

Pupil premium strategy statement – Ponteland Primary School 2026-27

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
Number of pupils in school	461 Total 422 Reception to Y6 39 Nursery
Proportion (%) of pupil premium eligible pupils	8.7% Reception to Y6 8.5% Nursery to Y6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2026 - 2029
Date this statement was published	25.09.26
Date on which it will be reviewed	July 2027
Statement authorised by	Claire Johnson Headteacher
Pupil premium lead	Claire Johnson Headteacher
Governor / Trustee lead	Ros Barlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66034.67 (including £2523 for services children)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66034.67

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is additional funding to help ensure that disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gap. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners.

- At Ponteland Primary School, we are determined to give our children every chance to realise their potential. We have high aspirations for our children and strongly believe that dedication and commitment to learning can make a difference. Our expectations for all pupils, including vulnerable and disadvantaged pupils, is high and we put no limitations on what we believe they can achieve, with the right support. We continuously monitor the wellbeing, progress and attainment of all pupils, with a particular emphasis on disadvantaged and vulnerable pupils, in order that we can intervene at the first signs of need.
- We aim for all of our disadvantaged and vulnerable children to reach at least national expectations in all areas. As a minimum, we aim for the attendance of our Pupil Premium funded children to improve and close the gap between children eligible for PP and other children.
- Through high quality teaching, interventions and bespoke support for children and families, pupils gain confidence to engage fully in their learning. Through the curriculum, our pupils have the opportunity to learn and widen their knowledge.
- We are committed to all pupils becoming fluent and competent readers by the age of 7. Pupils are taught to read well through a systematic, synthetic phonics programme and our reading curriculum ensures they have good comprehension skills and a love of reading and of books.
- We have a whole school approach to oracy to ensure children's oral language development and vocabulary acquisition improve so they have the confidence and ability to articulate their learning to a range of audiences.
- We strive to give our children who are eligible for pupil premium valuable experiences outside the curriculum and we provide opportunities for them to take part in extra-curricular activities and trips, including international travel.
- We aim for all of our pupils who are eligible for pupil premium and their families to feel happy and supported in school, and their wellbeing is at the centre of everything we do. We want them to have access to a wide range of extra-curricular activities and ultimately, reach their full potential so they can confidently move on to the secondary phase of their education and beyond.
- Key principles include a detailed analysis of needs and barriers to learning, regular review and refinement and a whole school approach to providing 'excellence for all'.

Challenges

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

Challenge number	Detail of challenge
1	Historically, over a third of our children who were eligible for PP were also on the school's SEND register or being monitored for additional needs. This is slightly lower this academic year at just under a third. 2026-27 PP with SEN = 9 PP without SEN = 28 Non PP with SEN = 37 Non PP without SEN = 348 2025-26 PP with SEN = 16 PP without SEN = 32 Non PP with SEN = 41 Non PP without SEN = 333 2024-25 PP with SEN = 11 PP without SEN = 25 Non PP with SEN = 44 Non PP without SEN = 342
2	Our data shows that children eligible for pupil premium funding have disproportionately lower starting points in communication and language (50% working towards the expected standard), thus impacting on their verbal skills. This then impacts on their access to the curriculum, including reading.
3	Challenges faced by some families eligible for pupil premium may mean that pupils may begin school with less social and emotional security than their peers. This can mean that they require further support to maintain positive mental and physical health to support positive relationships in school.
4	The attendance and punctuality of our pupil premium children is lower than that of non pupil premium children (92.8% compared to 95.8%).
5	Financial and logistical barriers can limit the equity of access to wider cultural, artistic, and enrichment experiences for some pupils eligible for pupil premium. The school's universal offer ensures all pupils, regardless of

	background, are guaranteed a rich, diverse curriculum alongside comprehensive extracurricular opportunities.
6	Some pupils eligible for pupil premium may have more limited day-to-day exposure to higher education pathways. This can restrict their awareness of university options and impact their confidence in viewing further education as a realistic, achievable pathway.

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
Pupils eligible for PP, including those who have SEND, make accelerated progress to attain at the same level as their peers	• Additional barriers for PP and SEND pupils are identified through deliberate mechanisms: - barriers classified as tier 1, 2 or 3 on our inclusion framework - separate, targeted reporting in pupil progress meetings; - reviewed at SLT and Key Stage meetings; - reviewed at Inclusion Team meetings. • Bespoke support, including pre-teaching, is provided to remove barriers.
The communication and language skills of children eligible for PP are improved to match those of their peers, increasing their capacity to engage with reading and writing.	• Early assessment and identification of communication and language difficulties using: - Baseline assessments - Launchpad for Literacy - Speechlink - Jigsaw Therapy • Assessment informs appropriate practice and intervention to ensure targeted provision: - Quality first teaching - High quality interactions - Rich diet of high quality texts - Whole class Word Aware - Early Years Talk Boost - Language-rich environments - ELKLAN communication-friendly setting - SHREC approach

	- Use of Makaton - Language for Thinking As a result: ● By 2029 the gap in achievement of children eligible for PP in EYFS GLD will be reduced. ● By the end of Key Stage 2 there will be a reduction in the gaps between PP and their peers. ● By 2029, 100% of Pupil Premium pupils who are not also identified as SEND will pass the Year 1 Phonics Screening Check.
Pupils eligible for PP independently use a range of taught strategies to recognise, regulate and manage their emotions and anxieties, resulting in improved wellbeing, readiness to learn, and positive engagement in school life.	● Swift identification of pupils and parents with emotional and mental health needs (using the inclusion framework) ensures that they receive a programme of effective support and strategies: - Behaviour & Family Support Adviser - Friends Resilience - Drawing and Talking therapy - Sand play therapy - Zones of Regulation - Lego therapy - Psychotherapeutic counselling - Early Help - 0-19 Service - Hint team - Parent support workshops - The Family Hub ● Enhanced high school transition
The attendance and punctuality of children eligible for PP is improved and in line with national expectations.	● Inclusion Framework is applied at tiers 1, 2 and 3, ensuring bespoke support through: - Behaviour & Family Support Officer - Early Help - EWO As a result: ● Persistent absence rate for children eligible for PP is reduced.

	● Attendance of children eligible for PP is in line with national / in line with the rest of the cohort with 97% by 2029.
All families eligible for PP are fully aware of, and can easily access, school support and external agency signposting.	● Role of Family Support Officer is shared with all families at transition meetings prior to their children starting school ● Family Support Officer develops relationships and offers bespoke support where need is identified ● High quality guidance provided by the school signposts vulnerable families to appropriate outside agencies when needed ● Families of children eligible for PP are supported to access external support (e.g. GP appointments, financial support)
Curriculum design and delivery, including the personal development curriculum, is relevant and engaging and fosters high aspirations.	● PP children have access to a range of enrichment experiences (creative, the arts, sports, residential visits in the UK and overseas) throughout their time at Ponteland Primary. ● Pupils eligible for PP: - demonstrate highly positive attitudes to learning; - speak confidently about their education; - understand the contribution they can make to the wider world; - see higher education as an achievable future pathway; - develop a strong awareness of diverse career pathways and have high aspirations for their future employment.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching & Learning CPD for teachers and support staff. 2026-27 action research will focus on adaptive teaching.	The Education Endowment Foundation (EEF) identifies high-quality teaching as the single most effective lever schools have to improve outcomes for disadvantaged pupils. Their research indicates that high-quality professional development directly improves expert instruction in the classroom, which has a disproportionately positive impact on narrowing the gap for children eligible for Pupil Premium. The EEF emphasises that the highest-leverage strategy for SEND pupils is high-quality, adaptive classroom teaching.	1,2,3,4
Accessible SEND support and half termly SEND surgeries to support teachers and support staff in planning to meet the needs of SEND pupils within their class/ phase	The EEF Guidance Report 'SEND in Mainstream Schools' emphasises that high-quality teaching is crucial for SEND pupils, requiring structured collaboration with the SENDCo to build a flexible repertoire of classroom strategies (such as scaffolding, explicit instruction, and metacognition). Furthermore, our in-house data confirms that disadvantaged pupils with SEND make accelerated progress when teachers are supported to implement these tailored, quality-first approaches consistently.	1, 2, 3
High quality training for support staff (including lunchtime supervisors) -Relational Practice - Oracy (Voice 21) -Neurodiversity -Zones of regulation -SEMH -Pedagogical approaches -Effective interventions -Behaviour support -Precision Teach	EEF Guidance Report ('Deployment of Teaching Assistants') confirms that structured small-group interventions and classroom support staff add up to +5 months of additional academic progress, provided they receive extensive, high-quality training. EEF Toolkit demonstrates that training support staff in high-quality talk (Oracy) and readiness-for-learning strategies (SEMH and behaviour regulation) directly improves independent learning and closes the attainment gap for disadvantaged pupils.	1, 2, 3, 4
Curriculum development -high expectations	Research cited by Jonathan Sharples for York University emphasises that intentional,	1,2,3,4,5,6

-clear endpoints -high aspiration -global approach -focus on careers	high-aspiration curriculum development is a proven mechanism to inspire children from low-income backgrounds into deep learning and raise long-term expectations. Our curriculum enables the children to grow their cultural capital, develops them socially and makes them increasingly aware of their role in the world. The external links we establish help to widen the horizons for PP children to help set aspirations of achievement beyond those experiences in their domestic lives. Opportunities for residential visits in the UK and internationally (France) broaden children's horizons. Enrichment Entitlement (EEF Toolkit) proves that cultural enrichment, external networking, and overseas/domestic residential visits add up to +4 months of academic progress. These experiences foster resilience, expand cultural capital, and directly link classroom concepts to real-world global horizons and career pathways.	
Further embed our approach to oracy across school building on our previous training with Voice 21 to ensure that language skills are consistently developing and improving.	EEF Toolkit (Oral Language Interventions) robustly proves that explicit oracy work adds an average of +6 months of additional progress. The impact is highest for disadvantaged learners, directly closing the vocabulary and reading comprehension gap. Voice 21 Evaluation Research confirms that a whole-school, dialogic teaching approach transforms classroom talk into a tool for learning. It accelerates reading and writing skills, builds cognitive reasoning, and dramatically improves pupils' confidence to articulate their learning to diverse audiences. Internal Validation prior school-led tracking confirms that systematic oracy strategies (such as <i>Launchpad for Literacy</i> and <i>Word Aware</i>) are essential to removing initial communication barriers in the early years and beyond.	1,2,3,6
Further embed, refine, and strengthen our whole-school implementation of the Zones of Regulation	EEF Guidance Report ('Improving Behaviour in Schools') recommends the universal, explicit teaching of self-regulation strategies. School-wide programs that utilise a shared language and predictable approach are proven	1,3

framework. This includes ongoing, high-quality CPD for all teaching and support staff to ensure consistent, proactive co-regulation strategies are embedded across all classrooms and phases, establishing a unified language for emotional regulation.	to improve behaviour, resulting in an average of +4 months of academic progress. EEF Toolkit (Social and Emotional Learning) confirms that embedding proactive co-regulation techniques into daily classroom practice builds pupils' emotional security, reducing learning disruptions and closing the attainment gap. Our implementation of the Zones of Regulation in school has shown a visible reduction in low-level classroom disruption, confirming that an embedded, unified approach directly enhances pupils' readiness to learn.	
Implement whole-class WhatWorked Education Trials across target phases, utilising rapid-cycle micro-Randomized Controlled Trials (micro-RCTs). Specifically deploy the Times Tables fluency and 3-Mark Inference questions practice trials to identify high-impact, evidence-based pedagogy tailored directly to our pupils' learning needs	WhatWorked Education Framework utilises teacher-led micro-Randomized Controlled Trials (micro-RCTs) to bypass generalised data and establish context-specific, real-world evidence of what explicitly works to lift attainment within our classrooms. EEF Toolkit (Reading Comprehension Strategies) confirms that explicit instruction in advanced comprehension, such as scaffolding 3-mark inference questions, delivers up to +6 months of additional progress, narrowing the gap for vulnerable readers. Cognitive Science & EEF Maths Guidance proves that building rapid factual fluency (e.g. times tables recall) reduces cognitive load on working memory, directly enabling disadvantaged pupils to master higher-level mathematical reasoning. Our own trial in academic year 2025-26 had an effect difference of 19.1%.	1,2

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer tutoring: Deploy structured, teacher-led	EEF Toolkit (Peer Tutoring) confirms that structured peer-to-peer tutoring models add an average of +5	1,2,6

WhatWorked Education Peer Tutoring Trials across target phases. This micro-Randomized Controlled Trial (micro-RCT) framework will pair older and younger peers for short, intensive, 8-to-10-week blocks focused on consolidating and reviewing core fluency concepts. All participating staff will engage with the platform's localised, rapid-cycle testing metrics to measure precise, real-time context-specific impact on pupil progress.	months of additional academic progress, with an even greater accelerated rate of improvement observed among disadvantaged learners. EEF Research establishes that the process of explaining, modeling, and prompting concepts provides immense cognitive benefits, creating a dual academic gain for both the tutor and the tutee.	
Implement structured, short-duration pre-teach sessions for identified learners. Delivered by teachers or trained support staff prior to lessons, these sessions will preview key vocabulary, introduce complex concepts, and scaffold upcoming tasks. This ensures vulnerable pupils can access high-quality first teaching with confidence alongside their peers.	EEF Guidance Report - Making Best Use of Teaching Assistants) states "Pre-teaching key vocabulary and concepts can be an exceptionally effective way to prepare pupils for upcoming lessons. It allows eligible pupils to enter the classroom on an equal footing with their peers, significantly increasing their confidence, engagement, and ability to grasp new learning."	1,2,6
Purchase individual, physical copies of core curriculum texts, (such as class novels, and high-quality non-fiction books), or related texts (such as sequels) to be gifted directly to	EEF Guidance Report - Literacy in Key Stage 2) states "A lack of access to reading materials at home is a significant barrier for many disadvantaged pupils. Schools should consider ways to explicitly bridge the gap between classroom reading and home reading, ensuring all pupils have access to high-quality, engaging texts that align with their learning."	2,5

families eligible for Pupil Premium. This ensures that pupils have immediate, equitable access to identical learning resources at home to support pre-reading, wider reading, homework, and a shared family literacy culture.	National Literacy Trust research establishes that direct book ownership is a major predictor of reading performance. NLT data consistently tracks that children who own books are three times more likely to read above the expected level for their age compared to peers who don't own a book. Gifting core curriculum texts and related texts ensures disadvantaged pupils are not resource-starved at home, directly leveling the academic playing field.	
Deliver targeted workshops for parents of Pupil Premium funded learners to equip them with the pedagogical skills needed to deliver highly structured reading support at home (aligned with the Boost Reading Programme [BRP] framework). Participating pupils have a bespoke 'Reading Passport' to track implemented strategies, celebrate milestones, and provide a transparent, dual-reinforcement loop between home and school.	EEF Guidance Report - Working with Parents states "Schools should provide practical, structured strategies for parents to support learning at home... Programmes that offer explicit training for parents to deliver specific reading interventions, such as shared reading techniques or structured questioning, are consistently found to be more effective than general encouragement."	2,4
Early identification and targeted speech, language, and communication interventions in EYFS and Key Stage 1. This includes using evidence-based assessment screening tools (such as <i>Launchpad for Literacy</i>	EEF Toolkit (Early Years Oral Language Interventions) proves that targeted communication and language approaches in the early years deliver an exceptional +6 months of additional progress, representing one of the most effective ways to narrow the disadvantage gap. DfE & Public Health England Research Frameworks reflect a national consensus that early language deficits compound rapidly; catching them in EYFS via targeted support is a critical protective factor that prevents long-term reading and writing	1,2

or <i>Speech Link</i>) alongside the structured delivery of targeted programs (such as <i>Early Years Talk Boost</i> or specialised <i>Jigsaw Therapy</i> groups) by trained support staff to rapidly address initial deficits.	barriers in Key Stage 2. Past internal data confirms that immediate, early intervention effectively accelerates progress, ensuring communication needs are met proactively so children can fully access the wider curriculum.	
Deliver high-impact, small-group and 1:1 targeted academic interventions to rapidly close learning gaps in literacy and numeracy. This includes utilising the WhatWorked Education rapid-cycle trial frameworks alongside evidence-based phonics, decoding, and reading catch-up programs—specifically Little Wandle Keep-up (for immediate, same-day phonics remediation), Word Wasp (for structured orthographic decoding), and BRP (Boost Reading Programme for text-level fluency and comprehension).	EEF Toolkit (Small Group Tuition & Reading Interventions) proves that targeted small-group work adds +4 months of progress, rising to +6 months of progress when focusing on structured literacy interventions. Short, intensive blocks (10–12 weeks) are highly effective at preventing vulnerable learners from falling permanently behind their peers. National literacy data confirms that combining explicit, highly structured phonic decoding mechanics (Word Wasp) with text-level fluency and guided comprehension practice (BRP) rapidly accelerates decoding automaticity and reading age.	1,2
School-led tutoring Provide teacher led maths and reading tutoring in UKS2	EEF Toolkit (Small Group Tuition) robustly proves that small-group interventions add an average of +4 months of additional academic progress, with significantly higher gains achieved when sessions are delivered by qualified teachers who know the pupils' specific learning gaps. Utilising internal teaching staff ensures that the reading and maths concepts covered in tutoring directly mirror UKS2 classroom expectations, reinforcing working memory and accelerating attainment.	1,2,3,4
SENDCo and NPQSEND trained Early Years Lead	EEF SEND Guidance Report states "The consensus	1,2,3,6

support early identification of learning needs in EYFS and guide staff in adapting provision to reduce the SEND barrier.	of the evidence is clear: high-quality teaching, appropriately adapted to individual needs, is the absolute foundation of support for pupils with SEND. Schools should focus on upskilling all staff to understand specific learning barriers and adapt their everyday practice accordingly." Previous work within school shows that early intervention increases the opportunity for the child's needs to be met and to make appropriate progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain the school's deeply embedded culture of relational practice and core school values. This continuous, long-term focus utilises ongoing staff CPD, explicit assembly schedules, and daily routines to maintain strong relationships and restorative approaches. This ensures a highly predictable, emotionally secure climate that safeguards a strong sense of school belonging for vulnerable and disadvantaged learners.	EEF Guidance (Improving Behaviour in Schools) proves that maintaining consistent, whole-school relational approaches and clearly articulated values acts as a powerful preventative measure, improving school climate and adding an average of +3 months of academic progress. The main national Relational Practice frameworks confirm that continuous staff CPD focused on attachment-aware and restorative practices significantly reduces classroom anxiety, de-escalates conflict, and builds psychological safety for vulnerable learners. National studies carried out by the Jubilee Centre for Character and Virtues (involving over 10,000 UK pupils) proved that a school's daily ethos, assemblies, and extracurricular activities are the exact mechanisms required to teach 'virtues' (which include our school values of resilience, collaboration, kindness, respect, gratitude, curiosity and integrity). DFE research tracked children over decades and discovered that possessing strong non-cognitive attributes (such as our school values) at age 10 was a stronger predictor of adult life satisfaction and mental	1,3,6

	health than early cognitive scores in reading and numeracy alone. Our own internal quality assurance, external validation from the Inclusion Quality Mark (IQM) and Pele Trust peer reviews confirm that these well-embedded relational practices and daily values-driven routines have established a highly inclusive environment; ongoing focus ensures this standard remains robust and consistently applied by all staff.	
Deploy the Family Support Adviser and senior leadership team to proactively identify families eligible for PP whose attendance is at risk of falling below national benchmarks. Design bespoke, responsive support plans, ensuring early intervention, parental alliance, and a restorative approach to improving attendance.	DfE longitudinal tracking robustly proves that missing school directly translates to a collapse in academic achievement. Nationally, 84% of Key Stage 2 pupils with 100% attendance achieve the expected standard, plummeting to just 40% for pupils who are persistently absent across the key stage. The EEF's research highlights that standalone, generic attendance policies have minimal impact on entrenched absence. Instead, the evidence strongly validates 'responsive interventions' where a school uses a dedicated professional (like a FSA) to investigate the specific, unique barriers a family faces (e.g., housing, health, transport, or anxiety) and builds a tailored plan to overcome them. The EEF notes that the most effective attendance improvements are relationship-driven, relying on proactive, personalised communication rather than just rigid warning letters	1,3,4,5
Maintain and refine a strategic whole-school framework (Inclusion Framework) for pastoral support, integrating evidence-based wellbeing and therapeutic interventions, with children eligible for PP prioritised. This	EEF Toolkit (Social and Emotional Learning) proves that well-planned, structured social and emotional learning frameworks generate an average of +4 months of academic progress. Impact is maximised when interventions concurrently develop emotional self-management and social peer-relationship skills. Data from Public Health England robustly links school-based wellbeing strategies to attainment. Their research demonstrates that schools with a	1, 3, 5, 6

structured provision explicitly targets the development of social skills, positive peer-friendships, and resilient mindsets, cultivating the emotional safety required for vulnerable learners to maintain positive attitudes toward their learning.	strategic, structured approach to emotional health see significant improvements in pupil concentration, intrinsic motivation, and Key Stage 2 test scores compared to schools without a strategic pastoral plan. Historical evidence within PPS shows that PP children with social and emotional needs who work closely with the pastoral and behaviour support staff (e.g. through Friends Resilience) are able to engage more with learning and have increased positive attitude towards themselves and their learning.	
Provide targeted, professional school-based therapeutic counselling, prioritising children eligible for PP, with support extended to parents to help remove emotional barriers to school life.	Clinical research from the BACP robustly demonstrates that school counseling is highly effective at reducing psychological distress in children. The DfE's departmental advice explicitly states that access to school-based professional counselling serves as an essential safety net for vulnerable children. It tracks a clear correlation between school counselling and improved attendance, better classroom behaviour, and a significant drop in severe emotional distress. Experience within our school has shown that high tier counselling interventions have directly resulted in stabilised mental health, improved pupil self-esteem, and increased readiness to learn.	1,2,3,4,5
Deploy a trained Art Specialist to deliver Drawing and Talking therapy for targeted Pupil Premium learners with identified SEMH needs. This time-limited, 12-week drawing intervention allows vulnerable pupils to safely process trauma, anxiety, and emotional distress non-verbally through creative metaphor,	Drawing and Talking is a nationally recognised, evidence-based safe attachment intervention. Educational psychology research proves that children experiencing trauma or severe SEMH needs often lack the linguistic cognitive ability to explain <i>why</i> they are struggling. By utilising drawing as a graphic pathway, children can project their internal conflicts onto paper through metaphor. This bypasses the stress response, allowing the brain's limbic system to regulate and heal without re-traumatising the child.	1,2,3,6

resolving internal barriers to classroom engagement.	Drawing and Talking enables school staff to assess the social and emotional skills of young people quickly and effectively and identify triggers, ensuring they can respond in a healthy way. Targeting support and action plans can be put in place almost immediately, with tailored strategies and activities that meet the needs of the individual student.	
Deliver targeted parent workshops and structured support networks to equip families (including those eligible for PP) with specialised SEMH and neurodivergent de-escalation strategies. This includes: - Emotion Coaching, dysregulation & de-escalation training in partnership with HINT; - hosting collaborative coffee mornings with the Family Hub and the Toby Henderson Trust to build parental efficacy, community alliance, and home-school consistency.	The current EEF Guidance Report: Working with Parents to Support Children's Learning establishes that parental engagement strategies yield an average of +4 months of additional academic progress. The research strongly emphasises that general encouragement is ineffective for families facing complex challenges. Instead, high-impact engagement relies on schools providing parents with two things: explicit, actionable techniques (like de-escalation scripts) and sustained, supportive networks (like specialist coffee mornings). Emotion Coaching evidence robustly demonstrates that teaching parents to validate a child's emotions before correcting behaviour lowers physiological stress, accelerates emotional co-regulation, and creates behavioural consistency between home and school. Specialist external agency consensus (Toby Henderson Trust / Family Hubs) highlights that providing expert-led, neurodivergent-specific spaces for parents significantly increases parental confidence, breaks down isolation, and reduces the home-based emotional triggers that cause school avoidance.	1,3,4
Deliver a fully subsidised, structured programme of enrichment activities spanning competitive sport, the creative arts, and modern foreign languages. This targeted initiative ensures equity of	The EEF Toolkit (Arts Participation & Physical Activity) robustly proves that structured arts programmes add an average of +3 months of academic progress, while physical enrichment directly improves self-regulation, health, and classroom attentiveness. Ofsted Cultural Capital & Equity Guidance highlights that subsidised enrichment bridges the experiential gap for disadvantaged learners,	3,4,6

access for pupils eligible for PP, intentionally building cultural capital, peer collaboration, and personal resilience to drive broader motivation toward school life.	expanding their vocabulary, schema, and general knowledge, which directly underpins advanced reading comprehension. Non-Cognitive character research (from EEF and Jubilee Centre for Character and Virtues) confirms that extracurricular sports, arts, and languages explicitly cultivate resilience, problem-solving, and team-building skills, directly translating into increased intrinsic motivation and stamina in the classroom. These character skills heavily correlated with academic attainment, high school attendance, and positive life outcomes.	
Provide school uniform free of charge, pay for school trips and clubs for pupils eligible for pupil premium to remove barriers to attendance and belonging.	EEF's Teaching and Learning Toolkit, clearly states that while uniform alone does not directly boost academic attainment, removing financial barriers to uniform is critical to ensuring all pupils are included, feel a strong sense of school identity, and can focus on learning. The DfE explicitly encourages enrichment such as extra-curricular and co-curricular activities, including sport and physical activities, outdoor and nature activities, arts participation, as part of its official Menu of Approaches.	

Total budgeted cost: £75,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and progress - Reception to Y6

Reception

- 7 children (11.6% of the cohort) were eligible for PP in 2025-26; two of whom also have SEND.

	PP (Exp+)		Whole Cohort (Exp+)
	No of Chn	%	
C&L: L, A & U	3	43%	88%
C&L: S	5	71%	92%
PSED: SR	3	43%	87%
PSED: MS	6	86%	92%
PSED: BR	5	71%	93%
PD: GMS	6	86%	95%
PD: FMS	5	71%	93%
Literacy: C	5	72%	93%
Literacy: WR	5	71%	93%
Literacy: W	3	43%	85%
Maths: N	5	71%	92%
Maths: NP	4	57%	90%

43% of children eligible for pupil premium achieved GLD.

Year 1 phonics

- 2 children (3.3% of the cohort) were eligible for pupil premium and one of these children also has SEND.
- Both children passed the PSC (100%).

Year 6 Outcomes

- 12 children (20% of the cohort) were eligible for PP in 2025-26.
- 75% achieved the expected standard or above in maths (8% at GDS).
- 58% of children eligible for PP achieved the expected standard or above in reading (8% at GDS).
- 67% achieved the expected standard in writing.
- 58% of PP children achieved the expected standard in reading, writing and maths.

Quality of teaching for all

Early identification of communication and language delay within the EYFS was established and timely interventions put in place. As a result children's needs were met at their starting points and strategies in place to support progression. PP children made good progress against their starting points. Children who were identified with communication and language delay made accelerated progress, closing the gap between them and their peers.

Sensory circuits and sensory spaces including timetabled sessions have aided development

An increased focus on developing children's emotional literacy through Zones of Regulation has had a positive impact on children's self-regulation and attitude to learning.

Targeted support

At the end of the year 2025-26 - 19.5% children eligible for PP (9/46) were being monitored and supported for attendance below 90%. This compares with 4.2% of the school population generally being monitored for persistent absence.

- The school's family support worker has well-established relationships with families, which enabled the school to identify families where support could be offered and their openness to share if support is needed.
- Targeted support and challenge to families to improve attendance and lateness was in place, with support from SLT. Involving teachers in monitoring attendance and meetings of the inclusion team have helped ensure clear monitoring and communications are in place. Additional support from the EWO has been accessed as needed.

Other approaches

Through visible leadership, continuous communication and support for vulnerable families we have established strong and secure relationships with parents and carers. Parents speak to school openly and share challenges, seeking advice and support. We continue to encourage families to check for PP eligibility and this is supplemented by regular checks from the school's admin team.

Signposting parents and families to known agencies has been very successful again this year, particularly in supporting families with mental health and / or domestic violence support.

Visible and relational leadership has been key throughout 25-26, As a result we were able to support families with their needs and we continue to support them into 26-27.

All children had opportunities to engage in an after school club across 2025-26. As a result, children were engaging in activities that they would not normally have available to them e.g. judo, football, dancing, art, multi-sports, cookery. 63% of PP pupils accessed a club that they were eligible for.

PP pupils are prioritised for instrument tuition and have a good uptake rate. 28% of musicians were PP pupils.

The opportunity to attend a 3 day residential for year 5 was provided for 5 pupils eligible for pupil premium and this was heavily subsidised by school.

The opportunity to attend a 5 day residential to London and Northern France for Y6 was provided for 8 pupils eligible for PP and this was subsidised by school.

These residential experiences consolidate work in our global curriculum and give the pupils wider experiences. This in turn raises their aspirations and motivates them to engage with school.

School uniform was provided free of charge for 39 out of 46 pupils (85%).

All school trips, along with a packed lunch, were provided free of charge for all children eligible for pupil premium.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Friends Resilience	Friends Resilience (delivered by trained school staff)
Drawing & Talking Therapy	Drawing & Talking (delivered by trained school staff)
In-school counselling	Ask Psychology
In-school counselling	Northern Guild (trainee therapist)
Ed Psych support and training	Ask Psychology
Speech and Language intervention	Jigsaw Therapy
Complex Conexions	Shelley Farham