

Pupil premium strategy statement – Lowton West Primary School 2025-2026

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	428
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	J. Westhead
Pupil premium lead	N. Gould
Governor / Trustee lead	S. Black

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,840.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£127,840.00

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their social or economic background or challenges they may face, make good progress from their starting points and achieve high attainment across all aspects of the curriculum. Evidence shows that disadvantaged children often face additional challenges in reaching their potential at school and may not perform as well as other pupils. The school will therefore use the funding to diminish any achievement gaps between them and their peers. We will consider the challenges faced by vulnerable pupils across school, including pupils with SEND and those who have a social worker and young carers.

Our strategy works towards a three-tiered approach that includes quality first teaching, targeted academic support and wider strategies, which incorporate attendance monitoring, pastoral support and funding to support enrichment opportunities, educational visits and visitors.

We strive to enable pupils to look after their social and emotional wellbeing and to develop resilience and independence through consistently promoting and supporting the emotional well-being and personal development of disadvantaged pupils and those pupils identified by the school as vulnerable pupils. Our curriculum is designed to maximise potential and provide opportunities for all pupils, particularly disadvantaged pupils, to build their cultural capital, giving all pupils access to a wide and rich set of memorable learning experiences. We will continue to prioritise Personal Development across school; with a focus on the mental health and well-being of pupils through the training of all staff in attachment and early-life trauma, sensory processing, nurture, executive functioning skills, adaptations and inclusive practices and key staff in mental first aid, in conjunction with the provision of high quality PSHE lessons.

Quality First Teaching (QFT) is at the heart of our approach, with a focus on areas where our disadvantaged children require most support. We know that this has the greatest impact on closing the attainment gap for our disadvantaged children. Our approach will ensure we remain responsive to common challenges alongside individual needs. Our assessments of the children will be robust and accurate to ensure no assumptions are made.

Professional development of all our staff is a whole school priority ensuring quality first teaching for all. Professional development is informed and built upon the most impactful and relevant pedagogical research from recognised authorities and organisations. Staff embrace relevant research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

In making our decisions about the use of Pupil Premium funding, we have considered the context of our school community and the challenges faced and reflected on historical challenges and successes, using research conducted by EEF to support the decisions around the usefulness different strategies and their value for money. We also recognise that the challenges facing our disadvantaged children are not generic, with some children having multiple vulnerabilities, therefore strategies must meet the needs of the individual children at our school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech and Language acquisition. EYFS baseline assessments highlight delayed language and communication skills on entry to school. WellComm assessments, observations and discussions with pupils across KS1 and KS2 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Limited opportunities and life experiences. Pupils or families with limited cultural capital. Our assessments, observations and discussions with pupils and families indicate that many of our disadvantaged pupils have limited experiences outside of their immediate home environment. Families struggling financially and personally as a result of changes in employment have impacted negatively on family circumstances. Limited opportunities and life experiences outside school can therefore be a limiting factor in their understanding of texts, vocabulary, writing and their ability to make cross-curricular connections.</p>
3	<p>Family engagement and emotional well-being. Personal and Social Development: <ul style="list-style-type: none"> personal friendships and anxiety, including separation anxiety, transition children whose family have suffered bereavement attachment issues following changes in family / home environment or extended periods of absence from school early-life trauma and in utero trauma Support required in relation to Social, Emotional and Mental Wellbeing (including self-regulation and resilience) amongst children has risen and there is an increase in children needing mental health support. A significant number of disadvantaged pupils have experienced disrupted home backgrounds, challenging home circumstances, emotional loss or trauma in their life (ACES). Currently, 11% (Oct 2025) of our Pupil Premium cohort were previously looked-after pupils (PLAC). A number of families have also historically been supported by social care, Family Help services or through an Early Help Plan. 32% of the Pupil Premium cohort are either accessing current support or have previously been supported through social care and Early Help. Increasing numbers of Pupil Premium eligible pupils are presenting with SEMH difficulties, lacking coping strategies when faced with challenges. Unfortunately, outside agencies are frequently at capacity, therefore more support within school is increasingly identified. </p>
4	<p>Poor attendance and punctuality. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

	<p>Trauma and attachment often leads to emotionally school based avoidance (EBSA), which is on the increase due to home environmental factors.</p> <p>School wish to further improve the attendance and punctuality of disadvantaged pupils and improve links between school and parents through Early Help and support.</p> <p>Through targeted work the attendance figures for disadvantaged pupils 2024/2025 is 93.75% (2024: 93.29%; 2023: 94.1%; 2022: 93.1%) and FSM6 pupils is 93.3% (an increase on last year's figure of 92.91%).</p>
5	<p>Reading fluency and vocabulary</p> <p>Parental engagement in home reading routines and supporting homework activities is often limited or sporadic for disadvantaged pupils.</p> <p>Sometime parents are willing to support their child's home learning but, due to their own personal experiences within the education system and limited academic achievements, they may not have the ability or understanding to support their child fully.</p> <p>This can lead to:</p> <ul style="list-style-type: none"> • Limited understanding of vocabulary in different contexts. • Limited reading fluency and stamina as a reader. • Limited language development, with lower baseline assessments and starting points.
6	26% of the Pupil Premium children also have SEND and are on the school's SEND register

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
<p>Desired Outcome:</p> <ul style="list-style-type: none"> • Improved oral language acquisition for all pupils. • All staff to have a good understanding of the speech, language and communication needs and the WellComm programme, how it benefits children and how to incorporate it in the classroom to have a positive impact <p>Measured through:</p> <ul style="list-style-type: none"> - Improved Renfrew Picture Analysis scores for all PP pupils accessing the Time to Talk, Talking Partners and Speech and Language interventions delivered across school. - WellComm assessments - Impact and reports received from Speech and Language Therapists, for 	<p>Assessments and observations indicate significantly improved oral language among all pupils, particularly among disadvantaged pupils.</p> <p>Pupils eligible for PP in Early Years make strong progress, from their lower starting points, to at least meet the Early Learning Goals for Communication and Language by the end of their Reception year.</p>

<p>pupils following SALT programmes in school. Programmes might be based upon the development of different aspects of speech and language, such as: clear speech sounds, grammar and use of tenses.</p> <ul style="list-style-type: none"> - Improved language acquisition is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment. 	
<p>Desired Outcome</p> <ul style="list-style-type: none"> • Children will have greater access to cultural and sporting experiences outside of school. • Extra-curricular clubs and experiences available to all pupils, including PP, including for physical activities and the arts. • Children's increased participation in cultural and sporting experiences will develop a positive mind-set and healthy lifestyle. <p>Measured through:</p> <p>Tracking of pupil registers, use of long-term planning and school calendar, pupil voice, extra-curricular club attendance registers, Sport Premium pupil tracking data</p>	<p>Raising aspirations to incentivise improved attainment. Increased cultural capital and sporting opportunities accessed by all disadvantaged children.</p> <p>Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this.</p> <p>There will be a high uptake of clubs and extra-curricular activities, in line with peers.</p>
<p>Desired Outcome:</p> <ul style="list-style-type: none"> • To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged. • To support identified pupils in developing emotional self-regulation and independence. <p>Measured through:</p> <p>Rigorous tracking of pupil and parent questionnaires, SDQ checklists, Boxall Profiles, Early Help assessments, Pupil Voice and Learner Profiles/ ILPs.</p>	<p>Sustained high levels of well-being by 2027-2028 demonstrated through qualitative data from pupil voice, pupil and parent questionnaires and teacher observations.</p> <ul style="list-style-type: none"> • Learners' attitudes towards their education are positive (90% positive responses on pupil questionnaires). • Improved scores in Early Help Assessment and Review documentation. • Improvements measured through outcomes of Boxall Profiles and SDQs. • Children identify and use the Zones of regulation, to self-regulate with growing independence.
<p>Desired Outcome:</p> <ul style="list-style-type: none"> • To achieve and sustain attendance and punctuality of targeted pupils. <p>Measured through:</p> <p>Rigorous tracking of attendance data. Effective implementation of Attendance monitoring and Early Help meetings, to</p>	<p>Sustained high attendance by 2027-2028 demonstrated by:</p> <ul style="list-style-type: none"> • The percentage of absent PP pupils' attendance and punctuality of disadvantaged pupils is in line with national data.

<p>improve attendance and reduce persistent absence figures. (Attendance and Welfare Manager)</p>	<ul style="list-style-type: none"> Attendance figures remain above national.
<p>Desired Outcome:</p> <ul style="list-style-type: none"> To continue to maintain the attainment, of those eligible for PP, in passing the Phonics Screening Check. Continue to maintain the Y2 re-sit attainment data, keeping it well above national data. <p>Measured through: Rigorous tracking of progress and attainment data towards expected standard, including regular RWI phonics assessment and fluid groupings for phonics to escalate progress.</p>	<p>The pupil attainment for eligible pupils is at least in line with national.</p>
<p>Desired Outcome:</p> <ul style="list-style-type: none"> Improve attainment in line with national benchmarks by continuing to secure quality first teaching across the school. Maintain and improve attainment, with a high number of PP pupils achieving the Expected Standard or better in all subjects, particularly reading, writing and GPS at the end of Key Stage 1 and 2. <p>Measured through: Rigorous tracking of progress and attainment data towards expected standard in reading, writing, mathematics and GPS. Termly intervention records and data, phonics and CEW assessment data and ILPs. Increased attainment in writing among disadvantaged pupils at KS2.</p>	<p>Disadvantaged pupils attain in line with or above national progress measures.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6, 215.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school staff training for all staff across school to ensure high quality teaching and learning in early reading; phonics (Read Write Inc) and reading fluency across KS1 and KS2. Consistent high-quality delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. The delivery of the SSP programme must teach a reversible code – segmenting (decoding) for reading and blending (encoding) for	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and spelling. EEF Toolkit links: (Phonics / toolkit Strand / EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,5,6
Increased number of staff members	Communication and oral language interventions can have a positive impact on pupils' language skills.	1,5,6

<p>accessing the SLCN training.</p> <p>Increased number of staff trained in WellComm and the number of children accessing it across the school.</p> <p>Consistent high-quality communication based intervention to further develop oral language across school.</p>	<p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>EEF Toolkit links: (Oral language interventions/ Toolkit Strand EEF) +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £54, 605.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual consultations and referrals completed to Speech and Language Team.</p> <p>Daily targeted speech and language groups or 1:1 focused and teaching interventions delivered by teachers and teaching assistants.</p> <p>WellComm, Time to Talk and Talking Partners</p>	<p>Language exposition is embedded through quality first teaching, in order for pupils to build a rich repertoire of language and sentence constructions.</p> <p>EEF Toolkit links:</p> <p>Delivering highly structured interventions; short sessions delivered over a finite period, and link learning to classroom teaching.</p> <p>Teaching Assistant Interventions:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 5, 6</p>

<p>interventions delivered by trained staff.</p> <p>Through monitoring, SLT ensure that all staff uphold the highest standards in spoken and written language and that children are corrected when needed.</p>		
<p>Daily focused phonics interventions which are delivered by staff who are highly trained.</p> <p>Additional phonics sessions targeted at KS2 disadvantaged pupils who require further phonics support.</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered consistently over a period up to 12 weeks.</p> <p>Targeted phonics interventions using the RWI programme have seen a dramatic positive impact on results and on children's attitudes.</p> <p>School has utilised the EEF reports on how Teaching Assistants can be effectively used to support progress through supporting high quality teaching and learning.</p> <p>EEF Toolkit links: (Phonics / Toolkit Strand EEF) +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 5, 6
<p>Increased regular opportunities to read to an adult throughout the week.</p> <p>Increased opportunities to develop reading fluency.</p> <p>Increased opportunities to explore language within texts and develop knowledge and understanding of newly acquired vocabulary.</p>	<p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support—in the form of high-quality, structured, targeted interventions—to make progress.</p> <p>EEF Toolkit links: (Reading Comprehension / EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>(Improving Literacy in KS2 / EEF Guidance report) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 5, 6
<p>A blended approach of high-</p>	<p>Research is clear that high-quality early education establishes the foundations for later success,</p>	5, 6

<p>quality planned intervention and targeted support within the classroom in order to support pupils who have not secured important foundational knowledge (including maths fluency and GPS).</p> <p>Targeted intervention and in-class support in literacy and maths; leading Maths Recovery Intervention groups across KS1 and KS2; Precision Monitoring for spellings, CEWs, phonics, times tables; providing 1:1 or small group support for the lowest 20% of readers across EYFS, KS1 and KS2.</p>	<p>including academic achievement, good health and well-being. While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed.</p> <p><u>Strong foundations in the first years of school - GOV.UK (www.gov.uk)</u></p> <p>Published Oct 2024</p> <p>Support targeted at specific needs and knowledge gaps can be an effective method to support lower attaining pupils or those falling behind, both 1:1 and in small groups.</p> <p>EEF Toolkit links:</p> <p>(One to one tuition / EEF)</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></p> <p>(Small group tuition / toolkit strand/ EEF)</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</u></p>	
<p>Targeted intervention and in-class support - supporting pupils in developing their executive functioning skills.</p> <p>Staff ensure that the core approaches to supporting children with executive function difficulties are consistently in place, including: multi-sensory approaches, consistent routine, environmental adaptations,</p>	<p>Early Years studies show that self-regulation strategies can have a positive impact equating to three months' progress on children's learning and may be a cost-effective approach for raising attainment.</p> <p>EEF guidance reports that strategies should be taught in conjunction with specific subject content as pupils find it hard to transfer these generic tips to specific tasks.</p> <p>EEF Toolkit links:</p> <p><u>EEF Self-Regulation and Executive Function (educationendowmentfoundation.org.uk)</u></p> <p><u>Self-regulation strategies EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</u></p>	3, 6

mediated learning strategies, scaffolding and adaptations.		
Sensory Circuits, sensory self-regulation and OT recommendations to develop self-regulation through proprioceptive input delivered by trained staff across KS1 and KS2 on a daily basis to targeted groups of pupils.	<p>Physical development in the early years refers to the growth of the body and brain from birth through early childhood. This includes changes in body size, muscle strength, balance, co-ordination, sensory development, and skills such as movement and handling.</p> <p>Physical development is a foundational area that enables children to engage with the world around them and lays the building blocks for later physical capabilities and health.</p> <p>There is also a link between physical development and literacy in the area of handwriting. Both involve mark-making and motor skills.</p> <p>There is also a relationship between physical development and self-regulation and executive function. For example, there is evidence that persistence and attention are associated with physical development.</p> <p>EEF Toolkit links:</p> <p>EEF Physical Development (educationendowmentfoundation.org.uk)</p> <p>EEF Self-Regulation and Executive Function (educationendowmentfoundation.org.uk)</p> <p>EEF Early Literacy (educationendowmentfoundation.org.uk)</p>	3, 6

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

Budgeted cost: £67, 019.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff in attachment and early-life trauma, ACES, sensory processing, executive functioning skills, nurture. Embed	<p>There is extensive evidence linking childhood social and emotional skills with improved outcomes at school and in later life. (e.g. improved academic performance, attitudes, behaviour and relationships with peers.)</p> <p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>EEF Toolkit links:</p>	2, 3, 4, 6

<p>the principles in Team Teach, Emotion Coaching and inclusion practices and key staff in mental first aid.</p> <p>Improve the quality of social and emotional learning.</p> <p>Emotional well-being will be embedded into routine education practices.</p>	<p>(EEF Social and Emotional Learning)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>(Behaviour interventions /EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Targeted 1:1 and small group support for identified pupils exploring resilience, self-esteem, self-regulation strategies through the school mental health and well-being practitioner and Safeguarding and Pastoral Manager.</p> <p>1:1 counselling support via school funded Wigan Family Welfare Counsellor.</p> <p>Parental support and Early Help support for parents through the school mental health and well-being practitioner and Safeguarding and Pastoral Manager.</p> <p>School's Safeguarding and Pastoral Manager to work closely with multi-agencies, including Wigan's Family Help, CAMHS</p>	<p>School data, Early Help reviews, pupil and parent questionnaires and Strengths, Difficulties Questionnaires (SDQs) indicate the positive impact of the support provided by the school's Mental Health and Well-Being Practitioner and Pastoral Manager.</p> <p>EEF Toolkit links:</p> <p>(Self-regulation /EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	<p>2, 3, 4, 6</p>

<p>school link and Wigan's Healthy Schools Team to ensure parents and pupils access appropriate support for positive health and wellbeing.</p>		
<p>Embedding principles of good practice set out in the DfE's guidance on <u>Working together to improve school attendance - GOV.UK</u>.</p> <p>Welfare and Attendance Officer and Safeguarding and Pastoral Manager to monitor and act on PP absence and punctuality to reduce absenteeism for the disadvantaged cohort.</p> <p>Offer parental support and Early Help support for parents and pupils and work with Senior Leaders and class teachers to support individual pupils to achieve attendance targets set.</p>	<p>School data (attendance data and Early Help reviews) indicates the positive impact of the support provided by the school's Welfare and Attendance Officer.</p> <p>DfE 'Improving School Attendance' advice has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3, 4</p>
<p>Funding for disadvantaged pupils to access extra-curricular opportunities and enrichment activities, building pupils' life experiences and cultural capital.</p>	<p>There is a strong evidence base that suggests that personal experiences and hands on learning develop knowledge further, building stronger links across the curriculum.</p> <p>EEF Toolkit links: EEF – Aspiration Interventions <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</u></p>	<p>2, 3</p>

<p>Funding for the Y6 Residential Trip for all Y6 pupils accessing Free School Meals.</p>	<p>EEF – Outdoor Adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
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Total budgeted cost: £127, 840.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

IMPACT OF PUPIL PREMIUM SPENDING 2024 - 2025

EARLY YEARS FOUNDATION STAGE (4 pupils eligible for PP):

- In the EYFS (Early Years Foundation Stage), 75% of pupils eligible for PP achieved a GLD (Good Level of Development).

YEAR 1: (4 pupils eligible for PP) In the Year 1 Phonics Screening test, 3 out of 4 pupils (75%) of pupils eligible for PP passed the test (71% in 2024; 78% in 2023; 82% in 2022; 78% in 2019; 86% in 2018).

KEY STAGE 1: (8 pupils eligible for PP)

- 6 out of 8 pupils eligible for PP (75%) achieved the Expected Standard in Reading at KS1.
- 5 out of 8 pupils eligible for PP (63%) achieved the Expected Standard in Writing at KS1.
- 6 out of 8 pupils eligible for PP (75%) achieved the Expected Standard in Maths at KS1.

KEY STAGE 2: (15 pupils eligible for PP)

- 9 out of 15 pupils eligible for PP (60%) achieved the Expected Standard or above in Reading at KS2 (compared to the national figure for other (non PP) pupils: 81%).
- 9 out of 15 pupils eligible for PP (60%) achieved the Expected Standard or above in Writing at KS2 (compared to the national figure for other (non-PP) pupils: 78%).
- 10 out of 15 pupils eligible for PP (67%) achieved the Expected Standard or above in Maths at KS2 (compared to the national figure for other (non-PP) pupils: 80%).
- 9 out of 15 pupils eligible for PP (60%) achieved the Expected Standard or above in Grammar, Punctuation and Spelling at KS2 (compared to the national figure for other (non-PP) pupils: 79%).

Year 6 residential

We used this money to subsidise the Year 6 residential visit, building pupils' life experiences; leading to increased self-esteem, confidence, resilience and strength of character.

Counselling

A number of our pupil premium children benefited from sessions with the counsellor. This helped with emotional well-being and enabled the children to concentrate more on their class work.

Attendance

We use this money to employ an Attendance Officer to monitor the attendance of all pupils, with a focus on the attendance of pupils eligible for PP. In 2024-2025, the attendance of the pupils eligible for PP was 93.75%.

Mental Health and Wellbeing Practitioner

The Mental Health and Well-being Practitioner supported a significant number of pupil premium children. As a result of this, pupils were well supported with their emotional well-being; pupils were taught to identify and use zones of regulation enabling them to self-regulate with growing independence. Sustained high levels of wellbeing were demonstrated through pupil, staff and parent voice. Some pupil premium children benefited from 'early bird' morning sessions which were led by the Mental Health and Well-Being Practitioner. This helped with emotional well-being and enabled children to concentrate more on their class work.