

# Pupil premium strategy statement

## Ernehale Flying High Academies – Junior School

This statement details our school’s use of pupil premium funding to help improve the attainment of our Pupil Premium 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	Ernehale FHA (Junior School)
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	11.3% 31 Children
Academic year/years that our current pupil premium strategy covers <b>(3-year plans are recommended)</b>	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Carmel Atkinson (Headteacher)
Pupil premium lead	Rosie Clapham
Governor / Trustee lead	Lizzie Day

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45,450
Recovery premium funding allocation this academic year	£ 0
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	£ 45,450

## Part A: Pupil premium strategy plan

### Statement of intent

At Ernehale Junior school we are determined to ensure that every child has the opportunity to maximise their potential. Pupil Premium funding enables us to put in place additional resources that supports children to overcome any barriers they may face. Our strategy is based on a deep understanding of each individual child and their family, identifying any barrier they may face and put in place evidence informed strategies to overcome these barriers. We want our children to thrive at Ernehale Infant school developing positive learning behaviours and equipping them with the skills and qualities to become happy, confident lifelong learners.

We recognise the combination of Covid19 and the more recent cost of living crisis, has increased the challenges that some of our family's face. These challenges can include attendance, exposure to books beyond school, the opportunity to engage in broader experiences beyond school, mental well-being and the opportunity to develop writing and mathematical fluency. As a school we are ambitious in accelerating progress, enabling children to maximise their potential and having every opportunity to achieve. These challenges have been identified by using a range of information including research from the DfE and Education Endowment Fund, in school data, professional conversations with teachers/SENCO and liaising with pupils and families.

The context of the school has guided us in writing our pupil premium strategy with all members of staff and the governing body accepting responsibility to address any barriers our children may face and create lifelong learners. We have placed emphasis on quality first teaching, with rigorous tracking, careful planning, targeted support and intervention, providing **all** children the access and opportunities to enjoy academic success. Ernehale provides an inclusive and aspirational environment where learners thrive and build the cultural capital, they need to make positive, informed choices about their own future, overcoming barriers in achieving equity.

At Ernehale FHA we believe our strategy is flexible in accommodating the specific needs of every child. Our children eligible for pupil premium have access to an ambitious curriculum, maximising potential and providing opportunity for them to be just as successful as their peers. This is seen throughout the whole curriculum, our approach takes children on a journey of memorable learning through rich, vibrant, purposeful experiences, culminating in authentic outcomes which leave a legacy on the wider world.

Our children journey through Ernehale with their passion for learning ignited and their well-being nurtured around our **STRIVE** curriculum:

**S**uccessful, aspirant learners

**T**hirst for knowledge,

**R**esilience

**I**nclusive and diverse

**V**ocabulary rich

**E**mpowered to make a difference in the world

This is underpinned by current research, promoting the demonstration of compassion, integrity and a pursuit of excellence in order for our children to reach their potential. As a school, we strive to support and work with our families to increase engagement so that we can be the champion every child and family, including those eligible for pupil premium funding.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Raising Greater Depth Outcomes for Disadvantaged Pupils</b></p> <p>While ARE+ attainment is generally strong, disadvantaged pupils consistently underperform at GD level across Reading, Writing, Maths, and Combined measures. This suggests a need to better identify and challenge higher prior attainers within this group.</p>
2	<p><b>Improving Writing Outcomes Across KS1 and Lower KS2</b></p> <p>Writing remains a weaker area, particularly for disadvantaged pupils in Years 1, 2, 3, and 4. Key barriers include vocabulary development, spelling, and handwriting. Focused teaching strategies and targeted interventions are needed to close this gap.</p>
3	<p><b>Strengthening Early Reading and Phonics for Disadvantaged Pupils</b></p> <p>Despite strong overall phonics outcomes, disadvantaged pupils in Year 1 performed significantly below national averages, with SEND needs contributing to this. Continued investment in early reading, phonics support, and inclusive strategies is essential.</p>
4	<p><b>Ensuring Equitable Access to Wider Curriculum Experiences</b></p> <p>Some children in receipt of pupil premium have limited access to enrichment activities, cultural experiences, and leadership opportunities. Broadening their exposure to the wider curriculum is key to raising aspirations and building cultural capital.</p>
5	<p><b>Sustaining High Attendance and Engagement for Vulnerable Groups</b></p> <p>Attendance across the school is a strength, with pupil premium and SEND pupils attending above national averages. The challenge now is to maintain this trend and ensure high engagement translates into improved academic and personal outcomes.</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
To increase the proportion of children who are	<ul style="list-style-type: none"> <li>By 2026, a higher percentage of children eligible for pupil premium will achieve Greater Depth in Reading, Writing, and Maths, in line with or exceeding their peers.</li> </ul>

eligible for pupil premium achieving Greater Depth in Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>• Learning walks and book looks will show evidence of challenge and high expectations for pupil premium children.</li> <li>• Pupil progress meetings will identify pupil premium children making accelerated progress towards GD.</li> </ul>
To improve writing outcomes for children who are eligible for pupil premium, particularly across LKS2.	<ul style="list-style-type: none"> <li>• By 2026, the percentage of children eligible for pupil premium achieving ARE+ in writing will match or exceed national averages, with the gap between them and their peers reduced to less than 10%.</li> <li>• Book looks will show improved handwriting, spelling, and sentence construction for children in receipt of pupil premium.</li> <li>• Moderation and assessment will show increased consistency and progress in writing outcomes for children in receipt of pupil premium.</li> </ul>
To sustain high attendance, punctuality and engagement for children who are eligible for pupil premium.	<ul style="list-style-type: none"> <li>• Attendance for children eligible for pupil premium will remain above 96% and in line with or above their peers.</li> <li>• Persistent absence for pupil premium children will be below 5% and significantly lower than national averages.</li> <li>• Attendance tracking and intervention records will show timely support and improved outcomes for pupil premium children.</li> <li>• Improved punctuality, with a higher percentage of children eligible for pupil premium arriving on time each day.</li> </ul>
To ensure children eligible for pupil premium have equitable access to enrichment and wider curriculum opportunities	<ul style="list-style-type: none"> <li>• By 2026, all children eligible for pupil premium will have participated in at least three enrichment experiences across the year.</li> <li>• Pupil voice will reflect increased aspiration, enjoyment, and engagement in wider curriculum activities.</li> <li>• Children eligible for pupil premium will attend all visits and residentials – cost will not be a barrier.</li> <li>• Monitoring of clubs, trips, and leadership roles will show inclusive participation from pupil premium children.</li> <li>• The curriculum consistently delivers memorable learning through rich, vibrant, purposeful experiences, culminating in authentic outcomes.</li> </ul>
To develop confident, resilient learners among children who are eligible for pupil premium to maximise learning opportunities and achieve improved outcomes.	<ul style="list-style-type: none"> <li>• Learning walks and pupil voice will identify children eligible for pupil premium demonstrating positive learning behaviours.</li> <li>• Children in receipt of pupil premium will show increased participation in pupil leadership, performances, and collaborative learning.</li> <li>• Wellbeing surveys and teacher observations will show improved confidence, resilience, and independence in learning.</li> <li>• Observable improvements in resilience, such as persistence in completing challenging tasks and a willingness to try new learning strategies.</li> <li>• Improved attainment and progress in core subjects, narrowing the gap between pupil premium children and their peers.</li> </ul>

## 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: £ 20,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.	The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. <a href="#">EEF – High Quality Teaching</a>	1, 2, 3
The Ernehale lesson design model is in place to support granular learning and promote children knowing and remembering more.	Our lesson design matrix has been influenced by Rosenshine’s Principles of Instruction and Sweller’s Cognitive Load Theory. <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a> <a href="#">EEF - Cognitive Load Theory</a>	1, 2, 3
Early Reading Lead to provide CPL and coaching for teachers and TAs.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. <a href="#">EEF - Phonics</a>	1, 2
The Marking and Feedback Policy is in place, ensuring children receive timely and constructive feedback about how to improve their work.	Research shows that “Feedback studies tend to show very high effects on Learning. Effective feedback tends to encourage and support further effort; be given sparingly so that it is meaningful...” with an average impact of additional 8 months’ <a href="#">EEF - Feedback</a>	1, 2, 3
Mastery approach in maths with an investment in White Rose Maths.	Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. On average, mastery approaches are effective, leading to an additional five months’ progress. <a href="#">EEF - Mastery Learning</a>	1
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">EEF - Diagnostic Assessment</a>	1
ECTs provided with support, CPD, release time, mentor support, SLT support to begin their early career in teaching.	Research shows (EEF); “We know that high- quality teaching is the thing that makes the biggest difference to young people’s academic grades. Yet recruiting and retaining teachers is challenging”.	1, 2, 3, 4
SEND surgeries to support teachers in planning to meet the needs of SEND pupils within their class/phase.	Research shows through EEF; Five-evidenced based strategies to support high-quality teaching for pupils with SEND have proven that children with SEND and PP that receive tailored support	1, 2, 3, 5

SENCO to support behaviour/learning plans	make more progress due to specific strategies for those children. <a href="#">EEF - Improving outcomes for SEND</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group reading, writing and maths interventions.	Small group tuition – The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. <a href="#">EEF - Small group tuition</a> <a href="#">EEF - Reading comprehension strategies</a>	1, 2, 3
1:1 Phonics interventions for children in EYFS and KS1	EEF – One to One Tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average <a href="#">EEF - One-to-one tuition</a>	2, 3
Daily reading for spotlight readers	‘Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.’ <a href="#">EEF - Reading fluency</a>	1, 2, 3
Targeted support and feedback in lessons.	Effective feedback has a high impact on pupil outcomes of up to 8 months. <a href="#">EEF - Feedback</a>	1, 2, 3

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

Budgeted cost: £15,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
A clear, robust and graduated approach to improving attendance.	Attendance is one of the most significant non-academic barriers to success, as consistent school attendance is crucial for maintaining academic progress, building social relationships, and developing positive habits for the future. Poor attendance limits access to key learning opportunities, disrupts the continuity of education, and can lead to gaps in knowledge and skills. It is often linked to lower achievement levels and reduced engagement with school life. Addressing attendance issues early is critical for ensuring that all children can maximise their potential and fully	1, 2, 3, 5

	<p>participate in their education.</p> <p><a href="#">EEF – Supporting attendance</a></p>	
<p>Family Support Worker to target children eligible for pupil premium who are regular absentees and those who are at risk of becoming regular absentees.</p>	<p>The Family Support Worker will work closely with individual families to support improved attendance, providing tailored assistance to address specific challenges. Previous strategies have demonstrated that early engagement of senior leaders with parents can significantly enhance attendance rates. For some children, particularly those with unique or complex reasons for absence, a personalised approach is essential to foster better attendance and overall engagement with school life.</p> <p><a href="#">EEF – Supporting attendance</a></p> <p><a href="#">EEF - Supporting school attendance - reflection and planning tool</a></p>	1, 2, 3, 5
<p>School contribution to residentials and class trips.</p>	<p>EEF outdoor learning research suggests; “Through participation in challenging physical and emotional activities, these learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation, and the impact on more vulnerable pupils is even higher”.</p>	4
<p>Pastoral interventions, such as ELSA and sports mentoring, focus on fostering positive learning attitudes, building confidence, and enhancing resilience in pupils.</p>	<p>Research shows that prioritizing social and emotional learning improves children’s outcomes. ‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’</p> <p><a href="#">EEF - Social and Emotional Learning</a></p> <p><a href="#">EEF - Social and Emotional Learning interventions</a></p>	1, 2, 3, 4, 5
<p>Strategies to strengthen the partnership between school and parents, fostering a collaborative environment that supports the academic, social and emotional development of all pupils.</p>	<p>‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +4 months over the course of a year.’</p> <p><a href="#">EEF - Parental engagement</a></p> <p><a href="#">EEF - Working with parents to support children's learning</a></p>	4, 5

**Total budgeted cost: £ 45,880**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

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

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils.

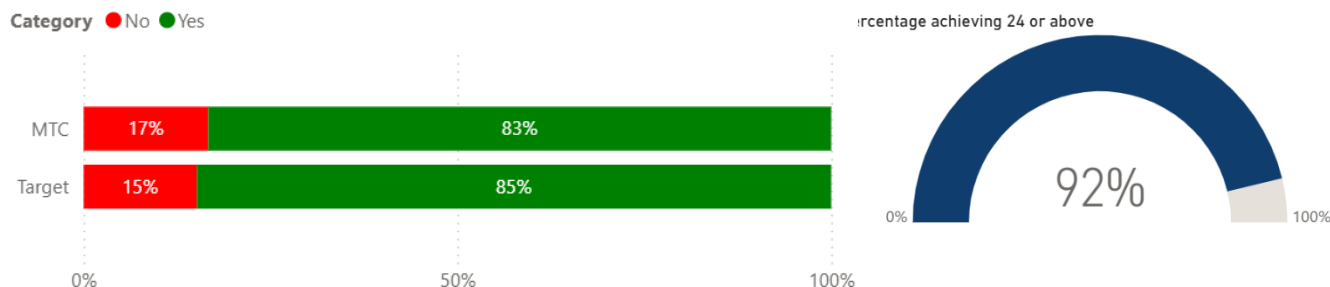
#### KS2 Statutory Assessments

##### Year 4 – MTC (All pupils)

Group	NOR	Boys	Girls	PP	EHCP	SEN Sup	EAL	LAC
Whole School	424	217 (51.2%)	207 (48.8%)	59 (13.9%)	4 (0.9%)	36 (8.5%)	17 (4.0%)	2 (0.5%)
Year Group	66	35 (53.0%)	31 (47.0%)	7 (10.6%)	0	3 (4.5%)	3 (4.5%)	0

#### MTC

Category ● No ● Yes

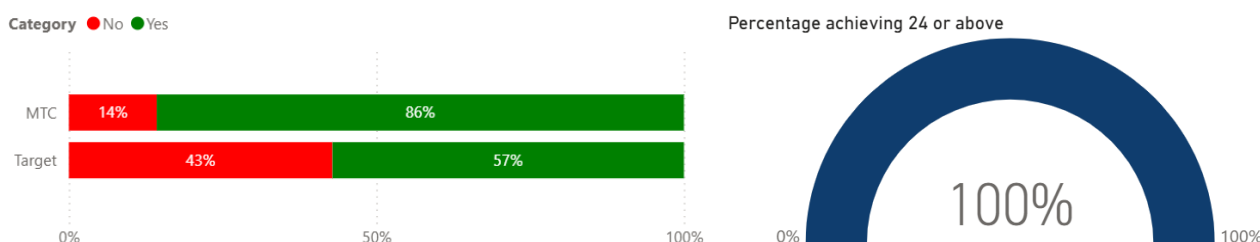


##### Year 4 – MTC (Pupil Premium)

Group	NOR	Boys	Girls	PP	EHCP	SEN Sup	EAL	LAC
Whole School	59	26 (44.1%)	33 (55.9%)	59 (100.0%)	1 (1.7%)	11 (18.6%)	1 (1.7%)	2 (3.4%)
Year Group	7	5 (71.4%)	2 (28.6%)	7 (100.0%)	0	1 (14.3%)	0	0

#### MTC

Category ● No ● Yes

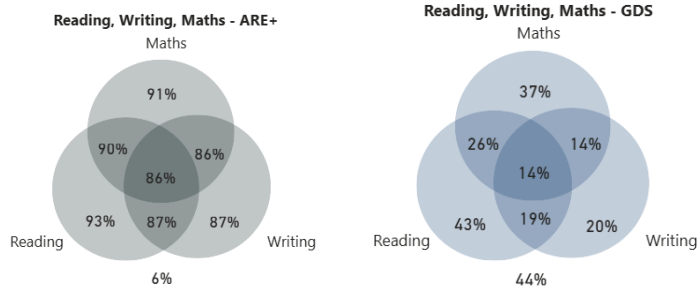


In the 2025–2026 cohort of 66 Year 4 pupils, 83% achieved full marks (25/25) on the Multiplication Tables Check (MTC). Among the 7 children eligible for pupil premium, 86% achieved full marks. This indicates that pupil premium children performed slightly above the cohort average, demonstrating strong fluency in

multiplication and suggesting that targeted support and inclusive teaching strategies are having a positive impact.

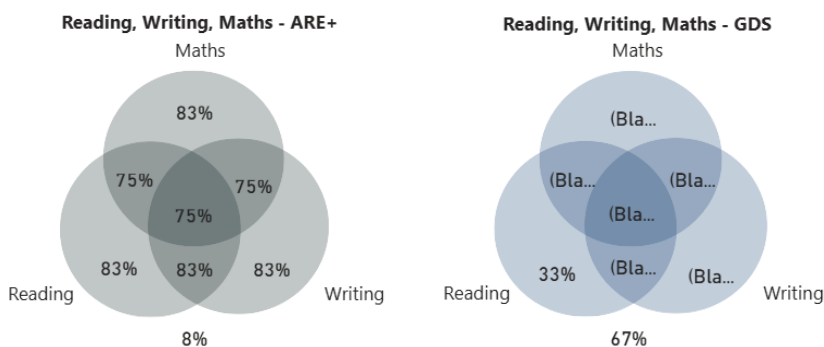
### Year 6 – KS2 SATs (All pupils)

Group	NOR	Boys	Girls	PP	EHCP	SEN Sup	EAL	LAC
Whole School	424	217 (51.2%)	207 (48.8%)	59 (13.9%)	4 (0.9%)	36 (8.5%)	17 (4.0%)	2 (0.5%)
Year Group	70	31 (44.3%)	39 (55.7%)	12 (17.1%)	0	6 (8.6%)	1 (1.4%)	0



### Year 6 – Pupil Premium

Group	NOR	Boys	Girls	PP	EHCP	SEN Sup	EAL	LAC
Whole School	59	26 (44.1%)	33 (55.9%)	59 (100.0%)	1 (1.7%)	11 (18.6%)	1 (1.7%)	2 (3.4%)
Year Group	12	4 (33.3%)	8 (66.7%)	12 (100.0%)	0	2 (16.7%)	1 (8.3%)	0



	Reading		Writing		Maths		GPS		Combined	
	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD
All pupils (70) School	93%	43%	87%	20%	91%	37%	90%	33%	86%	14%
National	74%	28%	72%	13%	73%	24%	72%	32%		
Disadvantaged (12)	83%	33%	83%	0%	83%	0%	75%	8%	75%	0%

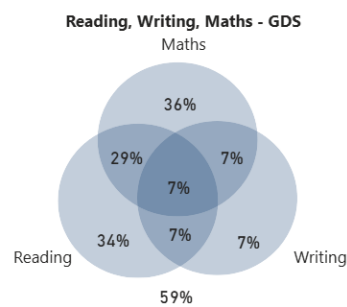
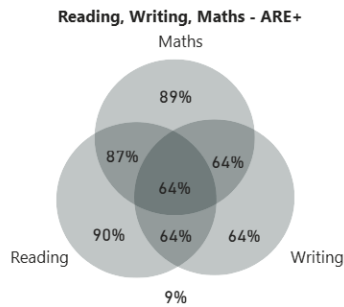
In 2025–2026, attainment for all pupils at ARE+ across Reading, Writing, Maths, GPS, and Combined was significantly above national averages. Disadvantaged pupils also performed well at ARE+, particularly in Reading and Writing, where outcomes were above national benchmarks. However, the proportion of disadvantaged pupils achieving Greater Depth (GD) was notably lower across all subjects, with no GD outcomes in Writing, Maths, or Combined. This highlights a key area for development in

ensuring high prior attainers among disadvantaged pupils are sufficiently challenged and supported to reach GD standards.

## Teacher Assessments

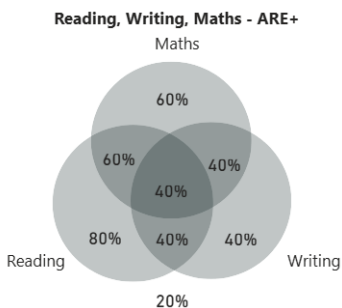
### Year 3 (All Pupils)

Group	NOR	Boys	Girls	PP	EHCP	SEN Sup	EAL	LAC
Whole School	424	217 (51.2%)	207 (48.8%)	59 (13.9%)	4 (0.9%)	36 (8.5%)	17 (4.0%)	2 (0.5%)
Year Group	70	33 (47.1%)	37 (52.9%)	5 (7.1%)	2 (2.9%)	8 (11.4%)	4 (5.7%)	1 (1.4%)



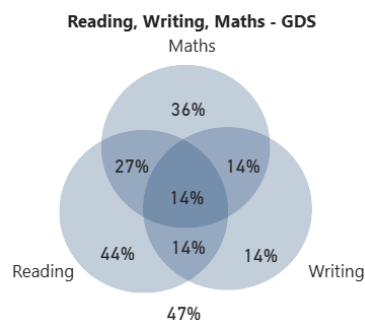
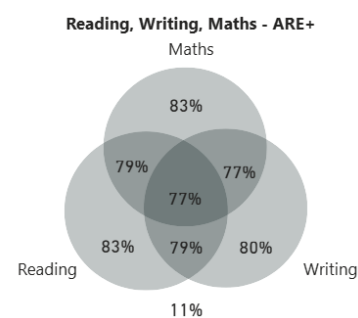
### Year 3 (Pupil Premium)

Group	NOR	Boys	Girls	PP	EHCP	SEN Sup	EAL	LAC
Whole School	59	26 (44.1%)	33 (55.9%)	59 (100.0%)	1 (1.7%)	11 (18.6%)	1 (1.7%)	2 (3.4%)
Year Group	5	2 (40.0%)	3 (60.0%)	5 (100.0%)	0	1 (20.0%)	0	1 (20.0%)



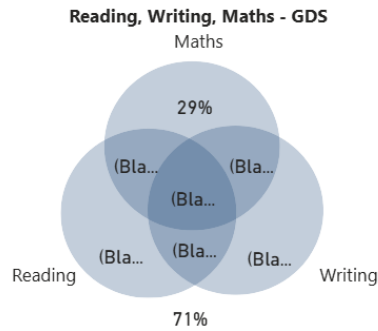
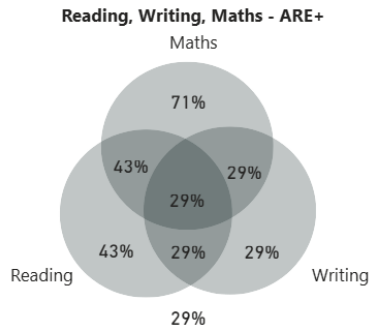
### Year 4 (All Pupils)

Group	NOR	Boys	Girls	PP	EHCP	SEN Sup	EAL	LAC
Whole School	424	217 (51.2%)	207 (48.8%)	59 (13.9%)	4 (0.9%)	36 (8.5%)	17 (4.0%)	2 (0.5%)
Year Group	66	35 (53.0%)	31 (47.0%)	7 (10.6%)	0	3 (4.5%)	3 (4.5%)	0



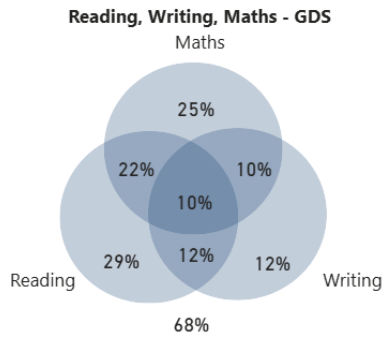
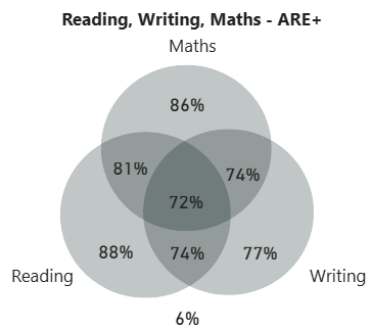
### Year 4 (Pupil Premium)

Group	NOR	Boys	Girls	PP	EHCP	SEN Sup	EAL	LAC
Whole School	59	26 (44.1%)	33 (55.9%)	59 (100.0%)	1 (1.7%)	11 (18.6%)	1 (1.7%)	2 (3.4%)
Year Group	7	5 (71.4%)	2 (28.6%)	7 (100.0%)	0	1 (14.3%)	0	0



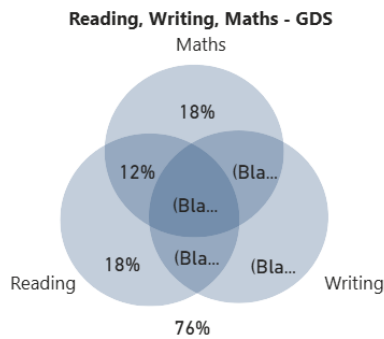
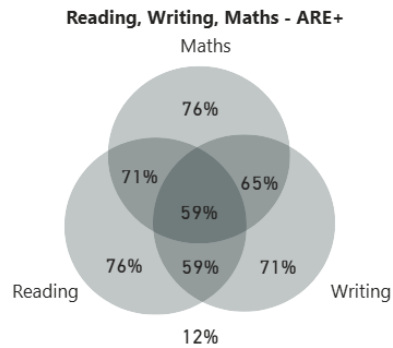
**Year 5 (All Pupils)**

Group	NOR	Boys	Girls	PP	EHCP	SEN Sup	EAL	LAC
Whole School	424	217 (51.2%)	207 (48.8%)	59 (13.9%)	4 (0.9%)	36 (8.5%)	17 (4.0%)	2 (0.5%)
Year Group	69	35 (50.7%)	34 (49.3%)	17 (24.6%)	2 (2.9%)	7 (10.1%)	2 (2.9%)	1 (1.4%)



**Year 5 (Pupil Premium)**

Group	NOR	Boys	Girls	PP	EHCP	SEN Sup	EAL	LAC
Whole School	59	26 (44.1%)	33 (55.9%)	59 (100.0%)	1 (1.7%)	11 (18.6%)	1 (1.7%)	2 (3.4%)
Year Group	17	7 (41.2%)	10 (58.8%)	17 (100.0%)	1 (5.9%)	3 (17.6%)	0	1 (5.9%)



	Reading		Writing		Maths		Combined	
	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD
<b>Year 3</b>								

All pupils (70)	90%	34%	64%	7%	89%	36%	64%	7%
Disadvantaged (5)	80%	0%	40%	0%	60%	0%	40%	0%
<b>Year 4</b>								
All pupils (66)	83%	44%	80%	14%	83%	36%	77%	14%
Disadvantaged (7)	43%	0%	29%	0%	71%	29%	29%	0%
<b>Year 5</b>								
All pupils (69)	88%	29%	77%	12%	86%	25%	72%	10%
Disadvantaged (17)	76%	18%	71%	0%	76%	18%	59%	0%

Across Years 3 to 5, attainment at ARE+ for all pupils is consistently strong, particularly in Reading and Maths. However, the data reveals a persistent and concerning gap in Greater Depth (GD) outcomes for disadvantaged pupils, especially in Writing and Combined measures.

- Year 3: Disadvantaged pupils achieved 80% ARE+ in Reading, but 0% GD across all subjects.
- Year 4: ARE+ outcomes for disadvantaged pupils were significantly below their peers in Reading (43%) and Writing (29%), with no GD outcomes in Reading, Writing, or Combined.
- Year 5: Disadvantaged pupils performed well at ARE+ in Reading (76%) and Maths (76%), but again, no GD outcomes were recorded in Writing or Combined.

This pattern suggests that while disadvantaged pupils are being supported to reach expected standards, there is a need to strengthen provision for higher attainers within this group to ensure they are sufficiently challenged and able to achieve GD outcomes.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

### **Attendance Data**

	Autumn		Spring		Summer	
	School Attendance	FFT National (Year)	School Attendance	FFT National (Year)	School Attendance	FFT National (Year)
<b>Year 3</b>	96.46%	94.2%	96.3%	94.7%	96.2%	94.7%
<b>Year 4</b>	96.29%	94.2%	95.5%	94.7%	96.96%	94.7%
<b>Year 5</b>	96.50%	94.1%	96.3%	94.5%	95.80%	94.5%
<b>Year 6</b>	94.26%	94%	94.1%	94.3%	96.52%	94.5%
<b>Total</b>	95.88%	94%	95.6%	94.3%	96.43%	94.4%

School attendance across Years 3 to 6 was consistently above FFT national averages in all three terms:

- Autumn Term: 95.88% (vs 94.0% national)
- Spring Term: 95.6% (vs 94.3% national)
- Summer Term: 96.43% (vs 94.4% national)

Each year group maintained strong attendance, with Year 4 and Year 6 showing notable improvements in the summer term. The data reflects a positive school culture around attendance and effective systems for monitoring and promoting pupil engagement.

Intended Outcomes	Success Criteria
<p>To enable children eligible for pupil premium to make expected and accelerated progress to achieve expected and greater depth standards in line with their peers in Reading.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils performed well at ARE+, particularly in Reading and Writing, exceeding national benchmarks.</li> <li>• In Year 3, 80% of disadvantaged pupils achieved ARE+ in Reading, but 0% achieved GD.</li> <li>• In Year 4, only 43% of disadvantaged pupils achieved ARE+ in Reading, with no GD outcomes.</li> <li>• In Year 5, 76% of disadvantaged pupils achieved ARE+ in Reading, but no GD outcomes were recorded.</li> </ul>
<p>To enable children eligible for pupil premium to make expected and accelerated progress to achieve expected and greater depth standards in line with their peers in Writing.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils performed well at ARE+ in Writing, exceeding national benchmarks in some year groups.</li> <li>• No disadvantaged pupils achieved GD in Writing across KS2.</li> <li>• In Year 3, 0% of disadvantaged pupils achieved GD in Writing.</li> <li>• In Year 4, only 29% of disadvantaged pupils achieved ARE+ in Writing, with no GD outcomes.</li> <li>• In Year 5, disadvantaged pupils achieved ARE+ in Writing, but no GD outcomes were recorded.</li> </ul>
<p>To enable children eligible for pupil premium to make expected and accelerated progress to achieve expected and greater depth standards in line with their peers in Maths.</p>	<ul style="list-style-type: none"> <li>• In Year 4, 86% of pupil premium children achieved full marks in the MTC, slightly above the cohort average (83%), showing strong fluency.</li> <li>• Disadvantaged pupils performed well at ARE+ in Maths, but GD outcomes remain low.</li> <li>• No disadvantaged pupils achieved GD in Maths across KS2.</li> <li>• In Year 3, 0% of disadvantaged pupils achieved GD in maths.</li> <li>• In Year 4, 71% of disadvantaged pupils achieved ARE+ in Maths, with no GD outcomes.</li> <li>• In Year 5, 76% of disadvantaged pupils achieved ARE+ in Maths, but no GD outcomes were recorded.</li> </ul>
<p>To ensure children eligible for pupil premium improve attendance and punctuality to maximise learning opportunities.</p>	<ul style="list-style-type: none"> <li>• School attendance across Years 3 to 6 was consistently above FFT national averages in all three terms: <ul style="list-style-type: none"> <li>• Autumn Term: 95.88% (vs 94.0% national)</li> <li>• Spring Term: 95.6% (vs 94.3% national)</li> <li>• Summer Term: 96.43% (vs 94.4% national)</li> </ul> </li> <li>• Year 4 and Year 6 showed notable improvements in the summer term.</li> <li>• The data reflects a positive school culture around attendance, with effective systems in place for monitoring and promoting pupil engagement.</li> <li>• Children eligible for pupil premium maintained attendance in line with or above their peers, indicating that current strategies are having a positive impact.</li> </ul>
<p>To ensure pupil premium children have opportunities to engage in wider experiences that raise aspirations and</p>	<ul style="list-style-type: none"> <li>• All children, including those eligible for pupil premium, participated in planned educational visits, ensuring inclusive access to curriculum-linked experiences.</li> </ul>

<p>broaden their understanding of the world.</p>	<ul style="list-style-type: none"> <li>• Residential visits were subsidised, removing financial barriers and enabling full participation from pupil premium children.</li> <li>• A growing number of pupil premium children engaged in extracurricular clubs, workshops, and community events, contributing to their personal development and enjoyment of school life.</li> <li>• Pupil voice feedback reflected increased curiosity, confidence, and aspiration, with children able to articulate what they had learned and remembered from these experiences.</li> <li>• The curriculum offered memorable, purposeful learning opportunities, with authentic outcomes that connected learning to real-world contexts.</li> </ul>
<p>To develop confident, resilient learners to support, enabling children eligible for pupil premium to maximise learning opportunities and achieve improved outcomes.</p>	<ul style="list-style-type: none"> <li>• The Pastoral Team met half-terminally to review and refine ELSA provision, ensuring timely and targeted support for identified children.</li> <li>• A graduated approach was embedded to identify pupil premium children requiring emotional support, leading to more responsive and personalised interventions.</li> <li>• Small group ELSA sessions were delivered to help children develop and maintain positive friendships, contributing to improved social confidence.</li> <li>• Weekly ELSA check-ins supported children who had previously received intervention, helping them sustain progress and feel emotionally secure.</li> <li>• Attendance for pupil premium children remained above national averages, reflecting strong engagement and a positive school culture.</li> <li>• Pupil voice captured the strategies children use when faced with challenging learning, demonstrating growing resilience and self-awareness.</li> </ul>

## 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
Rainbow Grammar	Jason Wade Education
Sounds and Syllables	Jason Wade Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA support for one pupil to support emotional wellbeing during parental deployment. Academic intervention in reading, writing, and maths for two pupils.
What was the impact of that spending on service pupil premium eligible pupils?	The pupil receiving ELSA support showed improved confidence and emotional regulation. The two pupils receiving academic support made accelerated progress in core subjects and increased engagement in learning.