



## Pupil premium strategy statement for Audlem St James CE Primary School

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	Audlem St James CE Primary
Proportion (%) of pupil premium eligible pupils	176
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	11% (19)
Date this statement was published	Nov 2025
Date on which it will be reviewed	September 26
Statement authorised by Andy Perry	Nov 2026
Pupil premium lead	Andrew Perry
Governor / Trustee lead	Mary Hennessy Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39, 962
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£39,962



# Part A: Pupil premium strategy plan

## Statement of intent

At Audlem Village Primary School, our mission is to ensure that every pupil, regardless of their background, can achieve their personal best and experience success both academically and socially. Disadvantaged pupils, who face additional challenges, will benefit from a tailored strategy designed to close the attainment gap and provide opportunities for growth, ensuring they are equipped with the tools to succeed throughout their lives.

The pupil premium funding will be strategically deployed to:

### 1. **Ensure High-Quality Teaching for All**

The cornerstone of our strategy is to provide consistently high-quality teaching for all pupils, particularly those who are disadvantaged. Research shows that high-quality teaching has the greatest impact on pupil outcomes, and it benefits all pupils, including those eligible for pupil premium funding. We are committed to ongoing professional development for all staff to ensure that teaching strategies are responsive to the specific needs of disadvantaged pupils. This will include training on effective literacy instruction, vocabulary development, and inclusive teaching practices.

### 2. **Provide Precision Targeted Interventions**

We understand that early intervention is key to addressing the barriers faced by disadvantaged pupils. Our approach involves using diagnostic assessments to identify individual learning gaps and providing targeted interventions at the earliest point. These interventions will focus on literacy, numeracy, and language development, with a particular emphasis on supporting pupils in reading, writing, and maths, ensuring that their needs are met before they fall further behind. Small group and one-to-one tuition will be deployed where necessary, particularly for pupils who are struggling to meet age-related expectations.

### 3. **Foster Social and Emotional Wellbeing**

We recognise that the social and emotional wellbeing of our pupils is closely tied to their academic success. Many of our disadvantaged pupils face social, emotional, and mental health challenges that can hinder their ability to engage with their learning. To support our pupils' holistic development, we will integrate social-emotional learning programs and provide pastoral support through Emotional Literacy Support Assistants (ELSA). This will promote resilience, self-regulation, and confidence, ensuring that all pupils feel supported in their school environment. Additionally, we will ensure that all pupils have access to



extracurricular opportunities that enrich their school experience and contribute to their overall wellbeing.

#### 4. **Support Strong Family Engagement**

We believe in working collaboratively with families to ensure the success of disadvantaged pupils. Building strong relationships with parents and carers allows us to understand the specific needs of each pupil and provide tailored support. We will continue to strengthen our communication with families, offering guidance and resources to support learning at home. Although we do not currently have a defined strategy for supporting disadvantaged families with school-related costs such as uniforms or trips, we will explore future options to ensure that financial barriers do not prevent disadvantaged pupils from fully participating in all school activities.

#### 5. **Promote Equity and Opportunity for All**

While Audlem St James CE Primary has a relatively low level of deprivation compared to other schools, we recognise that even small gaps in attainment can have long-term consequences for disadvantaged pupils. Therefore, our strategy

prioritises closing the gap in key areas such as reading, writing, and maths while ensuring that disadvantaged pupils have the same access to enrichment activities, leadership opportunities, and high-quality teaching as their peers. We aim to create an inclusive school culture where every pupil, regardless of their background, feels a sense of belonging and has equal access to opportunities for growth.

### **Key Principles Underpinning Our Strategy**

- **High Expectations:** We hold high expectations for all pupils, believing that every pupil can achieve great things. This is especially important for disadvantaged pupils, who may face additional challenges but are fully capable of success.
- **Precision and Targeting:** By carefully identifying barriers and tailoring interventions, we ensure that resources are used efficiently and effectively to address the specific needs of disadvantaged pupils.
- **Whole-School Approach:** All staff members at Audlem St James CE Primary share responsibility for the success of disadvantaged pupils, working collaboratively to raise expectations and achieve positive outcomes.
- **Evidence-Based Practices:** Our strategy is grounded in research and best practices, including the guidance from the Education Endowment Foundation (EEF), Marc Rowland's work, and the principles of effective intervention and teaching.



Our strategy is focused on ensuring that the use of Pupil Premium funding has a significant and sustained impact on the academic progress, social-emotional wellbeing, and overall school experience of disadvantaged pupils. By prioritising high-quality teaching, precision interventions, and a whole-school approach, we aim to ensure that every pupil, regardless of their background, can thrive and succeed at Audlem St James CE Primary School.

## Challenges

At Audlem St James CE Primary School, we have identified several key challenges faced by our disadvantaged pupils that can hinder their academic progress and overall development. These challenges are interrelated and must be addressed in a holistic manner to ensure the success of disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Reading Gaps</b> Our data reveals that <b>70% of disadvantaged pupils</b> in Key Stage 2 are meeting the expected standard in reading, compared to <b>82% of non-disadvantaged pupils</b> , leaving a <b>12% attainment gap</b> . While this gap is smaller than in previous years, reading remains a key area of focus. Early interventions have shown positive impacts, but further support is required to close this gap fully.
2	<b>Oral Language and Vocabulary Gaps</b> Vocabulary gaps are a significant issue, particularly in Key Stage 1, where <b>67% of disadvantaged pupils</b> are meeting the expected standard in reading compared to <b>81% of their peers</b> . Disadvantaged pupils often face challenges with oral language skills, particularly in vocabulary acquisition, which affects their ability to fully engage with the curriculum and participate in class discussions.
3	<b>Handwriting and Presentation Issues</b> <b>30% of disadvantaged pupils</b> across Key Stage 1 and Key Stage 2 are struggling with legible handwriting and consistent presentation, which is significantly higher than <b>the 12% of non-disadvantaged pupils</b> experiencing similar difficulties. These handwriting issues create barriers to completing written tasks efficiently and can affect pupils' confidence in their written work.
4	<b>Social and Emotional Wellbeing</b> Data from our internal wellbeing surveys indicate that <b>35% of disadvantaged pupils</b> require additional support for social and emotional needs. This group is more likely to experience anxiety, challenges with self-regulation, and lower self-esteem, which can negatively affect both their academic performance and overall school experience. Pastoral interventions, including Emotional Literacy Support

	Assistants (ELSA), are vital to helping these pupils manage their emotional health.
5	<p><b>Attendance and Punctuality</b></p> <p>Our attendance data shows that <b>disadvantaged pupils have an average attendance rate of 93%</b>, which is lower than the school's overall attendance rate of <b>96%</b>. The persistent absenteeism rate for disadvantaged pupils stands at <b>10%</b>, which, while lower than the national average of 20.6%, still represents a significant barrier to learning. Disadvantaged pupils are also more likely to arrive late, further disrupting their learning and social integration.</p>
6	<p><b>Limited Access to Enrichment Opportunities</b></p> <p>In 2024/25, disadvantaged pupils were underrepresented in extracurricular activities, with only <b>46% of disadvantaged pupils</b> participating in clubs and activities, compared to <b>70% of their non-disadvantaged peers</b>. This gap limits their opportunities for social development, building resilience, and participating in academic enrichment outside of the classroom.</p>
7	<p><b>Maths – Reasoning and Problem Solving</b></p> <p>We have <b>47%</b> of <b>disadvantaged</b> children meeting <b>EXP</b> compared with <b>75% non-disadvantaged</b>. A <b>28%</b> gap which is significant. We have started to look at mental arithmetic and reasoning and problem solving which will close the gap.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Narrow the Achievement Gap in Reading	The reading gap between disadvantaged pupils and non-disadvantaged pupils will narrow. We aim to see disadvantaged pupils achieve similar outcomes to their peers in reading, with more disadvantaged pupils achieving age-related expectations in line with the school average.
2. Improve Oral Language Skills and Vocabulary	Disadvantaged pupils will show measurable improvement in vocabulary and oral language skills. The gap between disadvantaged pupils and their peers will decrease, with more disadvantaged pupils achieving age-related expectations in both oral language development and reading comprehension.

3. Enhance Handwriting and Presentation	The handwriting and presentation gap will decrease, with more disadvantaged pupils achieving the same high standards in handwriting and written presentation as their non-disadvantaged peers. All pupils will meet or exceed the school's handwriting expectations, demonstrating improved fluency and legibility.
4. Support Social and Emotional Wellbeing	Disadvantaged pupils will show improved emotional resilience, self-regulation, and

	confidence. The gap in social and emotional wellbeing between disadvantaged and non-disadvantaged pupils will narrow, with disadvantaged pupils engaging more positively in classroom activities and extracurricular programs.
5. Improve Attendance and Reduce Persistent Absenteeism	The attendance gap between disadvantaged and non-disadvantaged pupils will be reduced, with a measurable improvement in the attendance of disadvantaged pupils. The percentage of disadvantaged pupils with persistent absenteeism will be lower, reducing the gap in both overall attendance and punctuality rates compared to non-disadvantaged peers.
6. Increase Participation in Enrichment Opportunities	Disadvantaged pupils will engage more actively in extracurricular activities, narrowing the gap in participation rates between disadvantaged and non-disadvantaged pupils. The percentage of disadvantaged pupils participating in at least one extracurricular activity will increase to reflect the school average, fostering equal opportunities for personal growth and engagement.
7. Maths – Reasoning and Problem Solving	Key interventions are being used to try and close the gaps with disadvantaged children. These are looking at arithmetic and basic multiplication to going through reasoning from problems and how to answer questions/ looking at key language.



## 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: £14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted CPD for all teaching staff focused on high-quality literacy and vocabulary teaching	Research from the Education Endowment Foundation (EEF) highlights that high-quality professional development, particularly in literacy and vocabulary teaching, can have a significant impact on pupil	1, 2
	outcomes, especially for disadvantaged pupils (EEF, 2018). Regular training on vocabulary-rich teaching strategies will address language and reading gaps.	
Enhanced focus on inclusive teaching practices and adaptive teaching approaches in the classroom	Marc Rowland's work on ensuring high-quality teaching practices for disadvantaged pupils stresses the importance of inclusive strategies that meet the diverse needs of all pupils, particularly those from disadvantaged backgrounds (Rowland, 2022). Differentiating for language development and handwriting will help address learning gaps and boost engagement.	1, 2, 3



<p>Recruitment and retention of experienced teachers with expertise in literacy and special education needs</p>	<p>Studies show that the quality of teaching has the largest impact on disadvantaged pupils. Recruiting teachers who have a strong background in literacy and special educational needs will help target areas such as reading gaps and handwriting issues. The retention of skilled teachers also ensures stability in high-quality teaching (Rowland, 2022).</p>	<p>1, 2, 3</p>
<p>Regular moderation of pupils' writing and reading assessments to track progress in real-time</p>	<p>Ongoing formative assessments and moderation are crucial for identifying specific areas of need in reading and writing. Evidence from the EEF suggests that effective assessment practices ensure that interventions are timely and accurately targeted (EEF, 2018). By using data-driven decision-making, we can directly address the reading and handwriting gaps.</p>	<p>1, 3</p>
<p>Develop expertise in strategies for improving social-emotional learning within the classroom</p>	<p>SEL strategies have been shown to improve both academic outcomes and pupil well-being. Implementing training on strategies for self-regulation and resilience will help close the gap in social-emotional wellbeing between disadvantaged and non-disadvantaged pupils (EEF, 2021). A focus on resilience can also indirectly improve attendance and participation in enrichment activities.</p>	<p>4, 5, 6</p>





<p>Focused teacher-pupil relationships with targeted support for disadvantaged pupils</p>	<p>Evidence from Marc Rowland stresses the importance of fostering strong, supportive relationships between teachers and disadvantaged pupils. This relational approach supports emotional well-being and reduces barriers to engagement (Rowland, 2022). Cultivating these relationships can also improve attendance and participation.</p>	<p>4, 5</p>
<p>Implement collaborative planning sessions for staff to share best practices on differentiating for disadvantaged pupils</p>	<p>Collaborative planning helps ensure that all staff are aligned in their approach to teaching disadvantaged pupils. This is particularly effective in addressing areas like vocabulary development and reading comprehension, where consistency in teaching strategies makes a significant impact (Rowland, 2022).</p>	<p>1, 2</p>

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

Budgeted cost: £22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group tutoring for reading and writing (including phonics support)</p>	<p>Research from the Education Endowment Foundation (EEF) indicates that one-to-one and small group tutoring can have a significant impact on improving literacy outcomes for disadvantaged pupils (EEF, 2021). This support will target reading and writing gaps, ensuring that disadvantaged pupils get the focused attention they need. Tutoring will be tailored to the specific needs of each pupil.</p>	<p>1, 2, 3</p>
<p>Structured phonics interventions for Key Stage 1 pupils struggling with reading</p>	<p>Phonics interventions, such as Read Write Inc., have been shown to be highly effective in improving early literacy skills, especially for disadvantaged pupils (EEF, 2018). Phonics support will help close the vocabulary and reading gaps identified, particularly in Key Stage 1.</p>	<p>1, 2</p>
<p>Targeted handwriting interventions for pupils with legibility and fluency challenges</p>	<p>Handwriting interventions, including the use of specific programs and targeted practice sessions, have been shown to significantly improve the handwriting and presentation skills of disadvantaged pupils (EEF, 2018). These interventions will be aimed at improving legibility and fluency, particularly for disadvantaged pupils who struggle in this area.</p>	<p>3</p>

<p>Speech and language therapy for pupils with identified communication difficulties</p>	<p>Evidence from the EEF highlights the importance of early intervention for speech and language development. Speech and language therapy, particularly for disadvantaged pupils, has been shown to improve language skills, supporting better reading and writing outcomes (EEF, 2021). This intervention will address vocabulary gaps and improve comprehension.</p>	<p>2</p>
<p>Targeted small-group interventions focused on vocabulary development and reading comprehension</p>	<p>Small-group interventions focusing on vocabulary and reading comprehension are backed by strong evidence as being effective for disadvantaged pupils. Such interventions improve pupils' ability to engage with texts and academic language, thus narrowing the reading and oral language gaps (EEF, 2021). Targeted groups will be formed based on diagnostic assessments.</p>	<p>1, 2</p>
<p>Focused maths interventions for disadvantaged pupils struggling with numeracy and problem-solving</p>	<p>Targeted maths interventions, such as small group tutoring or intervention sessions led by trained staff, have been shown to improve the numeracy skills of disadvantaged pupils, closing the gap with their peers. The EEF's guidance on mathematics emphasises the importance of early intervention to ensure all pupils reach age-related expectations (EEF, 2017).</p>	<p>1</p>

<p>Use of diagnostic assessments to identify gaps and tailor interventions accordingly</p>	<p>Using diagnostic assessments is essential for identifying specific learning gaps and tailoring interventions to meet pupils' needs. EEF research shows that diagnostic assessments ensure that interventions are targeted and timely, increasing their effectiveness (EEF, 2021). This will enable teachers to provide precise and effective support.</p>	<p>1, 2, 3</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £3692

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthening attendance monitoring and support systems for disadvantaged pupils</p>	<p>Research suggests that attendance is a significant predictor of academic success, and targeted attendance interventions can help reduce the gap between disadvantaged and non-disadvantaged pupils. By tracking attendance closely and providing support where necessary, schools can improve engagement and reduce absenteeism (EEF, 2019). This approach will focus on building positive relationships with families and providing tailored support to improve attendance.</p>	<p>5</p>
<p>Relational approach to improving punctuality through targeted support for families</p>	<p>Studies show that a relational approach to addressing punctuality, where staff work with</p>	<p>5</p>



	families to understand barriers and offer support, is more effective than punitive measures (Rowland, 2022). Disadvantaged pupils will receive personalised support to improve punctuality, with the aim to reduce lateness and ensure that they start the school day ready to learn.	
Pastoral support through Emotional Literacy Support Assistants (ELSA)	The EEF has found that social and emotional learning programs, including those involving ELSAs, can improve both academic achievement and pupils' mental health (EEF, 2021). ELSA interventions will be used to support disadvantaged pupils with emotional and behavioural challenges, promoting self-regulation, emotional resilience, and overall wellbeing. These interventions will be particularly crucial for pupils identified as needing additional social and emotional support.	4, 5
Implementation of social-emotional learning programs in the classroom.	Social-emotional learning programs have been proven to improve both academic outcomes and personal development, especially for disadvantaged pupils (EEF, 2021). In-class programs will focus on building skills such as empathy, self-regulation, and problem-solving, which will help improve classroom behaviour, engagement, and participation in school life.	4, 5
Provide financial support for extracurricular activities (clubs, trips, enrichment)	Disadvantaged pupils are at risk of missing out on extracurricular activities	6



	<p>due to financial barriers. Providing funding for these activities can ensure that all pupils, regardless of background, have access to enriching experiences that promote social development and personal growth. This is supported by research indicating that extracurricular participation has a positive impact on pupils' engagement and wellbeing (EEF, 2017).</p>	
<p>Targeted communication with families to increase engagement and support home learning</p>	<p>Strong communication between school and families is crucial for supporting disadvantaged pupils. Studies show that when parents are actively involved in their children's education, particularly in the context of supporting attendance and learning at home, pupils are more likely to succeed (Rowland, 2022). Targeted support for identified families will be aimed at ensuring they feel equipped and confident in supporting their child's education.</p>	<p>4, 5</p>
<p>Build positive pupil relationships through mentor programs</p>	<p>Mentoring programs have been found to be effective in improving disadvantaged pupils' engagement, motivation, and emotional wellbeing (Rowland, 2022). By providing disadvantaged pupils with a mentor, we can ensure that they have a consistent, trusted adult in school who helps them navigate any personal or academic challenges, fostering a sense of belonging and ensuring better outcomes across the school year.</p>	<p>4, 5</p>



**Total budgeted cost: £39,962**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have carefully analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on both national assessment data and our own internal summative and formative assessments.

The data demonstrated that in reading, 80% of disadvantaged pupils achieved the expected standard (EXS), compared to 81% of non-disadvantaged pupils nationally. The average scaled score for disadvantaged pupils was 105, which was the national average for all pupils of 105. This reflects our reading, has got back to normal within KS2 and school. We need to carry on with interventions and high-quality teaching strategies contributing to closing the gap.

In writing, 60% of disadvantaged pupils achieved EXS, compared to 59% nationally non- disadvantaged pupils. EXS achievement reflects positive progress from previous years. Writing continues to be a key area for improvement.

In maths, 60% of disadvantaged pupils achieved EXS, compared to 61% of nationally non- disadvantaged pupils. The average scaled score for disadvantaged pupils was 103, which is below the national average of 104 and aligned with non-disadvantaged pupils at the school. We need to carry on our small-group interventions and mastery-based teaching contributed to this positive outcome. Non-disadvantaged children in maths were 80% so (-20) but we are in align with national for non-disadvantaged.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing. The average attendance rate for disadvantaged pupils was 89%, compared to 95.7% for non-disadvantaged pupils. Attendance remains an area for further focus. Persistent absenteeism was at 10%, lower than the national average, but continues to represent a barrier to learning for some pupils.

In terms of social and emotional wellbeing, 75% of disadvantaged pupils required additional support for emotional and behavioural needs. The use of Emotional Literacy Support Assistants (ELSA) and other social-emotional learning programs showed positive results, with improvements in emotional resilience and engagement in school activities. However, there is still a need for ongoing emotional support to ensure these pupils can fully engage with their learning.



Based on all the information above, the performance of our disadvantaged pupils was below expectations. While there were areas which made progress, there are still areas requiring attention.

Our evaluation of the approaches delivered last academic year indicates that high-quality teaching was the most effective aspect of our strategy, particularly the focus on literacy and numeracy interventions. Small-group tutoring and diagnostic assessments allowed us to target areas of need effectively, especially in reading and maths. Maths we still need to look at problem solving and reasoning. The writing interventions showed some positive impact but need to be further extended, with a greater focus on grammar and writing fluency to close the existing gap in writing achievement.

We have reviewed our strategy plan and made adjustments to how we intend to use some of our budget this academic year. Specifically, we will increase investment in writing interventions, with a targeted approach on grammar and fluency. We will also enhance our focus on attendance support to reduce persistent absenteeism and strengthen our approach to social-emotional wellbeing, ensuring that these pupils can engage more fully in all aspects of school life.

**Evidence from IDSR 2025**

**Attendance** – this is lower than national which is due to those children having some significant SEND needs within school as well as illness. Children are tracked closely through daily, weekly checks and us working with parents and the LA. The gap for this objective still needs to be closed. We have put together more support for children with emotional attendance issues. Look at SEND attendance as this is on the increase.

FSM 6 2025 Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	19	89.0%	92.6%	Below	Relative decline	-
2023/24	22	88.8%	92.0%	Below	Relative decline	-
2022/23	28	91.4%	91.6%	Close to average	Not available	-

**Externally provided programmes**

### Reading 2025

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	14	86%	62%	Above (non-sig)	80%	6	Not applicable	Not applicable
2025	5	80%	63%	Small cohort	81%	-1	Suppressed	-
2024	3	67%	62%	Small cohort	80%	-13	Suppressed	Low - Stability
2023	6	100%	60%	Above (sig+)	78%	22	Positive gap	-

Clear evidence of the impact of reading within school as over the last 3 years we are seeing the school above the national average for children closing the gap to EXP and beyond.

### Writing 2025

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	14	50%	59%	Below (non-sig)	78%	-28	Not applicable	Not applicable
2025	5	60%	59%	Small cohort	78%	-18	Suppressed	-
2024	3	33%	58%	Small cohort	78%	-44	Suppressed	Low - Stability
2023	6	50%	58%	Close to average (non-sig)	77%	-27	Not available	-

### Disadvantaged pupils - EGPS expected standard 2025

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	14	79%	59%	Above (non-sig)	78%	0	Not applicable	Not applicable
2025	5	100%	60%	Small cohort	79%	21	Suppressed	-
2024	3	33%	59%	Small cohort	78%	-45	Suppressed	Low - Stability
2023	6	83%	59%	Above (non-sig)	78%	5	Positive gap	-

To show the impact of EGPS on our writing we have made huge strides in improving the children's spelling, punctuation and grammar. We have changed the gap last year to above average and this is the case over the last 3 years.

### Maths 2025

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	14	71%	60%	Above (non-sig)	80%	-8	Not applicable	Not applicable
2025	5	60%	61%	Small cohort	80%	-20	Suppressed	-
2024	3	67%	59%	Small cohort	79%	-13	Suppressed	Low - Stability
2023	6	83%	59%	Above (non-sig)	79%	4	Positive gap	-

The 3 year trend shows that throughout we have been in align with national or above. 71% of 3 years means we are significantly above. The gap is only -8.

Programme	Provider
Read Write Inc Phonics	Ruth Miskin Training
Maths Mastery (Power Maths)	White Rose Maths / Pearson
ELSA	ELSA
SALT	NHS/Private
PINS	NHS
Various CPD	In-house CPD and Trust

### Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>We directed the spending of our forces pupil premium to SEMH support for some children and additional small group work in maths and English for our service children.</p> <p>To address the social, emotional, and mental health needs of some service children, a portion of the forces pupil premium was allocated to SEMH support. This</p>
<p>included direction towards ELSA support aimed at promoting well-being, resilience, and emotional growth.</p> <p>Furthermore, we utilised the forces pupil premium to enhance mathematical skills and understanding among our service children through additional small group work in maths. In English we supported the children’s writing and reading skills. These targeted approaches allowed for more focused instruction and support, tailored to the specific needs of our service children.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Teachers have noticed improvements in the writing and maths of service children due to the extra support given. SEMH support has helped the Well-being of key children.</p>

### Further information (optional)

<p>In reviewing and updating our Pupil Premium Strategy, we have drawn on the findings from our recent Pupil Premium Review, the implementation plan for pupil premium, and the wider School Improvement Plan. These documents have been central to refining our approach and ensuring that our pupil premium strategy is aligned with our broader goals of improving educational outcomes for all pupils.</p>
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## **Pupil Premium Review and Key Insights**

The Pupil Premium Review conducted by Dr. Mark Stanyer has provided us with valuable insights into how effectively our pupil premium funding has been used. The review acknowledged the strong focus on high-quality teaching and the importance of professional development for staff, which aligns with our broader school improvement priorities. However, it highlighted that our success criteria in the Pupil Premium Strategy should be more specific to better evaluate the impact of our actions. The review also recommended integrating more detailed monitoring of the extra-curricular and club participation for disadvantaged pupils to ensure these opportunities are having the desired effect on their academic and social outcomes.

## **Linking to the School Improvement Plan**

Our School Improvement Plan (SIP) for the 2025-26 academic year includes several key priorities that align with our Pupil Premium Strategy. These include:

- Enhancing teaching and learning across all subjects, ensuring that the high standards of the core subjects are reflected in non-core subjects. This will include further embedding the pedagogical approach and ensuring.
- Within the curriculum design process all leaders and staff have high expectations and are ambitious for all pupils, as evidenced by the fact that all SEND and disadvantaged pupils receive a full curriculum entitlement.

that feedback is consistently used to close the attainment gaps, especially in writing.

- Improving pupil attendance through targeted interventions, aligning with the strategy to reduce persistent absenteeism and improve overall school attendance rates. This will be further supported by attendance tracking systems and parental engagement strategies to ensure that attendance barriers for disadvantaged pupils are addressed effectively.
- Fostering pupil well-being by enhancing our enrichment activities, which we believe play a critical role in raising aspirations and improving the school experience for disadvantaged pupils. The Audlem mile, a daily physical activity initiative, is one example of how we aim to integrate personal development goals into our school day.

### **Action Plans and Monitoring**

As part of our ongoing commitment to improving outcomes for disadvantaged pupils, we have developed detailed action plans across several areas. These are closely linked to the actions outlined in our Pupil Premium Implementation Plan, which include:

1. **Parental Engagement:** We will develop a comprehensive strategy to increase parental involvement through workshops and "Stay and Learn" sessions. This will help build stronger home-school partnerships and improve engagement with pupils' learning, ensuring that the gap between disadvantaged pupils and their peers is narrowed.
2. **Wider Curriculum Access:** We will focus on ensuring equitable participation for disadvantaged pupils in extracurricular activities. By tracking engagement and proactively inviting underrepresented pupils, we aim to improve both academic and social outcomes.
3. **Feedback and Data Tracking:** In response to feedback from the review, we will improve the consistency and quality of feedback practices across all subjects. Staff will receive training on effective feedback methods, and we will ensure that feedback is acted upon by pupils, supporting their learning progression.
4. **Staff Training:** We will continue to provide bespoke professional development for staff on Pupil Premium strategies, ensuring that all teachers are well-equipped to support disadvantaged pupils. This includes ongoing training on how to identify and address the needs of pupils eligible for Pupil Premium.

### **Evaluation and Adjustment of the Strategy**



To ensure that our Pupil Premium Strategy continues to have the desired impact, we will implement a system of regular evaluation:

- Reviews of the strategy will allow us to assess progress against our success criteria and make adjustments as needed to ensure the maximum impact of our interventions.
- The Pupil Premium Review findings will be used to continuously refine our approach and further align it with both the School Improvement Plan and broader Trust priorities. We will focus particularly on ensuring that interventions are targeted and that we can demonstrate the value for money of the Pupil Premium funding.

### **Involving Stakeholders in the Process**

We will continue to involve all stakeholders, including governors, subject leaders, and pupils, in the monitoring and evaluation of our Pupil Premium Strategy. Regular feedback from parents and staff will help guide future developments, and we will ensure that pupil voice is captured regularly to evaluate the success of our enrichment programs and wellbeing initiatives.