

Pupil premium strategy statement

Ernehale Flying High Academies - Infant School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Ernehale FHA (Infants School)
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	5.8% (8 children)
Academic year/years that our current pupil premium strategy covers (3-year plans are recommended)	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	£ 19,695
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 19,695

Part A: Pupil premium strategy plan

Statement of intent

At Ernehale Infant 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 more recent cost of living crisis, has increased the challenges that some of our family's face. These challenges can include attendance, vocabulary and 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:

Successful, aspirant learners

Thirst for knowledge

Resilience

Inclusive and diverse

Vocabulary rich

Empowered 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>Raising Greater Depth Outcomes for Disadvantaged Pupils</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>Improving Writing Outcomes Across KS1 and Lower KS2</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>Strengthening Early Reading and Phonics for Disadvantaged Pupils</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>Ensuring Equitable Access to Wider Curriculum Experiences</p> <p>Some pupil premium children 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>Sustaining High Attendance and Engagement for Vulnerable Groups</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 eligible for pupil premium achieving Greater Depth in Reading, Writing and Maths.	<ul style="list-style-type: none"> 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. Learning walks and book looks will show evidence of challenge and high expectations for pupil premium children. Pupil progress meetings will identify pupil premium children making accelerated progress towards GD.
To improve writing	<ul style="list-style-type: none"> 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

<p>outcomes for children who are eligible for pupil premium across KS1.</p>	<p>their peers reduced to less than 10%.</p> <ul style="list-style-type: none"> • Book looks will show improved handwriting, spelling, and sentence construction for pupil premium children. • Moderation and assessment will show increased consistency and progress in writing outcomes for pupil premium children.
<p>To strengthen early reading and phonics for children who are eligible for pupil premium.</p>	<ul style="list-style-type: none"> • All children eligible for pupil premium pass the phonics screening check in Year 1 • Children have the correct reading books and are progressing through the book bands. • All children have access to high-quality phonics teaching and interventions. • All children eligible for pupil premium access our library and choose reading books for pleasure. • Regular phonics assessments show accelerated progress for targeted pupils. • Reading records and pupil voice show increased reading engagement at home and school. • Formative assessments will show improved decoding and blending skills, with increased confidence in applying phonics knowledge.
<p>To sustain high attendance, punctuality and engagement for children who are eligible for pupil premium.</p>	<ul style="list-style-type: none"> • Attendance for children eligible for pupil premium will remain above 96% and in line with or above their peers. • Persistent absence for pupil premium children will be below 5% and significantly lower than national averages. • Attendance tracking and intervention records will show timely support and improved outcomes for pupil premium children. • Improved punctuality, with a higher percentage of children eligible for pupil premium arriving on time each day.
<p>To ensure children eligible for pupil premium have equitable access to enrichment and wider curriculum opportunities</p>	<ul style="list-style-type: none"> • By 2026, all children eligible for pupil premium will have participated in at least three enrichment experiences across the year. • Pupil voice will reflect increased aspiration, enjoyment, and engagement in wider curriculum activities. • Children eligible for pupil premium will attend all visits and residentials – cost will not be a barrier. • Monitoring of clubs, trips, and leadership roles will show inclusive participation from pupil premium children. • The curriculum consistently delivers memorable learning through rich, vibrant, purposeful experiences, culminating in authentic outcomes.
<p>To develop confident, resilient learners among children who are eligible for pupil premium to maximise learning opportunities and achieve improved outcomes.</p>	<ul style="list-style-type: none"> • Learning walks and pupil voice will identify children eligible for pupil premium demonstrating positive learning behaviours. • Pupil premium children will show increased participation in pupil leadership, performances, and collaborative learning. • Wellbeing surveys and teacher observations will show improved confidence, resilience, and independence in learning. • Observable improvements in resilience, such as persistence in completing challenging tasks and a willingness to try new learning strategies. • Improved attainment and progress in core subjects, narrowing the gap between pupil premium children and their peers.

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: £ 8,920

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. EEF – High Quality Teaching	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. https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf EEF - Cognitive Load Theory	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. EEF - Phonics	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’ EEF - Feedback	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. EEF - Mastery Learning	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: EEF - Diagnostic Assessment	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. SENCO to support behaviour/learning plans	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 make more progress due to specific strategies for those children. EEF - Improving outcomes for SEND	1, 2, 3, 5

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

Budgeted cost: £ 4,150

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

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

Budgeted cost: £6,625

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 participate in their education. EEF – Supporting attendance	1, 2, 3, 5
Family Support Worker to target children eligible for pupil premium who are regular absentees and those who are at risk of becoming regular absentees.	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. EEF – Supporting attendance EEF - Supporting school attendance - reflection and planning tool	1, 2, 3, 5
School contribution to residential and class trips.	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”.	4
Pastoral interventions, such as ELSA and sports mentoring, focus on fostering positive learning attitudes, building confidence, and enhancing resilience in pupils.	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.’ EEF - Social and Emotional Learning EEF - Social and Emotional Learning interventions	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>EEF - Parental engagement</p> <p>EEF - Working with parents to support children's learning</p>	<p>4, 5</p>
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Total budgeted cost: £ 16,280

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.

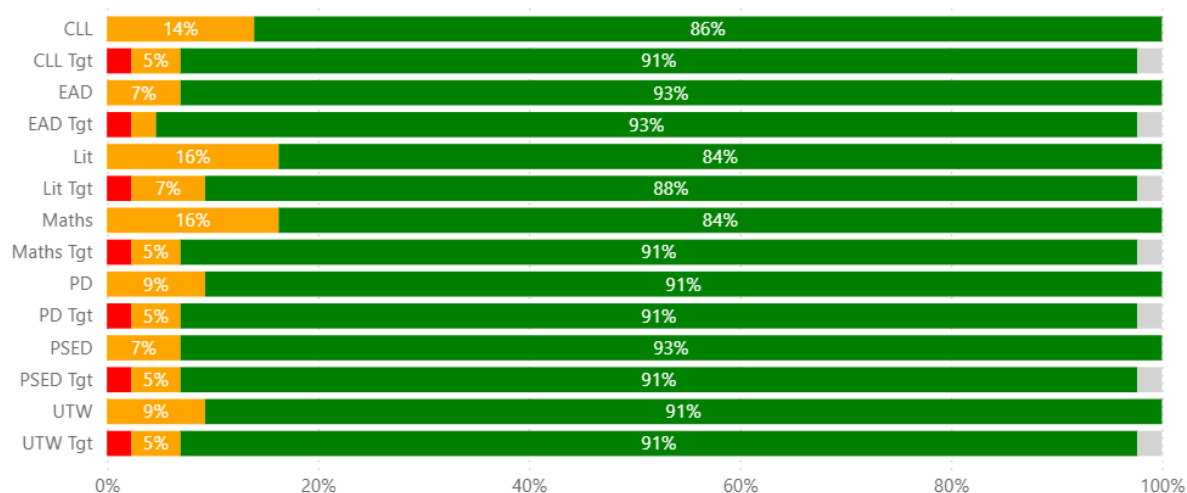
To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils.

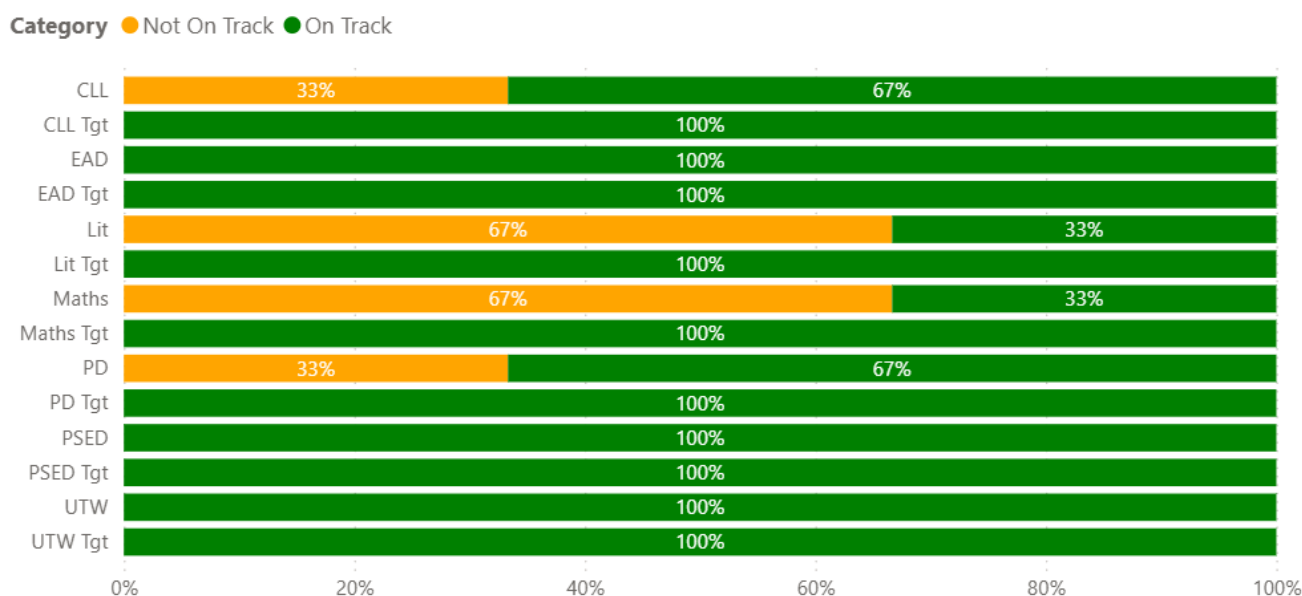
Early Years - Good Level of Development

	Cohort	No. not achieving expected standard	No. achieving expected standard	School %	National %
All pupils	43	7	36	84%	67%
Disadvantaged	3	2	1	33%	

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	43	28 (65.1%)	15 (34.9%)	3 (7.0%)	0	3 (7.0%)	3 (7.0%)	0

Category ● Below ● Not On Track ● On Track ● No Data





In 2024–25, 84% of children in the Early Years cohort achieved the expected standard, significantly above the national average of 67%. However, only 33% of disadvantaged pupils met the expected standard.

It is important to note that the number of disadvantaged children in the cohort was only three, which is not a statistically significant sample. While the data suggests a gap, it should be interpreted with caution. Continued monitoring and targeted early intervention will remain a priority to ensure equity in early attainment as cohort sizes fluctuate.

Year 1 Phonics Attainment

	Cohort	No. not achieving expected standard	No. achieving expected standard	School %	National %
All pupils	46	4	42	93%	80%
Disadvantaged	3	2	1	33%	68%

In 2024–25, **93% of all pupils** at the school met the expected standard in the phonics screening check, significantly above the **national average of 80%**.

Among disadvantaged pupils, **33% met the expected standard**, compared to **68% nationally**. However, this cohort included **only three pupil premium children, two of whom have significant SEND needs**. Given the very small cohort size and the specific needs of the children, this data should be interpreted with caution. Targeted support and early intervention will continue to be prioritised to ensure all children, including those with additional needs, make strong progress in early reading.

Teacher Assessments

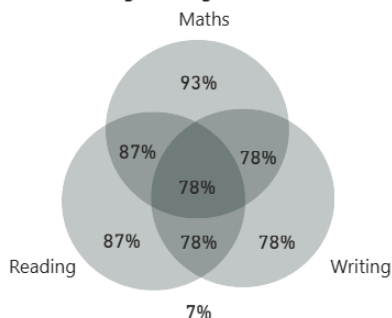
	Reading		Writing		Maths		Combined	
	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD
Year 1								
All pupils (46)	87%	26%	78%	11%	93%	30%	78%	11%
Disadvantaged (3)	33%	0%	33%	0%	33%	0%	33%	0%
Year 2								
All pupils (60)	80%	13%	68%	12%	82%	20%	68%	12%

Disadvantaged (12)	75%	8%	58%	8%	75%	25%	58%	8%
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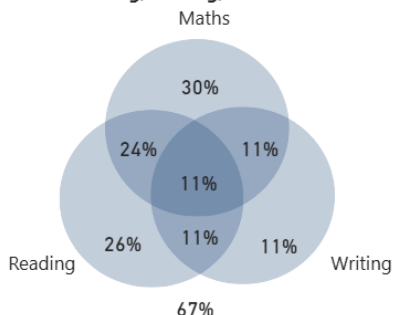
Year 1

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	46	24 (52.2%)	22 (47.8%)	3 (6.5%)	0	4 (8.7%)	1 (2.2%)	0

Reading, Writing, Maths - ARE+

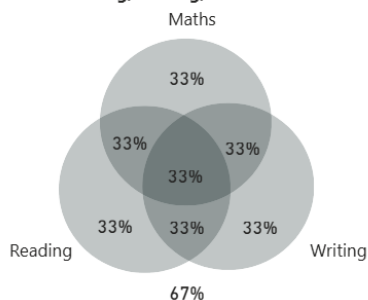


Reading, Writing, Maths - GDS



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	3	1 (33.3%)	2 (66.7%)	3 (100.0%)	0	2 (66.7%)	0	0

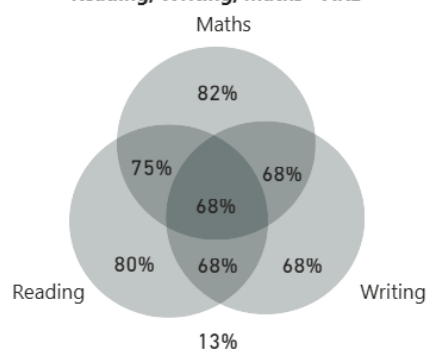
Reading, Writing, Maths - ARE+



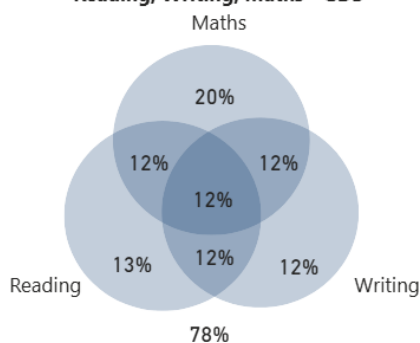
Year 2

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	60	31 (51.7%)	29 (48.3%)	12 (20.0%)	0	5 (8.3%)	3 (5.0%)	0

Reading, Writing, Maths - ARE+

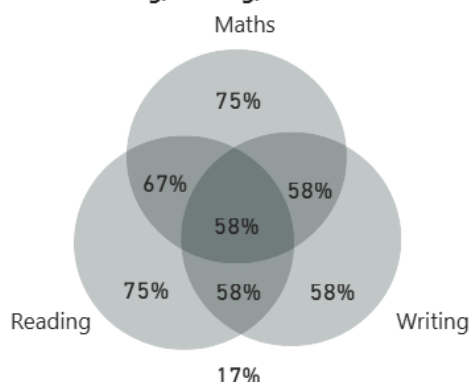


Reading, Writing, Maths - GDS

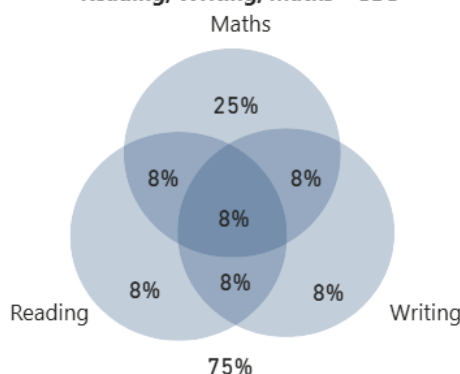


Group	NOR	Boys	Girls	PP	EHCP	SEN Sup	EAL	LAC
Whole School	59	26 (44.1%)	33 (55.9%)	59 (100.0%)	1 (1.7%)	11 (18.6%)	1 (1.7%)	2 (3.4%)
Year Group	12	5 (41.7%)	7 (58.3%)	12 (100.0%)	0	2 (16.7%)	0	0

Reading, Writing, Maths - ARE+



Reading, Writing, Maths - GDS



In Year 1, overall attainment was strong, particularly in Maths (93% ARE+, 30% GD). However, outcomes for disadvantaged pupils were significantly lower, with only 33% achieving ARE+ across all subjects and no pupils achieving Greater Depth. It's important to note that this cohort included only three disadvantaged children, so the data should be interpreted with caution.

In Year 2, disadvantaged pupils performed well in Reading and Maths (75% ARE+), with a notable strength in Maths GD (25%). Writing and Combined outcomes were lower (58% ARE+, 8% GD), indicating a need for continued support in writing development and cross-subject integration.

These results highlight the importance of targeted intervention, particularly in writing, and ensuring higher prior attainers among disadvantaged pupils are sufficiently challenged to reach Greater Depth.

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

Attendance Data 2024-25

	Autumn		Spring		Summer to date	
	Attendance	FFT National Autumn	Attendance	National Spring	Attendance	FFT National Summer
Boys	96.16%	94.4%	96.32%	94.3%	96.31%	94.3%
Girls	96.20%	94.9%	96.59%	94.7%	96.68%	94.8%
PP (11)	96.88%	92.3%	97.31%	91.9%	96.97%	92.1%
Non - PP	96.08%	95.5%	96.32%	95.5%	96.40%	95.5%
SEND (13)	94.44%	92.9%	94.90%	92.6%	95.32%	92.8%
Non -SEND	96.40%	95.3%	96.68%	95.1%	96.62%	95.2%
Persistent Absence	7.64%		4.76%		4.67%	15.1%

Attendance across all pupil groups and terms was consistently above FFT national averages, reflecting strong engagement and effective attendance monitoring.

- Girls had the highest attendance in all terms, peaking at 96.68% in Summer.
- Pupil Premium (PP) pupils (11 children) showed excellent attendance, reaching 97.31% in Spring,

well above the national average of 91.9%.

- SEND pupils also performed above national benchmarks, improving from 94.44% in Autumn to 95.32% in Summer.
- Persistent absence reduced term-on-term:
 - Autumn: 7.64%
 - Spring: 4.76%
 - Summer: 4.67%

All significantly below the national rate of 15.1%.

This data highlights a positive attendance culture, with particularly strong outcomes for vulnerable groups including PP and SEND pupils.

Intended Outcomes	Success Criteria
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.	<ul style="list-style-type: none"> • Year 2 disadvantaged pupils performed well in Reading (75% ARE+). • Year 1 outcomes were lower (33% ARE+), but cohort size was very small (3 pupils). • Continued focus on early intervention and challenge for higher prior attainers is needed.
To prioritise early reading so that children eligible for pupil premium pass the phonics screening check in Year 1.	<ul style="list-style-type: none"> • Year 2 disadvantaged pupils performed well in Reading (75% ARE+). • Year 1 outcomes were lower (33% ARE+), but cohort size was very small (3 pupils). • Continued focus on early intervention and challenge for higher prior attainers is needed.
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.	<ul style="list-style-type: none"> • Year 2 disadvantaged pupils: 58% ARE+, 8% GD in Writing. • Writing remains a key area for development, particularly for disadvantaged pupils. • Cross-subject integration and challenge for GD are priorities.
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.	<ul style="list-style-type: none"> • Year 1: 93% ARE+ overall, but only 33% for disadvantaged pupils. • Year 2: Strong outcomes for disadvantaged pupils (75% ARE+, 25% GD). • Maths shows positive impact of intervention; continued challenge needed for GD.
To ensure children eligible for pupil premium improve attendance and punctuality to maximise learning opportunities.	<ul style="list-style-type: none"> • Pupil Premium pupils (11 children) had excellent attendance, peaking at 97.31% in Spring, well above the national average of 91.9%. • Attendance for PP pupils remained consistently above national benchmarks across all terms. • Persistent absence across the whole school reduced term-on-term: <ul style="list-style-type: none"> • Autumn: 7.64% • Spring: 4.76% • Summer: 4.67% All significantly below the national rate of 15.1%.

	<ul style="list-style-type: none"> • Strong attendance culture evident, with vulnerable groups including PP and SEND pupils showing high engagement. • Effective monitoring and early intervention strategies contributed to improved attendance and reduced absence.
<p>To ensure pupil premium children have opportunities to engage in wider experiences that raise aspirations and broaden their understanding of the world.</p>	<ul style="list-style-type: none"> • More children eligible for pupil premium participate in enrichment activities, with evidence of increased engagement in cultural, academic, and extracurricular experiences. • Feedback from children eligible for pupil premium children reflects increased aspirations and a broader understanding of the world due to participation in trips, workshops, or extracurricular programs. • A greater number of children eligible for pupil premium take part in extracurricular clubs, school trips, and local community events, contributing to enhanced learning outcomes and personal development. • Children eligible for pupil premium will attend all visits and residential – cost will not be a barrier. • The curriculum consistently delivers memorable learning through rich, vibrant, purposeful experiences, culminating in authentic outcomes. • Children can articulate that they are knowing and remembering more. • A greater number of children eligible for pupil premium will have pupil leadership responsibilities.
<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"> • Increased participation and engagement in lessons, with pupil premium children demonstrating greater confidence in contributing ideas and answering questions. • Observable improvements in resilience, such as persistence in completing challenging tasks and a willingness to try new learning strategies. • Improved attainment and progress in core subjects, narrowing the gap between pupil premium children and their peers. • Positive feedback from teachers and support staff on pupils' attitudes to learning, including increased independence and motivation. • Enhanced self-confidence and self-esteem, evidenced through pupil voice surveys, one-to-one discussions, or participation in extracurricular activities. • Consistent attendance and punctuality, enabling sustained access to learning opportunities.

Externally provided programmes

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

Programme	Provider
No Nonsense Phonics	Raintree
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?	Emotional support was provided through small groups focusing on emotional wellbeing sessions with opportunities to speak /discuss concerns, regulate emotionsand understand about family life. This support is provided by a trained ELSA mentor.
What was the impact of that spending on service pupil premium eligible pupils?	Our service child has remained settled throughout an unsettled year and met their individual aspirational targets and are prepared for learning in the next year group.