

## Pupil premium strategy statement updated December 2025

The Government believe that the Pupil Premium, which is additional to main funding, is the best way to address the current underlying inequalities between children eligible for free school meals ( FSM, those who are Locked After Children LAC) and those who are from service or families and their peers by ensuring that funding to tackle disadvantaged reaches the pupils who need it most.

The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most. The DfE has agreed that it is schools to decide how the Pupil Premium Grant is spent. It is deemed that schools are best placed to assess what additional provision should be made for the individual pupils within a school.

At Palfrey Junior our key objective when using the Pupil Premium Grant is to continue to improve learning outcomes of disadvantaged pupils and narrow the gap between pupil groups.

Our Pupil Premium Funding continues to be used to provide a range of additional support for our pupils and this support has had a significant impact on children' attainment and access to a broad and balanced curriculum.

This statement details our school's use of pupil premium 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Palfrey Junior School
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	46% funding for 166 pupils inc 1 PLAC
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	31.12.25
Date on which it will be reviewed	15 <sup>th</sup> July 2026
Statement authorised by	Ms Cheryl Collis

Pupil premium lead	Mrs Emily Kinsey
Governor	Mrs Bernadette Reilly

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,605 April 25-March 26
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£252,605
<b>Additional funding from base budget</b>	£71,802

## Part A: Pupil premium strategy plan

### Statement of intent

The School Development Plan for 2025-28 continues to identify that there are gaps in achievement between certain groups of pupils across school. It is therefore necessary to raise the attainment and achievement of these groups. Raising the attainment and achievement of Pupil Premium children in order to narrow the gap, to reach at least national expected standard is a school priority (2025-28). Through rigorous pupil tracking children who did not make good progress (from their starting points) in the last academic year will be targeted during the year through quality first teaching and early intervention in order for them to make good progress from their starting points.

#### ***What are your ultimate objectives for your disadvantaged pupils?***

- Continue to develop accelerated levels of progress for disadvantaged pupils so it is equal or better than non-disadvantaged pupils building on from their unique starting points
- Continue to develop accelerated levels of progress for disadvantaged pupils so it is equal or better than non-disadvantaged pupils
- Continue to develop accelerated levels of progress for disadvantaged pupils so it is equal or better than non-disadvantaged pupils
- All Year 3 disadvantaged pupils to be identified through baseline assessment of requiring a phonic intervention program
- To use Teach like a Champion to improve pupils oracy skills to enable them to access a broad and balance curriculum and have the skills to communicate effectively.
- To improve children's health and well-being through PHSE

#### ***How does your current pupil premium strategy plan work towards achieving those objectives?***

- Disadvantaged profiles are used by class teachers to track the additional support PP children receive during the school day
- Termly assessments are used to track the progress PP children and termly Pupil Progress meetings
- Reduced class sizes in the morning
- Rapid daily interventions
- Reports to parents

#### ***What are the key principles of your strategy plans?***

- Increase the percentage of disadvantaged pupils achieving the Expected standard in Reading, Writing and Maths and to be above the national average
- Continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths
- Continue to improve the attendance and punctuality of disadvantaged pupils so that it continues to be in line with national or above
- Provide a whole-school approach to develop children’s health and wellbeing through PHSE
- Provide opportunities for disadvantaged pupils to attend lunchtime and after school clubs.
- Provide staff with relevant CPD- Teach like a Champion to develop pupils oracy skills
- Engage with the wider community of how the school can support disadvantaged families

## Challenges

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

Challenge number	Detail of challenge
1	Poverty-our multiple deprivation index places us in decile 2 out 10, making us amongst the most deprived 20% nationally. Family incomes are in decile 1, making our children economically amongst the poorest 10% nationally
2	Limited family engagement with learning due to parental educational skills or education not valued in the community.
3	Low aspirations and low expectations of certain families
4	Limited access to resources and technology at home
5	Attendance of some of our Disadvantaged Pupils is below 90%
6	Children with low social and emotional skills
7	High percentage of pupils and parents are either NTE or EAL

## 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
Increase the percentage of disadvantaged pupils achieving the Expected standard in Reading, Writing and Maths and to be in above the national average	Continue to develop accelerated levels of progress for disadvantaged pupils so it is equal or better than non-disadvantaged pupils building on from their unique starting points
Continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths	To use test analysis to plan structured interventions in order for pupils narrow the attainment gap
Ensure staff use PIRA/PUMA & Shine to identify whole class and small group teaching interventions and receive appropriate CPD.	Termly Pupil Progress meetings Shine to be used to identify whole class and smaller targeted interventions The gap between disadvantaged and non-disadvantaged pupils will narrow
To provide CPD to all staff on Teach like a Champion to develop opportunities in all subjects for pupils to develop their oracy skills.	All pupils will feel more confident in participating in class. NTE/EAL pupils spoken English language will improve Pupils to be encouraged to speak in full sentences. Results for all pupils will increase especially in Reading and Writing
Provide additional phonics sessions (Monster Phonics) targeted at disadvantaged pupils who require further phonics support.	Pupils to have completed Phonics program Children will be able to read.
Provide opportunities for disadvantaged pupils to attend lunchtime and after school clubs (these will be a variety of Sporting activities or choir).	Increase % pupil premium pupils attending sport or choir clubs. All pupils will have opportunities to attend lunch clubs
Improve children's health and wellbeing through PHSE. Purchase SCARF PHSE scheme created by Coram Life Education.	To promote a positive school culture and prepare pupils for future challenges. Pupils will be empowered to build resilience, develop empathy, and navigate social and emotional challenges with confidence.

Activity in this academic year

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

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

Budgeted cost: £ 217,348.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Termly pupil progress meetings</i></p>	<p>Ensure staff receive relevant support in identifying structured interventions using PIRA/PUMA and Shine as resource</p> <p>Provide staff with time to analyse data and work alongside teaching assistants to implement</p> <p><i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</i></p> <p><a href="#">Standardised tests / Assessing and Monitoring Pupil Progress / Education Endowment Foundation / EEF</a></p>	<p>1</p>
<p><i>Provide the most vulnerable pupils with structured interventions including Bridging Units that develop children's vocabulary and speaking and listening skills. delivered by qualified teachers, HLTAs and support staff</i></p>	<p>All pupils are provided with keeping up interventions. Subject leaders for Maths and Reading work alongside class teachers at the end of the academic year to ensure curriculum coverage has been achieved before moving pupils on to the next year's objectives. This ensures all objectives have been delivered in the Autumn Term.</p> <p><i>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</i></p> <p><a href="#">Oral language interventions / EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3, 4 &amp; 5</p>
<p><i>Develop children's love of reading and wider reading opportunities across the curriculum.</i></p>	<p>Reading provides the opportunity for children to learn about the world and other cultures. Studies show that children who read have a broader worldview and are prepared to experience different cultures. Besides the</p>	<p>1,2 &amp;3</p>

<p><i>Use 'Shine' to identify structured interventions linked to Reading</i></p>	<p>cognitive benefits, the act of reading to children helps bond them with other people and improves interpersonal relationships. Children learn how to focus and concentrate, which also teaches them how to show respect by listening when someone is talking.</p>	
<p><i>Continue to have small group teaching for disadvantaged pupils and pupils in need of keeping up who have gaps in their learning in order for them to meet age related expectations.</i></p>	<p>Ensure staff receive relevant support in identifying structured interventions using PIRA/PUMA, Shine and Monster Phonics resources</p> <p><i>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:</i></p> <p><a href="#"><u>Phonics / Toolkit Strand / Education Endowment Foundation / EEF</u></a></p> <p>Provide staff with time to analyse data and work alongside teaching assistants to implement</p>	<p>1 &amp; 5</p>
<p><i>To track the attendance of Disadvantaged Pupils and engage with families to help improve their child's attendance.</i></p>	<p>Evidence from 'The Education Hub' Gov.UK site states:</p> <p><b><i>What are the risks of missing a day of school?</i></b></p> <p><i>Every moment in school counts, and days missed add up quickly. For example, a child in Year 10 who is absent for three days over a half term could miss 15 lessons in total.</i></p> <p><i>The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.</i></p> <p><i>Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.</i></p>	<p>3, 4 &amp;6</p>
<p><i>To provide CPD to all staff on Teach like a Champion to develop opportunities in all</i></p>	<p>Evidence from Impetus.org.uk October 2024</p>	

<p><i>subjects for pupils to develop their oracy skills.</i></p>	<p>The Independent Commission on the Future of Oracy Education in England, which is supported by Impetus, has published its report, calling for oracy to be prioritised as the fourth 'R' for young people.</p> <p>The Commissions' report, We Need to talk states that learning to, through and about talk is key preparation of children as future citizens</p> <p>Steven Haines, Director of Public Affairs at Impetus said:</p> <p><i>Alongside its importance for preparing young people as future citizens, oracy is a key driver of attainment outcomes for young people from disadvantaged backgrounds. This report marks a crucial step in providing a shared definition, and oven-ready policy proposals to embed oracy across the curriculum.</i></p> <p><i>We know that young people from disadvantaged backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills, with far-reaching implications for attainment, mental health, and even employment in later life.</i></p> <p><i>The Labour government should take this opportunity to narrow this persistent and pernicious attainment gap, so that all young people are equipped to succeed in school, work and life.</i></p>	
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## Targeted academic support

Budgeted cost: £88,678.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To fund a qualified class teacher to provide structured interventions in Year 5/6</i></p>	<p>End of Year 4/5 PIRA/PUMA data identified gaps in some pupils Reading and Maths skills</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1,2&amp;5</p>
<p><i>To fund a qualified class teacher and two HLTAs to provide structured interventions in Year 3/4 during the Academic Year</i></p>	<p>End of Year 3 PIRA/PUMA data identified a number of gaps in pupils Reading, writing and Maths. Children have been identified as needing structured interventions in order for them to keep up.</p> <p>Year 3 baseline data has identified gaps in pupil's knowledge. Reducing the class sizes in the morning will enable targeted interventions for all pupils.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>2&amp;4</p>
<p><i>To fund additional resources that will be used to support pupils with SEND in 1:1 sessions and/or small social groups and to fund a qualified member of staff to deliver these sessions.</i></p>	<p>Education Endowment Foundation report on Special Educational Needs in Mainstream Schools evidence shows:</p> <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:</p> <ul style="list-style-type: none"> <li>• Promote positive relationships, active engagement, and wellbeing for all pupils;</li> <li>• Ensure all pupils can access the best possible teaching; and</li> <li>• Adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in school guidance report</li> </ul>	<p>7</p>

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

Budgeted cost: £18,381.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve the attendance and punctuality of disadvantaged pupils so that it continues to be in line with national or above	Evidence shows that pupils who attend school on a regular basis make better progress than those who miss days. Encouraging parents to send their children to school regularly	3,4 & 6
To ensure all children have equal opportunities to a range of enrichment activities during the school day and after school including outdoor learning	At Palfrey, we strongly believe that all children should have the opportunities to an enriched and engaging curriculum. Our evidence has shown that these enriched experiences enable the children to develop their learning and retain 'sticky knowledge'. We offer all pupils the opportunity to attend a 'Sports Lunch Club'. Some children also attend after school clubs such as football, cricket and choir,	2,3 and 4
Funding of Lego Therapy and Mulberry Bush Education to support a small percentage of vulnerable pupils in school	Lego Therapy is an intervention that has started to emerge in schools to help children with Autistic Spectrum Disorder (ASD) in their social communication difficulties. Originally proposed by LeGoff (2004) this intervention employs the use of three key roles 'Engineer, Builder and supplier' to build a model together using LEGO bricks.  The Mulberry Bush is a specialist therapeutic service that supports children affected by childhood trauma. It provides activities that will help school engage with the most vulnerable pupils in school.	7
Purchase of new PHSE Scheme SCARF Pupils will be empowered to build resilience, develop empathy, and navigate social and emotional challenges with confidence.	Research by PHSE-association.org.uk states that PHSE is taught well- helps keep children and young people safe, mentally and physically healthy and prepared for life at work. "From the first day in post, I talked about the need for compulsory PSHE in school . . . I think schools understand that high wellbeing means high attainment too. They do not see these as different competing agendas	6

	necessarily. They can see that they are linked.” Anne Longfield OBE, Children’s Commissioner for England, November 2017	
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**Total budgeted cost: £324,407.00**

**Part B: Review of outcomes in the previous academic year**

Aim	Outcome (add end of Year data)																									
<p>To provide keeping up programs for the most vulnerable/disadvantaged pupils.</p>	<p>Shine programs are used to address gaps in pupil’s learning in Reading and Maths.</p> <p>Bridging units in English have been produced as a transition unit at the start of the academic year in all Year Groups for all pupils.</p> <p>Bridging units in Maths have been produced for Years 3, 4 and 5 to address the gaps and to enable all pupils to keep up. These units are practical and focus on improving children’s vocabulary, basic mathematical skills and ensure the previous year’s curriculum coverage has been met before moving pupils on.</p>																									
<p>To continue to accelerate the progress of children eligible for PP in Maths, Reading and Writing (across the curriculum) and know that these children must make faster progress than non-eligible children in order to narrow the gap between groups.</p>	<p>In 2024, 54% of pupils in Year 6 were considered disadvantaged. The number of pupils in our cohort was significantly above the national average.</p> <p>97% of the cohort had English as an additional language and 99% of the cohort were from minority ethnic groups.</p> <p style="text-align: center;"><b>Year 6 SATs Data 2025</b></p> <table border="1" data-bbox="432 890 2069 1367"> <thead> <tr> <th data-bbox="432 890 707 986">Subject</th> <th data-bbox="707 890 1032 986">Expected</th> <th data-bbox="1032 890 1370 986">Greater Depth</th> <th data-bbox="1370 890 1727 986">Total</th> <th data-bbox="1727 890 2069 986">Year 3 Baseline 2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 986 707 1086"><b>Reading</b></td> <td data-bbox="707 986 1032 1086">36%</td> <td data-bbox="1032 986 1370 1086">25%</td> <td data-bbox="1370 986 1727 1086">61%</td> <td data-bbox="1727 986 2069 1086"><b>25% total</b>- 17% expected 8% greater depth</td> </tr> <tr> <td data-bbox="432 1086 707 1177"><b>Reading DA (50)</b></td> <td data-bbox="707 1086 1032 1177">38%</td> <td data-bbox="1032 1086 1370 1177">20%</td> <td data-bbox="1370 1086 1727 1177">58%</td> <td data-bbox="1727 1086 2069 1177"></td> </tr> <tr> <td data-bbox="432 1177 707 1273"><b>Reading Non DA (41)</b></td> <td data-bbox="707 1177 1032 1273">54%</td> <td data-bbox="1032 1177 1370 1273">24%</td> <td data-bbox="1370 1177 1727 1273">78%</td> <td data-bbox="1727 1177 2069 1273"></td> </tr> <tr> <td data-bbox="432 1273 707 1367"><b>Writing</b></td> <td data-bbox="707 1273 1032 1367">58%</td> <td data-bbox="1032 1273 1370 1367">13%</td> <td data-bbox="1370 1273 1727 1367">71%</td> <td data-bbox="1727 1273 2069 1367"><b>41% total</b>- 36% expected, 5% GDS</td> </tr> </tbody> </table>	Subject	Expected	Greater Depth	Total	Year 3 Baseline 2021	<b>Reading</b>	36%	25%	61%	<b>25% total</b> - 17% expected 8% greater depth	<b>Reading DA (50)</b>	38%	20%	58%		<b>Reading Non DA (41)</b>	54%	24%	78%		<b>Writing</b>	58%	13%	71%	<b>41% total</b> - 36% expected, 5% GDS
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<b>Writing DA</b>	50%	12%	62%	
<b>Writing Non-DA</b>	62%	14%	76%	
<b>Maths</b>	49%	18%	67%	<b>22% total</b> -21% expected, 1% GDS
<b>Maths DA</b>	40%	16%	56%	
<b>Maths Non-DA</b>	56%	20%	76%	

KS2 2023/24: No progress measures. It will not be possible to calculate KS1-KS2 measures for academic years 2023/24 and 2024/25. This is because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption.

**Palfrey Junior School Disadvantaged Data 2024-25**  
**Years 3-5**

<u><b>Year Gr. 3</b></u>	<b>Expected %</b>				<b>Greater Depth</b>				<b>Total year/Group at o</b>	
	<b>Aut Baseline</b>	<b>Aut 24</b>	<b>Spring 25</b>	<b>Summer 25</b>	<b>Aut Baseline</b>	<b>Aut 24</b>	<b>Spring 25</b>	<b>Summer 25</b>	<b>Autumn Baseline</b>	<b>Aut 24</b>
<b>PiRA</b>	21%	36%	52%	52%	3%	22%	25%	33%	24%	58%
<b>Disadvantaged</b>	16%	37%	50%	56%	3%	11%	20%	24%	19%	48%
<b>Non-disadvantaged</b>	26%	33%	53%	47%	0%	21%	29%	39%	26%	54%
<b>PuMA</b>	31%	43%	45%	46%	2%	13%	26%	30%	33%	56%

<b>Disadvantaged</b>	16%	30%	38%	41%	3%	5%	25%	32%	19%	35%
<b>Non-disadvantaged</b>	30%	56%	51%	49%	2%	3%	27%	29%	32%	59%
<b>Writing</b>	0%	23%	28%	51%	0%	0%	0	2%	0%	23%
<b>Disadvantaged</b>	0%	24%	25%	46%	0%	0%	0	0	0%	24%
<b>Non-disadvantaged</b>	0%	25%	31%	55%	0%	0%	0	4%	0%	25%

46% of this cohort is disadvantaged

17% of disadvantaged pupils are on the SEND register. Also, one of the SEND/PP children is a school refuser attendance was less than 50% in 2024-25

By the Summer Term there had been significant progress made for disadvantaged pupils in all subjects.

PiRA-Autumn baseline showed that only 19% of PP pupils were at the expected standard or above in Reading by the end of the year 80% of PP pupils had met the expected standard or better. There end of year attainment is similar to Non-PP children.

PuMA-Autumn baseline showed that only 19% of PP pupils were at the expected standard or above in Maths by the end of the year 70 % of PP pupils had met the expected standard or better. There end of year attainment is only 6% behind non-PP pupils

Similarly with writing Disadvantaged pupils went from 0% meeting the expected standard at the start of the year to 46% of disadvantaged pupils meeting the expected standard.

<b>Year Gr. 4</b>	<b>Expected %</b>			<b>Greater Depth</b>			<b>Total year/Group at o</b>
	<b>Aut 24</b>	<b>Spring 25</b>	<b>Summer 25</b>	<b>Aut 24</b>	<b>Spring 25</b>	<b>Summer 25</b>	<b>Aut 24</b>
<b>PiRA</b>	41%	62%	58%	8%	12%	26%	49%
<b>Disadvantaged</b>	40%	58%	57%	5%	10%	21%	45%
<b>Non-disadvantaged</b>	39%	61%	57%	6%	12%	29%	45%
<b>PuMA</b>	53%	58%	56%	11%	14%	20%	64%
<b>Disadvantaged</b>	40%	58%	57%	5%	13%	14%	45%
<b>Non-disadvantaged</b>	43%	61%	51%	8%	14%	24%	51%
<b>Writing</b>	46%	57%	57%	8%	4%	5%	54%
<b>Disadvantaged</b>	35%	55%	52%	9%	0	5%	44%
<b>Non-disadvantaged</b>	55%	59%	61%	6%	8%	6%	61%
<p>46% of this cohort is disadvantaged  17% of disadvantaged pupils are on the SEND register including 3 EHCPs and 2 have gone to tribunal.  Disadvantaged and non-disadvantaged pupils are performing similarly in all subjects. The use of Shine Interventions, splitting the year group into smaller teaching groups in the mornings has enabled all children to make progress from their starting points.</p>							

	<b>Year Gr. 5</b>	<b>Expected %</b>			<b>Greater Depth</b>			<b>Total year/Group at o</b>
		<b>Aut 24</b>	<b>Spring 25</b>	<b>Summer 25</b>	<b>Aut 24</b>	<b>Spring 25</b>	<b>Summer 25</b>	<b>Aut 24</b>
	<b>PiRA</b>	63%	50%	48%	10%	27%	33%	73%
	<b>Disadvantaged</b>	46%	50%	40%	8%	23%	34%	54%
	<b>Non-disadvantaged</b>	52%	46%	54%	7%	32%	26%	59%
	<b>PuMA</b>	47%	51%	51%	18%	24%	24%	65%
	<b>Disadvantaged</b>	54%	54%	54%	8%	22%	18%	62%
	<b>Non-disadvantaged</b>	50%	46%	46%	2%	24%	23%	52%
	<b>Writing</b>	59%	58%	49%	9%	12%	12%	68%
	<b>Disadvantaged</b>	58%	54%	58%	10%	15%	12%	68%
	<b>Non-disadvantaged</b>	57%	63%	59%	10%	10%	13%	67%
	<p>56% of this cohort is disadvantaged  24% of disadvantaged pupils are on the SEND register. Disadvantaged and non-disadvantaged pupils are performing similarly in all subject.  Mobility in the year group has effected the outcomes at the end of the year as there isn't much movement from Spring to Summer data.</p>							
To accelerate the progress of pupils who have	<p>Children who have SEND/NTE/EAL have catered provision in Reading, Writing and Maths in the morning delivered by qualified teachers and HLTAs. The SEND profiles are reviewed on a regular basis by the teachers and SENCo. All SEND/NTE/EAL pupils return to their classes in the afternoon where they access to a broad and balanced curriculum. Inclusion is very important for all our pupils.</p>							

SEND/NTE or EAL and PP children	An ESOL group has now been introduced to support NTE pupils. This is an 8 week program. Recently, we have had asylum seekers join our school with little or no English. To support them an ESOL program is being delivered.															
To ensure all children have equal access to a range of enrichment activities including outdoor learning	<p>Broad and balanced curriculum</p> <p>All pupils have access to an enriched curriculum. Adaptive teaching and planning to ensure pupils can meet lesson objectives at their level.</p> <p>Sticky Knowledge/skills in all foundation subjects</p> <p>Targeted teaching in the mornings in core subjects.</p>															
To continue to improve the attendance and punctuality of PP children so that it continues to be in line with National averages or above	<p><b>Attendance end of Academic Year 24/25</b></p> <table border="1" data-bbox="434 596 1675 845"> <thead> <tr> <th></th> <th>National Average %</th> <th>Whole Data</th> <th>Local Attendance Data</th> <th>National Attendance Data</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td></td> <td>94.26%</td> <td>94.1%</td> <td>94.8%</td> </tr> <tr> <td>Non PP</td> <td></td> <td>95.71%</td> <td colspan="2" style="background-color: #cccccc;"></td> </tr> </tbody> </table>		National Average %	Whole Data	Local Attendance Data	National Attendance Data	PP		94.26%	94.1%	94.8%	Non PP		95.71%		
	National Average %	Whole Data	Local Attendance Data	National Attendance Data												
PP		94.26%	94.1%	94.8%												
Non PP		95.71%														

## Pupil premium strategy outcomes

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
The Emotional and Social Curriculum for Schools	The Mulberry Bush

### Disadvantaged pupil progress scores for last academic year

No Progress Measures for this cohort

**Further information (optional)**

*We provide a variety of enrichment days that the children enjoy participating in because of this children enjoy attending school. Parents are invited to attend sessions in school to work with their children. These are well attended especially the Mother's Day and Father's Day Celebration afternoons.*