

Pupil Premium Strategy Statement 2025-26



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	224 (103 PP)
Proportion (%) of pupil premium eligible pupils	45.98%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2026 (Year 2 of 3)
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Alison Castledine, Head Teacher
Pupil premium lead	Karen Elliott, Assistant Head Teacher
Governor	Dale Karim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including service children) 2025-26 Financial year	PP: £148,470 (£1515/pupil based on 98 children from census) Service children: £2100 (£350/child x 6) LAC: £7500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£158, 070

Part A: Pupil premium strategy plan

Statement of intent

At Newlands Junior School, we foster an ethos of high attainment for all pupils, irrespective of circumstances, backgrounds or challenges. Our aim is to provide the acquisition of knowledge through high-quality teaching. By doing this, we will ensure that our disadvantaged pupils are doing as well as our other pupils and the attainment gap will narrow. In order for this to happen, the way in which we spend the Pupil Premium Grant is tailored to the specific requirements of our pupils. We recognise the importance of working alongside them to assess and understand pupils' individual needs, enabling them to have a voice. All assessments are based on factual information, not assumptions about the impact of disadvantage. We are fully aware, at Newlands, of the barriers our children, and families, face within our school context. Because of this, Newlands Junior School is not just about attainment, it is about delivering a well-designed, well-taught curriculum that gives children the essential knowledge and cultural capital that they need to succeed in becoming well-rounded, informed citizens. We will provide experiences for disadvantaged pupils in order to remove barriers to accessing and understanding the wider world. We will expose children to cultural experiences and background knowledge that those from better off homes take for granted. However, to enable all of this to happen, we recognise the importance of providing a range of well-being programmes, delivered by a group of highly skilled staff, to make sure that pupils are in a place where they are ready for the next step in their educational journey.

Key objectives to ensure Pupil Premium children are successful at our school. We will:

- Promote and foster the social and emotional wellbeing of all pupils to ensure basic needs are met and they are able to access the curriculum fully.
- Understand and identify the barriers to pupils' learning.
- Foster independent learning skills and resilience required in future experiences, particularly a strong foundation within reading, resulting in all pupils being able to read fluently and access the curriculum.
- Facilitate a broad and balanced curriculum, which also enhances pupils' cultural capital, providing experiences, which would not be facilitated at home.
- Track Pupil Premium children closely, ensuring that the attainment gap between disadvantaged pupils and other groups is narrowed, moving in-line with national figures.

The key objectives will be achieved by:

- Social and emotional wellbeing needs being identified early and targeted support delivered by trained staff
- Assessments and pupil voice carried out termly (or half termly where the need arises) to identify barriers to learning
- Learning powers and character education is interweaved throughout the curriculum
- Targeted phonics and reading sessions delivered to accelerate the reading process
- Visitors and visits are booked for every topic to enhance children's cultural capital and experiences
- Pupil Premium children in need of additional, targeted support will be identified early due to tracking by Pupil Premium Lead.

Links have also been made to the most recent School Improvement Plan (SIP) 2025-2026 and school priorities.

Challenges

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

Challenge number	Detail of challenge																																																																																																																																						
1	<p><u>Oracy</u></p> <p>From learning walks and lesson observations, it has become clear that many of our PP children are reluctant to engage and contribute to whole class, small group or paired discussions.</p> <p>There are currently not enough planned opportunities within lessons for oracy development, leading to PP children being reluctant to engage when opportunities arise as many PP children lack the confidence or the knowledge of how to participate in these discussions.</p> <p>Lack of oracy development is impacting on the progress of PP children across the curriculum, particularly in writing.</p>																																																																																																																																						
2	<p><u>Attendance</u></p> <p>Attendance data for the past year in particular shows that our PP children (94.7%), although there was an increase from the previous year (91.89%) and they were above National (89.4%), they were slightly below our attendance target of 96% and our non-PP children (96.6%), resulting in missed learning opportunities.</p>																																																																																																																																						
3	<p><u>Attainment gap between PP and Non-PP children</u></p> <p>Formative and summative assessments indicate that there is an attainment gap between PP and Non-PP children as shown in red in the table below. This includes the number of PP children working above the expected standard in comparison to Non-PP children.</p> <table><tr><th rowspan="2">Data from Sept 2025.</th><th rowspan="2"></th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th></tr><tr><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th></tr><tr><td rowspan="3">Y3 49 20PP</td><td>Below</td><td>7</td><td>8</td><td>8</td><td>11</td><td>6</td><td>7</td></tr><tr><td>ARE</td><td>35%</td><td>28%</td><td>40%</td><td>8%</td><td>30%</td><td>24%</td></tr><tr><td>Above</td><td>3</td><td>4</td><td>3</td><td>4</td><td>3</td><td>4</td></tr><tr><td></td><td>ARE</td><td>15%</td><td>14%</td><td>15%</td><td>14%</td><td>15%</td><td>14%</td></tr><tr><td rowspan="3">Y4 55 22PP</td><td>Below</td><td>12</td><td>7</td><td>12</td><td>9</td><td>10</td><td>4</td></tr><tr><td>ARE</td><td>55%</td><td>21%</td><td>55%</td><td>27%</td><td>45%</td><td>12%</td></tr><tr><td>Above</td><td>0</td><td>3</td><td>2</td><td>9</td><td>2</td><td>13</td></tr><tr><td></td><td>ARE</td><td>0%</td><td>9%</td><td>9%</td><td>27%</td><td>9%</td><td>39%</td></tr><tr><td rowspan="3">Y5 60 28PP</td><td>Below</td><td>11</td><td>6</td><td>14</td><td>7</td><td>7</td><td>5</td></tr><tr><td>ARE</td><td>39%</td><td>19%</td><td>50%</td><td>22%</td><td>25%</td><td>16%</td></tr><tr><td>Above</td><td>5</td><td>12</td><td>5</td><td>8</td><td>7</td><td>15</td></tr><tr><td></td><td>ARE</td><td>18%</td><td>38%</td><td>18%</td><td>25%</td><td>25%</td><td>47%</td></tr><tr><td rowspan="3">Y6 60 33PP</td><td>Below</td><td>7</td><td>3</td><td>9</td><td>5</td><td>6</td><td>4</td></tr><tr><td>ARE</td><td>21%</td><td>11%</td><td>27%</td><td>19%</td><td>18%</td><td>15%</td></tr><tr><td>Above</td><td>10</td><td>15</td><td>7</td><td>11</td><td>11</td><td>16</td></tr><tr><td></td><td>ARE</td><td>30%</td><td>56%</td><td>21%</td><td>41%</td><td>33%</td><td>59%</td></tr></table>	Data from Sept 2025.		Reading		Writing		Maths		PP	Non-PP	PP	Non-PP	PP	Non-PP	Y3 49 20PP	Below	7	8	8	11	6	7	ARE	35%	28%	40%	8%	30%	24%	Above	3	4	3	4	3	4		ARE	15%	14%	15%	14%	15%	14%	Y4 55 22PP	Below	12	7	12	9	10	4	ARE	55%	21%	55%	27%	45%	12%	Above	0	3	2	9	2	13		ARE	0%	9%	9%	27%	9%	39%	Y5 60 28PP	Below	11	6	14	7	7	5	ARE	39%	19%	50%	22%	25%	16%	Above	5	12	5	8	7	15		ARE	18%	38%	18%	25%	25%	47%	Y6 60 33PP	Below	7	3	9	5	6	4	ARE	21%	11%	27%	19%	18%	15%	Above	10	15	7	11	11	16		ARE	30%	56%	21%	41%	33%	59%
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4	<p><u>PP children with SEND and other vulnerabilities (including LAC, PLAC, SGO, Kinship Care, Social Care involvement or previous involvement)</u></p> <p>A significant number of our PP children also have either an identified SEND need and/or fall into one or more categories which means the children have additional vulnerabilities, which often impacts on their learning.</p> <p>Teaching is not always adapted enough to meet their needs in order for these children to access learning alongside their peers. These children have historically being part of an intervention during afternoon sessions in order to close the gap with their peers.</p>																																																																																																																																						
5	<p><u>Wellbeing (including mental health) and resilience</u></p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>We are also seeing an impact on mental health and wellbeing due to the current financial climate and the stress this is putting on parents/carers including lack of correct uniform and many children coming to school without having breakfast at home, which is then impacting on the children's capacity to learn.</p> <p>Many of our children need help to develop character traits to support them as they go through life including positivity, resilience and determination. They lack motivation and many display a negative attitude towards learning, which has an impact on their learning.</p>																																																																																																																																						

6	<p><u>Enrichment opportunities</u></p> <p>Parent and pupil voice indicates that a significant number of our children, including many PP children have a lack of enrichment opportunities of the wider world. Some of our children have never left the immediate area in which they live and have little life experience outside of their community.</p> <p>The impact of school being in an area of high deprivation means that many families need financial support to enable their children to access educational visits, which are vital in the development of their children's cultural capital and wider world experiences.</p>
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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
1. Children will demonstrate increased oracy skills across school, in all aspects of the curriculum, with a particular focus on writing.	<p>During learning walks and lesson observations, all children will be observed participating in discussions, while valuing the opinions of others.</p> <p>Children will have developed their confidence and be more willing to share their thoughts, ideas and opinions with others.</p> <p>Children will be able to organise their thoughts through oral rehearsal so sentences are cohesive and well structured.</p> <p>Through monitoring, it will be clear that oracy is planned, taught and modelled across all subjects.</p> <p>Children will show accelerated progress in writing across all year groups, with a particular focus on Y3 and Y4, in order to continue to close the attainment gap between PP and Non-PP children.</p>
2. PP children's attendance will improve.	<p>The attendance of our PP children will improve and be in line with our non-PP children as well as being above our whole school target of 96%.</p> <p>This will be evident in their academic progress and attainment as instances of missed learning will have decreased and there will be more opportunities for them to access learning due to improved attendance.</p>
3. The attainment gap between PP and Non-PP children will have narrowed across the curriculum.	<p>PP children will have made at least expected progress and in many cases accelerated progress in order to narrow the attainment gaps identified in the table above with Non-PP children by the end of the academic year 2025-26.</p> <p>More PP children will be working above the expected standard in areas identified in the table above and the gap between PP and Non-PP children achieving above the expected standard will be closing.</p>
4. The curriculum is fully adapted and meets the needs of PP children with SEND and other vulnerabilities (including LAC, PLAC, SGO, Kinship Care, Social Care involvement or previous involvement)	<p>CPD training for all staff will be translated into classroom practise and will be consistent across the school.</p> <p>Curriculum adaptations and scaffolds will be evident on all planning documents, in children's books and children will be able to discuss these during pupil voice interviews.</p> <p>During learning walks and lesson observations PP children with SEND and other vulnerabilities will be seen to be independently accessing the learning alongside their peers, within the classroom environment, using scaffolds and adaptations based on individual need.</p> <p>All children feel included and valued in lessons and within the school community irrespective of need.</p> <p>The impact of adaptive teaching will be reflected in formative and summative assessment outcomes for PP children with SEND and other vulnerabilities.</p>

5. Improved wellbeing (including mental health) and resilience among our disadvantaged PP children.	<p>Needs will be identified by all staff and acted upon, to provide the right support for individual pupils, as the need arises, in conjunction with parents/carers. This support will either be from within school or will be sourced externally.</p> <p>Short, targeted support sessions, either in the form of groups or 1:1, based on the emotional needs of individuals, are in place and the impact of these is evident.</p> <p>Assessments, including wellbeing surveys, will show that the children are emotionally regulated and are able to cope with trauma in a positive manner. Their attitudes towards learning will be positive and children will be excited to learn. This will lead to a positive impact on assessment data and end of KS2 outcomes in 2025/26.</p>
6. Trips and experiences are provided by school within the curriculum which result in enhanced cultural capital.	<p>Trips and visitors are scheduled across the academic year, at least termly, which support the curriculum content being taught in class. These will also focus on the physical, social and emotional wellbeing of pupils providing strategies to manage stressful, challenging situations.</p> <p>Families in need of financial support are identified and support is offered to enable PP children to access all educational visits alongside their peers.</p> <p>Transition for all children will be supported fully to ensure that those moving on to new schools as well as transitions within school receive the support they need.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. [Links to the most recent School Improvement Plan \(SIP\) 2025-2026](#)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD This will be targeted to support and enhance individual needs across the school as and when identified. All training will be fed back to staff during staff meetings/INSET days to provide continuous CPD across the whole school.	EEF recommends that all CPD provided should be carefully selected and tailored to the identified needs of the school. It must build knowledge, motivate staff, develop required teaching techniques and embed practice: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 3, 4, 5 (SIP1 - 5)
Whole school CPD on the teaching of writing content specific to each year group and feedback opportunities. Fund release time for co-ordinator to attend training and then to monitor the implementation and impact of this.	EEF report: Improving Literacy at KS2 recommends 7 practical evidence-based recommendations that are relevant to all children struggling with their writing content: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 EEF teaching and learning toolkit reports that feedback, has a very high impact on learning outcomes for very low	1, 3 (SIP 1, 3, 4)

<p>Funding to cover English lead to attend 3 x English Network meetings.</p> <p>English lead funded release time to attend collaboration meetings to share good practice across schools and feed this back during staff meetings.</p>	<p>cost (+6 months for primary children) provided in a variety of ways (oral and written). They report that low attaining pupils benefit from explicit feedback/feedforward: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>Vocabulary & Grammar</p> <p>CPD training for whole school strategies to develop the use and understanding of vocabulary to support reading for understanding.</p> <p>CPD training for whole school strategies to develop grammar knowledge, retention and the application of this to writing.</p>	<p>Developing vocabulary knowledge not only supports the understanding of texts that are read, but also enables the reader to use new, rich vocabulary they are exposed to, in their writing.</p> <p>Developing grammar knowledge and then equipping children to retain this knowledge supports children's ability to apply a variety of grammatical features to their writing and support them to develop their own flair and style: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 3, 4, 5</p> <p>(SIP 1 - 4)</p>
<p>Oracy development</p> <p>Funding to cover English lead to attend Oracy training.</p> <p>CPD for whole staff delivered by English lead on the development of Oracy across the whole school.</p>	<p>EEF demonstrates that Oracy is high in academic benefit but low in cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 – 5</p> <p>(SIP 1 - 4)</p>
<p>Forest Schools CPD training.</p> <p>We will fund weekly release time for our Forest Schools and Outdoor Learning Co-ordinator to work with groups of children across the school.</p> <p>Co-ordinator will also deliver CPD to the whole school as well as individual staff to ensure the programme is rolled out across school.</p>	<p>Physical activity plays an important role in the social and emotional development of children. Getting outside in the fresh air stimulates endorphins, which help enhance mood: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Forest School enables the children to feel part of the school community by creating areas of learning for all participants and providing opportunities for children to excel and learn through physical, active learning: https://www.marjon.ac.uk/professional-development-for-teachers/better-forest-school/#:~:text=It%20is%20an%20ethos%20that,centred%20learning%2C%20exploration%20and%20play</p>	<p>2, 5</p> <p>(SIP 2, 3)</p>
<p>CPD to support and enhance mental health and wellbeing.</p> <p>All staff will receive training to update their existing knowledge of metacognition and self-regulation strategies.</p> <p>Children will be taught/reminded 'how to learn' by teaching strategies to help them assess their own learning and how to improve this. They will also develop a range of strategies to help self-regulate.</p>	<p>EEF teaching and learning toolkit reports that this has a very high impact on learning outcomes for very low cost (+7 months for primary children). They report that LA children are less likely to use metacognition and self-regulation strategies unless they are explicitly taught: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Developing a growth mind set approach has been proven to enable children, in particular disadvantaged children, to have a more positive attitude towards their learning which leads to accelerated progress and outcomes, positively impacting on their lives.</p>	<p>1 - 5</p> <p>(SIP1 - 4)</p>

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/changing-mindsets	
<p>Enhancement and further development of our adapted, inclusive curriculum.</p> <p>Planning opportunities for children to experience the best that has been thought and said, so that they become educated citizens.</p> <p>We will fund co-ordinator release time to enable our existing curriculum to be further refined, after discussion with all participants, which supports our ethos of attainment for all, tailoring teaching to support the needs of all pupils through adaptations and scaffolds to enable all children to access learning alongside their peers and share best practice, making links across the curriculum.</p>	<p>Government research indicates that children have lost significant amounts of learning, due to the pandemic and the impact of school closures are still evident. It is vital that we tailor our curriculum to meet the needs of all children so that we can replenish lost learning and stimulate our children's minds. This is a whole school approach and must be based on what has been lost, using the findings of a range of assessments (quizzes, written and verbal questions etc):</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2?</p> <p>It is recognised that for a curriculum to be fit for purpose, there is a need for frequent refinement to reflect on the ever-changing needs of the children being taught and the diverse school community:</p> <p>https://thirdspacelearning.com/blog/beginners-guide-curriculum-development/</p> <p>The EEF recommends the use of teaching assistants alongside teachers to ensure that the curriculum is fully accessible to those children who are pupil premium but also have additional needs:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=special</p>	<p>1 – 6</p> <p>(SIP1 - 4)</p>
<p>Technology</p> <p>All children have access to an individual iPad in school and we intend to update and replace iPads, as needed, to enhance and improve the learning experience within the classroom as well as supporting teacher assessments.</p> <p>To further support the adaptations made to the curriculum, the use of technology will support children to become more independent learning by accessing learning through apps including Seesaw.</p>	<p>Guidance produced by the EEF advises that the use of technology can support the delivery of lesson content and modelling, whilst supporting the workload of staff. Used correctly, it can also motivate and enhance the learning experience of all children, including disadvantaged children:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1 - 5</p> <p>(SIP 1 - 4)</p>
<p>Staff retention</p> <p>To ensure that all staff look after their mental health and wellbeing, we will provide cover for each staff member so that they can have their birthday off work (this can be booked for another suitable day should the staff wish to).</p> <p>Cover is also provided for those staff who do an afterschool club as for every 6 x 1hr sessions</p>	<p>Government guidance for school leaders outlines the need for leaders to identify factors within school/teaching that have a direct impact on the mental health and wellbeing of staff. The DfE has provided a toolkit to assist leaders to address factors which arise and provide examples of how other schools have successfully made changes:</p> <p>https://www.gov.uk/guidance/school-workload-reduction-toolkit</p>	<p>1 – 6</p> <p>(SIP 1 - 5)</p>

they deliver, they earn a day off at a time of their choice.		
Many of our pupil premium children are also on the SEN register and each teacher is required to write and review termly support plans for each child. We will provide cover for each teacher so that they can work alongside the school SENCO to write these together.		

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

Budgeted cost: £ 30,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions Delivery of FFT Success for All Phonics programme to Y3 & other children across school who haven't passed KS1 Phonics Screening and would benefit from receiving additional phonics sessions.	FFT Success for All Phonics programme is fully endorsed by the DfE: https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks, on average 5+ months additional progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3 (SIP 1, 4)
Comprehension strategies Taught across all year groups during Close Reading sessions, as well as in targeted interventions within the classroom, based on the needs of the children. Implement Professional Learning Package from NottsCC: Functional Literacy to build independence for SEND learners, focussing specifically on Y4 reading comprehension development.	EEF report: Improving Literacy at KS2 recommends 7 practical evidence-based recommendations that are relevant to all children struggling with their writing content and is closely linked to the teaching of reading and comprehension-based activities to support writing: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 As outlined by the EEF, the development of understanding written text is vital and can be taught through a range of strategies, including: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers as well as developing questioning strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 - 4 (SIP1, 3, 4)

<p>Adaptive teaching methods to enhance curriculum delivery.</p> <p>Many of our pupil premium children are also on the SEN register and have additional needs which impact on their ability to access the curriculum independently.</p> <p>Small groups within the classroom, delivered by both teachers and TAs, focussed on specific skills.</p> <p>Small groups outside of the classroom to prepare the learners for the next session (pre teaching) as a scaffold so they can access learning independently. This also includes immediate intervention to consolidate learning that has already taken place that day.</p> <p>Collaborative learning approaches used wherever possible to enhance curriculum participation.</p>	<p>EEF recommend this as an effective strategy to ensure effective progress. Delivered either within or outside of the classroom, to enhance the learning of a number of children on specific objectives/skills:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF recommends the use of teaching assistants to deliver quality targeted interventions provided that the teaching assistants are skilled in delivery and report an impact of up to +5 months:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?</p> <p>EEF recommends collaborative learning approaches as a high impact approach for very low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>1 - 5</p> <p>(SIP 1 - 4)</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 47,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Close tracking and monitoring of children to ensure no child has unnecessary days away from learning. Weekly meetings between attendance officer and HT to identify families in need of support.</p> <p>Introduction of attendance incentives and closer communication with parents.</p> <p>Funded release time for attendance officer to attend 3 x Network meetings run by county as well as attendance meetings with the</p>	<p>EEF research shows the high impact of tracking attendance and working closely with parents/ carers in order to ensure good attendance for children:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>EEF reports that with positive parental engagement, schools can see a marked improvement in attendance when schools and parents/carers work in partnership together and this in turn has a positive impact on progress (+4 months):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2, 3</p> <p>(SIP 1, 2, 4)</p>

collaboration to share good practice.		
<p>Behaviour support</p> <p>A number of our PP children also have an identified SEND additional need which often impacts on the behaviours they present with.</p> <p>CPD for staff to maintain our Trauma Informed and Attachment Aware School status and to ensure they follow our restorative approach to behaviour by considering possible underlying ACEs.</p>	<p>EEF Research shows that schools can improve behaviour by:</p> <p>Knowing and understanding pupils and their influences</p> <p>Teaching learning behaviours alongside managing misbehaviour</p> <p>Use classroom management strategies to support good classroom behaviour</p> <p>Use simple approaches as part of your regular routine</p> <p>Use targeted approaches to meet the needs of individuals in your school</p> <p>Understand that consistency is key</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Trauma-informed practice supports pupils affected by past trauma and creates inclusive, safe environments in education settings, according to the NEU</p> <p>https://neu.org.uk/advice/classroom/behaviour-schools/trauma-informed-practice-and-approach</p>	<p>4 (2, 3, 5, 6)</p> <p>(SIP 1 - 4)</p>
<p>Wellbeing support: ELSA</p> <p>Support for small group or individual children, including pupil premium children, who are experiencing any form of emotional difficulty.</p> <p>Play Leaders</p> <p>Support children throughout the school during unstructured times of the school day, organising activities around the school grounds as well as indoor, which create challenge, competition and enjoyment of active learning.</p>	<p>EEF report that strategies put in place to support social and emotional wellbeing help to develop a positive school ethos in which children feel more ready to learn and enable them to engage with this learning:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF reports that physical activity plays an important role in the social and emotional development of children. Active participation stimulates endorphins, helping enhance mood, which in turn supports children being more open to the learning taking place as well as preparing them for the learning which will take place after the activity is complete:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>5 (2 - 4)</p> <p>(SIP 1 - 4)</p>
<p>Cultural Capital – visits and visitors</p> <p>We will subsidise the cost of visits to enable all pupil premium children to participate and in some cases, for example residential visits, we will fully fund to ensure all children have the opportunity to have the experience alongside their peers.</p> <p>We will fully fund the cost of visitors to the school in order to enhance the children's experiences and fully</p>	<p>Developing cultural capital and character is most effective when it is linked to learning within the curriculum, according to EEF findings:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p> <p>The 'wider curriculum' refers to an experience of learning which goes beyond the limitations of the National Curriculum and links to our school curriculum drivers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>6 (2 – 5)</p> <p>(SIP 1 - 4)</p>

immerse them in the learning.		
<p>Breakfast club (staffing and food)</p> <p>Free breakfast club for all pupil premium children to ensure they are in time for school, have a good start to the day and have had a good breakfast so they are ready to learn.</p> <p>Our mentor is also on hand to support children's SEMH needs if a child needs to talk about a problem to someone.</p>	<p>EEF research suggests that providing a breakfast club to ensure that children have eaten before school ensures that children can concentrate more during lessons and that behaviour is improved. This all has a positive impact on children's academic outcomes as well as their social and emotional wellbeing:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20provision</p> <p>https://family-action.org.uk/breakfast-at-home/</p>	<p>1 – 6</p> <p>(SIP 1 - 4)</p>
<p>Reading for pleasure</p> <p>Buy additional banded books as well as topic books to support our daily DEAR (Drop Everything And Read) sessions to develop a greater love of reading in all children as they read either independently or with a peer. This will also provide a greater selection of books for the children to choose to take home and read with parents/carers.</p>	<p>The EEF recommends the use of collaborative learning approaches and reports an impact of +5 months when used effectively. During a reading session, it is vital that the child reading has a book matched to their ability that they can access in order for this to be successful:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>The National Literacy Trust outlines the importance it places on reading for pleasure in developing the ability of children to develop their phonics and comprehension skills:</p> <p>https://literacytrust.org.uk/resources/developing-whole-school-reading-environment-primary/</p> <p>https://literacytrust.org.uk/research-services/research-themes/reading/</p>	<p>1, 3, 4, 5</p> <p>(SIP 1)</p>
<p>Programmes to enhance life skills and healthy lifestyle choices</p> <p>Programmes are sort and provided by school to ensure children understand how to make healthy life choices e.g. D.A.A.R.T and Bikeability</p>	<p>Learning embedded and extended through real first-hand experiences with purposeful and relevant learning opportunities in a safe environment. It will equip the children with knowledge about drugs, alcohol and substance misuse, who to contact if they find themselves in a situation where they feel threatened or unsafe and will support them to use this knowledge to make safe and informed choices.</p> <p>Raised aspiration and cultural capital:</p> <p>https://lifeskillseducation.co.uk/behaviour-changing-programmes/the-daart-primary-programme/</p>	<p>6</p> <p>(SIP 1 - 4)</p>

Total budgeted cost: £ 158,070

Part B: Review of the previous academic year

The attainment gap between PP and Non-PP children will have narrowed

The table below shows a comparison of attainment data across years 3 to 5 of PP to Non-PP children.

As the data shows, there is a clear disparity when comparing PP to Non-PP attainment across core subjects in Y3. However, it is worth noting that when the data is analysed further; in reading, of the 12 PP children who fall into the below %, 6 (50%) of these children are less than 1 term below ARE (a further 2 have not passed the phonics screening test with one of these children currently working on PIVATs levels). These figures are the same for writing whilst in maths, of the 10 PP children in the below %, 8 (80%) are less than 1 term below ARE. We anticipate that the majority of PP children will continue to make the accelerated progress they have done throughout Y3 as they progress through Y4 to bring them closer in line with their Non-PP peers, with a focus being on those PP children who are below ARE in both reading and writing, the majority of these children having additional SEND needs.

It is a similar picture in our Y4 attainment data; however, the gap is closing in maths. Upon closer analysis, as with Y3, a good % of our PP children are only a term or less below ARE. In reading, 11 PP children fall into the below %, 6 (55%) of these are less than 1 term below ARE. In writing, there are 14 PP children in the below %, 7 (50%) of these children are less than 1 term below ARE, whilst in maths, there are 7 PP children in the below % and all of these are less than 1 term below ARE. Throughout this coming year, the focus for our PP children moving into Y5 will be to accelerate their progress to bring them in line, wherever possible, with their peers. A particular focus will be on those PP children who are below ARE in both reading and writing, the majority of these children having additional SEND needs.

The data for Y5 clearly shows that the attainment gap between PP and Non-PP children is closing in all areas. Closer analysis of those PP children still working below ARE indicates that in reading, of the 7 PP children who fall into the below %, 5 (71%) are less than 1 term below ARE. In writing there are 9 PP children in the below %, 2 (22%) of these children are less than 1 term below ARE. Of the other 7, 6 have additional SEND needs which continue to impact on their learning. In maths, 6 PP children fall into the below %, 5 of these children are less than 1 term below ARE.

As the end of Y6 data clearly shows, over time the gap between PP and Non-PP children decreases as the children progress through school, ensuring that by the end of Y6, as shown in the additional data comparison table below, the percentage of our PP children who pass KS2 SATs is above the percentages for school non-PP (in reading and SPaG) and county and national figures in all subjects. This suggests that the support we provide continues to have a significant impact on our PP children.

We do however, recognise that there is more to do further down school to ensure the gap is closed as early as possible, particularly in relation to those children who are below ARE in reading and especially writing. Additionally, we are aware that there is more to do to support and enhance those PP children who are already achieving GD as well as those identified who have the potential to achieve GD by the end of this academic year.

This is reflected in our school improvement plan within strand 1 (Curriculum and Teaching) in which we recognise the need to develop oracy to support children's development across the curriculum and in strand 4 (Achievement) where our focus is also on foundation subjects.

subject	PP Non-PP	Y3 (21 PP)				Y4 (29 PP)				Y5 (31 PP)			
		Below	At	Above	On track	Below	At	Above	On track	Below	At	Above	On track
Reading	PP	57%	43%	0%	43%	45%	38%	17%	55%	23%	45%	32%	77%
	Non-PP	21%	70%	9%	79%	19%	42%	39%	81%	10%	38%	52%	90%
Writing	PP	57%	33%	10%	43%	55%	28%	17%	45%	30%	47%	23%	70%
	Non-PP	27%	46%	27%	73%	23%	52%	26%	78%	17%	45%	38%	84%
Maths	PP	48%	43%	10%	53%	31%	45%	24%	69%	19%	45%	36%	81%
	Non-PP	12%	49%	39%	88%	16%	35%	48%	83%	14%	31%	55%	86%

Year 6 PP data comparison

PP children (29) All children (60)

	School PP Achieved 2025	School non-PP Achieved 2025	School ALL children Achieved 2025	School PP GD Achieved 2025	School non-PP GD Achieved 2025	Mansfield district PP 2025	Notts PP 2025	National PP 2025	National non-PP 2025	National ALL 2025	Difference to 2025 national PP	Difference to 2025 national non-PP
Reading	76%	66%	71%	35%	43%	56%	61%	63%	81%	75%	+13%	-15%
Writing	79%	90%	85%	7%	7%	55%	57%	59%	78%	72%	+20%	+22%
SPAG	73%	67%	70%	38%	37%					73%		
Maths	73%	77%	75%	35%	40%	58%	60%	61%	80%	74%	+12%	-13%
RWM	62%	67%	63%	2%	0%	44%	46%	47%	69%	62%	+15%	-2%

Children will have an increased knowledge of phonics

Our phonics assessments in Y3 (September 2024) identified 4 children, all of whom were PP (19% of Y3 PP children) who had not passed phonics at KS1. Our results at the end of the academic year 2024-25 show that only 2 of the 4 identified children didn't pass their phonics screening (9% of Y3 PP children) and these children have additional SEND needs (1 of these has processing difficulties and suspected global delay, the other child has recently been diagnosed with ADHD and ASD and is now on medication and has already achieved a score of 20/40 compared to 0/40 at the start of Y3). We must ensure that these 2 children will continue to follow our phonics programme during Y4. In addition, there were 3 Y4 PP children who didn't pass their phonics screening at the end of Y3. Two of these children have subsequently passed their phonics and the other achieved a score of 27/40, so is not far from passing. As this child moves into Y5, they will receive phonics as part of their reading comprehension lessons to continue to support their phonics acquisition whilst also moving towards whole word reading.

As so many children are now coming to us in Y3 having passed their phonics screening by the end of Y2, we feel this is no longer one of our challenges but will continue to support those children who come to us in Y3, not having passed their screening.

PP children's attendance will improve

Despite close monitoring of the attendance of PP children, which included regular meetings with those parents/carers whose child's attendance was below 96%, our PP children percentage for the year 2024-25 (94.7%) was above national PP (89.4%). **This indicates we are on an upward trajectory**, moving closer to our target of 96%. The gap was predominantly due to a few parents who took holidays in term time as well as a number of key parents who allowed their child to have time off when they were not actually ill. In addition, we have 1 PP child who suffers from attachment related anxiety and we are working closely with parents to ensure they attend each day and will continue to do so. These issues that impact on attendance remain a focus for the coming year. Attendance is included in all newsletters as well as in assemblies. We have already identified key families who we intend to work closely with this year to strive to increase their child's attendance.

This is reflected in our school improvement plan within strand 2 (Attendance and Behaviour) in which we recognise the need to improve attendance for our PP children as well as our PP children with additional SEND.

The curriculum is fully adapted and meets the needs of PP children with SEND

Training provided to staff is becoming consistent across school however this is still an area for continued development to ensure it is consistent by the end of July 2026. Current planning documents for this academic year are now showing adaptations and scaffolds and by the end of July 2026, this will be fully evident on all planning and will be reflected in children's books. Learning walks are already showing an impact of scaffolds on many of those PP children with additional SEND needs and they are slowly becoming more independent learners. This needs to be evident across all year groups by the end of July 2026. Data does not yet clearly show the impact of adaptive teaching across school as this was only implemented throughout the last academic year and there is not a full set of data to compare to previous year's data because of this.

Adaptation and scaffolding of the curriculum for all of our children continues to be a priority and is reflected in our school improvement plan within strand 3 (Inclusion).

Improved wellbeing and resilience among our disadvantaged PP children

Children in need of emotional support were identified early by our staff and were then assessed (this included discreet observations in class, informal chats with each child and meetings with parents/carers to collect their views) to decide on the most appropriate support package for individual children. From this, targeted ongoing support has been provided by both our Pupil Wellbeing and Mental Health Worker and Pupil Wellbeing and Family Support Lead, not only for the children but also to support families to manage and support the needs of their child at home, ensuring support is consistent between home and school. Communication between home and school has been invaluable to ensure support can be altered and is reactive to the needs of the child. Where more specialised support is identified, we have sourced this externally for both the child and the family as whole, dependent on individual need.

Wellbeing survey analysis shows children feel settled and they have adults who they can go and talk to if they feel worried. Our Citizenship curriculum content is interweaved throughout the entire curriculum, to equip children with the tools they will need to develop into emotionally resilient young people, including developing different strategies to help them with their feelings. This has also supported the children to develop positive attitudes towards their learning and the majority of our disadvantaged children are excited to engage in the learning taking place. This suggests that everything we have in place has led to improved wellbeing and resilience among disadvantaged pupils. Extra transition visits for children moving year groups, both within school and those joining in Y3/moving on to Y7, enabled the children to be fully supported and their emotional needs were fully met. Additionally, enhanced transition in the form of weekly lessons at our feeder secondary school enabled children to get to know the secondary school staff.

The wellbeing of all of our children continues to be a priority and is reflected in our school improvement plan within strand 3 (Inclusion).

Trips and experiences are provided by school within the curriculum which result in enhanced cultural capital

We schedule all trips and visitors across the academic year, at least termly, which support the curriculum content being taught in class, providing the children with experiential learning and equipping them with knowledge that can then be applied moving forwards.

Examples of trips this year: Y3: Botanical Gardens (Science), coal mine visit (Local area study), Y4: Magna (Science), Bomber Command (WW2), Y5: Water Safety Awareness event (Personal Development), Perlethorpe (Geography - river study), Y6: Newstead Abbey (Victorian Christmas), Galleries of Justice (Crime and Punishment).

Visitors into school included: Y3: Miners to share their experiences of working down the local pit, Y4: Partake Theatre Company delivered an Egyptian Day, Y5: Partake delivered a Mayan Day, they also had a Rainforest Explorer Day and a visit from a local artist to teach screen printing, Y6: African drumming workshop.

PSHE and community development opportunities: Each year group has visited a place of worship to develop understanding of different religions (Y3: Hindu Temple, Y4: Synagogue (Judaism), Y5: Gurdwara (Sikhism), Y6: Mosque (Islam)) as well as learning about aspects of the Christian faith at our local church. Each year group supports a chosen charity and promotes this throughout the year with fundraising events. Additionally, as a school, we participated in Anti-Knife Crime Week, World Mental Health Day, #Hello Yellow (Young Minds) to enhance our children's understanding of the world into which they will go on to become our future adults.

A number of our disadvantaged children have also been fully financed to attend trips, including the Y6 residential and many of the visits mentioned above - if a family is identified as struggling to meet the cost of a visit, we either cover the entire cost or heavily subsidise (some of our families are extremely proud and insist on paying, in which case we accept smaller payments throughout the year), which has enabled them to fully immerse themselves in the experiential learning and they have gained so much from these experiences within the curriculum which has resulted in enhanced cultural capital, including children having future aspirations and a desire to succeed in life. In addition, we ensure that all of our after-school clubs (examples include girls football, boys football, multi-skills, school council, kindness crew, cross crafts, crumble club (IT coding), DT) have places for our PP children and these are monitored throughout the year.

Externally provided programmes

Programme	Provider
Take Five	Each Amazing Breath
CPD	National College Sherwood Area Partnership
ELSA	ELSA Network support, Nick Edwards, Educational Psychologist
Forest Schools	Forest School Association (support for our Forest Schools Leader)
Functional Literacy to build independence for SEND learners	Nottinghamshire County Council (Professional Learning Package) through School Improvement Service.
DAaRT	Life Skills Education Ltd
Bikeability	Notts CC
MHST (Mental Health Support Team)	CAMHS, Nottinghamshire