted support)	EEF Teaching and Learning Toolkit	2



<p>To build relationships with Pupil Premium students and their parents.</p> <p>To monitor pupils with low attendance and working with them to improve.</p> <p>To understand the barriers to attendance.</p> <p>To analyse school attendance data.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1702913519</p>	<p>5</p>
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Total budgeted cost: £ 62,330

Part B: Review of the previous academic year

£ £54,515

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year

2024-25 reviewed against intended outcomes: Attainment overview

End of KS2	Reading	Writing	Maths
Non-Disadvantaged	88% (National 75%)	76% (National 72%)	90% (National 74%)
Disadvantaged	88% (National 62%)	75% (National 58%)	88% (National 56%)

For individual subjects (reading, writing, maths), **national breakdowns by disadvantage status are not published in the headline releases**. However, other detailed analyses (e.g 2024 data) show the pattern of attainment for non-disadvantaged pupils typically being **around 10–17 percentage points higher than disadvantaged pupils** in each subject

End of KS2 Attainment – Impact Analysis for Disadvantaged Pupils

The end of Key Stage 2 outcomes demonstrate a strong and positive impact of targeted Pupil Premium provision on disadvantaged pupils' attainment.

Disadvantaged pupils significantly **outperformed national averages** for Pupil Premium pupils across all core subjects.



In Reading, **88%** of disadvantaged pupils achieved the expected standard, compared to a national average of **62%**, exceeding national performance by **26 percentage points**. This indicates highly effective reading provision and targeted support.

In Writing, **75%** of disadvantaged pupils met the expected standard, outperforming the national average of **58%** by **17 percentage points**. This suggests that focused teaching, intervention and support for writing have successfully addressed barriers to learning.

In Mathematics, **88%** of disadvantaged pupils achieved the expected standard, well above the national figure of **56%**, representing a **32 percentage point** difference. This highlights the strong impact of targeted maths interventions and high-quality classroom teaching.

Overall, these outcomes show that Pupil Premium funding has been used effectively to support disadvantaged pupils, enabling them to achieve at least in line with their peers and well above national expectations. This reflects the positive impact of high-quality teaching, timely intervention and targeted pastoral support in securing strong outcomes for disadvantaged learners.

ELSA Training and Nurture/Wellbeing Groups

Wellbeing Impact:

Training an in-school ELSA has strengthened our capacity to provide targeted emotional support. Vulnerable pupils benefit from a trusted adult, leading to improved emotional regulation, communication and overall wellbeing.

Behaviour Impact:

Nurture and wellbeing groups have improved pupils' coping strategies and social skills, resulting in reduced incidents of withdrawal and disruption. Pupils are more confident in seeking support, preventing escalation of behaviour.

Learning Impact:

Improved emotional wellbeing has enabled disadvantaged pupils to engage more positively in lessons, particularly in group work, supporting improved focus and academic performance.

Strengthening Relationships with Pupil Premium Pupils and Families

Wellbeing and Engagement:

Strong relationships with pupils and families have increased trust, belonging and engagement. Regular communication has improved understanding of individual needs, with parents reporting greater involvement and support.

Behaviour Impact:

Improved home–school partnerships have led to more consistent behaviour management and reduced emotional and behavioural concerns.

Attendance Monitoring and Support

Attendance Impact:

Targeted monitoring and intervention have improved attendance for identified pupils.



Pastoral and ELSA support has addressed underlying barriers such as anxiety and family challenges.

Wellbeing Impact:

Improved attendance has strengthened pupils' sense of belonging, confidence and connection to school, reducing anxiety and supporting emotional stability.

Overall Evaluation

Current outcomes show that disadvantaged pupils are partially meeting expectations and are on track to achieve intended outcomes by 2024/25. Following evaluation, the strategy has been refined and funding reallocated to maximise impact. Further details are outlined in the Further Information section.

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