

# St James CE Primary School



## Pupil Premium Strategy Statement

2024-2027

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview:

Detail	Data
School name	St James CE Primary School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	42.68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Jennifer Young Executive Headteacher
Pupil premium lead	Miss McDonald Intervention and Inclusion Lead
Governor / Trustee lead	Mr Joe Heavey, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,775
Recovery premium funding allocation this academic year	
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	£112,775

# Part A: Pupil premium strategy plan

## Statement of intent

At James C.E. Primary School is a one-form-entry school located in Haydock, St Helens, serving a diverse community within an area experiencing significant socio-economic challenges. Many pupils join us at the age of four, and approximately 10% speak English as an additional language. The school is situated within a local authority ranked as the 26th most deprived nationally, with some neighbourhoods falling within the most deprived 20% across the country. Currently, 64% of our pupils live within IDACI bands B and E. We have also identified that a substantial proportion of children enter school with limited language development. To address this, we prioritise early intervention and place a strong emphasis on communication and language throughout the early years and beyond.

Our intention is that all pupils, regardless of their background or the challenges they face, have equitable access to a high-quality education that enables them to thrive academically, socially, and emotionally. We are committed to identifying and addressing the needs of disadvantaged pupils swiftly and effectively, ensuring that every child is supported to make strong progress.

Our pupil premium strategy is rooted in high expectations, a graduated approach to support, and evidence-informed practice. We aim to close attainment gaps by providing targeted academic interventions, pastoral care, and wider enrichment opportunities. This includes support for pupils known to children's social care, looked-after children, and those with English as an additional language or low starting points in communication and language.

Our Journey Curriculum offers a bespoke and engaging learning experience that nurtures curiosity and supports all pupils in becoming articulate learners with high aspirations. It provides a well-sequenced and well-structured pathway for learning, ensuring that pupils understand key concepts, reach clear end points, and make purposeful progress across subjects and year groups.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- adopt a whole school approach in which everyone takes responsibility for disadvantaged pupils' outcomes and raises expectations of what they can achieve
- ensure our actions are evidence based in National research
- provide high quality training and support which focuses on an effective curriculum and teaching and learning
- have clear, measurable success criteria
- be flexible and responsive to meeting any changing local and national needs

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Early language development:</u></p> <p>Our reception baseline data highlights that pupils often enter school with underdeveloped oral language skills and significant vocabulary gaps. In 2024, only 6.7% of pupils met the expected standard in the reception baseline assessment. However, by the end of the academic year, 60% achieved their Early Learning Goals, demonstrating the impact of targeted support. The end of year data also reveals a stark gap in outcomes between disadvantaged and non-disadvantaged pupils; only 33% of disadvantaged children achieved their Early Learning Goals compared to 100% of their peers. This disparity underscores the critical importance of early language development in our school, not only as a foundation for success in the early years but also as a driver of progress and attainment across Key Stage 1 and Key Stage 2.</p>
2	<p><u>Securing Foundational Knowledge:</u></p> <p>Internal data, national assessments, and teacher observations show that a significant proportion of disadvantaged pupils do not achieve the expected standard in Reading, Writing and Maths by the end of Key Stage 2.</p> <p><u>Reading:</u> The percentage of disadvantaged pupils achieving the expected standard at the end of KS2 has declined by 7.1% and remains significantly lower than that of their non-disadvantaged peers. Furthermore, progress for disadvantaged pupils was 35.7% lower than for their non-disadvantaged peers.</p> <p><u>Writing:</u> The percentage of disadvantaged pupils achieving the expected standard at the end of KS2 remains significantly lower than that of their non-disadvantaged peers, with 50% of disadvantaged pupils achieving the expected standard compared to 85.7% of their non-disadvantaged peers.</p> <p><u>Maths:</u> There has been a positive increase in the percentage of disadvantaged pupils achieving the expected standard, with an increase of 33.3% from the previous academic year. However, within KS1, only 36% of all pupils achieved the expected standard. Within this percentage, 20% of pupils who achieved the expected standard were disadvantaged compared to 50% of non-disadvantaged</p>

	pupils.
3	<p><u><b>Social, Emotional and Mental Health:</b></u></p> <p>Evidence from observations, assessments, and pupil voice highlights that many of our disadvantaged pupils face social and emotional barriers that can hinder their engagement with learning. These barriers may include challenges with emotional regulation, building and sustaining positive relationships, maintaining focus, and developing effective self-management skills. The EEF reports that children from disadvantaged backgrounds tend to have, on average, <i>weaker social and emotional learning (SEL) skills at all ages</i> compared to their more affluent peers.</p>
4	<p><u><b>Limited understanding and experience of the Wider World:</b></u></p> <p>Through conversations and classroom discussions, it has become evident that many of our disadvantaged pupils have limited exposure to life beyond their immediate local environment. This lack of experience can impact their cultural capital, aspirations, and understanding of the opportunities available to them in the wider world. It also affects their ability to relate to broader curriculum content, particularly in subjects that draw on diverse global contexts.</p>
5	<p><u><b>Attendance:</b></u></p> <p>Data for the 2024-25 academic year indicates an improvement in overall school attendance, rising from 94.25% to 96.02%. Attendance among disadvantaged pupils also increased, from 92.78% to 95.3%. Despite this progress, a gap remains between the attendance rates of disadvantaged pupils and their non-disadvantaged peers. The Education Endowment Foundation (EEF) highlights that poor attendance is a significant barrier to the attainment of disadvantaged pupils. Their research indicates that pupils from socio-economically disadvantaged backgrounds are nearly twice as likely to be persistently absent compared to their peers.</p>

## Intended outcomes

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

Intended outcome	Success criteria
1. Improved oral language skills for children including oracy, vocabulary and knowledge for disadvantaged pupils.	<ul style="list-style-type: none"><li>• Disadvantaged pupils develop improved basic literacy skills including oracy, vocabulary and knowledge skills across the curriculum and, as a result, achieve well, closing the gap between them and their peers.</li><li>• We see clear evidence of impact in the early years, with Reception baseline data showing strong progress in communication and language. This provides a solid foundation for future learning and improved long-term outcomes.</li><li>• Children identified through the Language screen in Reception will make accelerated progress with their language skills following Neli intervention.</li><li>• Pupils will be able to articulately talk about their learning and share their knowledge.</li><li>• Increased proportion of disadvantaged pupils in Key Stage 1 and 2 achieving the Expected Standard or above across the curriculum.</li></ul>

<p>2. Improved foundational knowledge in reading, writing and mathematics.</p>	<ul style="list-style-type: none"> <li>• Outcomes indicate that disadvantaged pupils are making sustained progress, narrowing the attainment gap.</li> </ul>
<p>3. To improve the well-being of pupils and reduce the barriers disadvantaged pupils face with social and emotional issues.</p>	<ul style="list-style-type: none"> <li>• Pupil questionnaires and observations show an increased ability to self-regulate.</li> <li>• Increase resilience and behaviour for learning.</li> <li>• Resilience and behaviour has improved through regular engagement within lessons.</li> </ul>
<p>4. Pupils develop a secure understanding of the wider world and are able to articulate their knowledge with confidence and clarity.</p>	<ul style="list-style-type: none"> <li>• Pupils will be able to articulate their knowledge of the History and Geography topics they are currently learning.</li> <li>• Pupils will make links to their learning, showing they have built upon prior knowledge.</li> <li>• Monitoring of books and pupils voice will show that pupils are able to articulate their knowledge with confidence.</li> </ul>
<p>5. To continue to close the gap in attendance for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance continues to improve, showing that the gap is closing.</li> <li>• Attendance data analysis will show that attendance for pupil premium children will have improved.</li> <li>• Regular communication with families will identify and address barriers to attendance for pupils.</li> <li>• EWO and attendance team will support parents on attendance and punctuality.</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: £56,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
On going staff CPD, coaching and curriculum refinement to continue to ensure Oracy remains at the heart of the curriculum to develop 'articulate learners'	<p>Moss and Washbrook (2016) found that pupils receiving FSM are 1.6 times more likely to be below language expectations at age 5 compared to their non-FSM peers/ This gap grows to be twice as likely to be below language expectations by the age of 11.</p> <p>Further research from EEF evidences that oral language interventions have a high impact on average (+6 months for primary age and +7 months during early years)</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Approaches that focus on speaking,</p>	1,2

	<p>listening and a combination of the two all show positive impacts on attainment. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language approached can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of these approaches may support some disadvantaged pupils to catch up with peers.</p> <p><a href="#">Early Years Communication   EEF Toolkit</a></p> <p><a href="#">Gender Gap Literacy and Language Development   University of Bristol</a></p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>-)</p>	
<p>To continue to embed and develop RWI and Fresh start including ongoing consultancy support and CPD primarily through the Trust RWI support package.</p>	<p>The Education Endowment Foundation (EEF) has conducted multiple evaluations of Read Write Inc. (RWI) Phonics, and the findings show that it can support foundational reading knowledge, particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start">https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start</a></p>	2

<p>To implement the enhanced English Scheme in EYFS and Year 1 with clear vocabulary progression to support children's language progression and writing skills in both English and across the curriculum.</p>	<p>The National Curriculum states: 'Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge.' This course guides participants through that systematic approach, in a fun and effective manner.</p> <p>By the end of the Reception year, children who are eligible for the Pupil Premium are on average 4.6 months behind other children in their learning, according to this analysis  <a href="https://educationendowmentfoundation.org.uk/early-years/its-called-the-foundation-stage-for-a-reason-the-crucial-importance-of-the-early-years">https://educationendowmentfoundation.org.uk/early-years/its-called-the-foundation-stage-for-a-reason-the-crucial-importance-of-the-early-years</a></p> <p>Spoken vocabulary at five impacts on reading comprehension at fifteen years of age. Yet children from the poorest 20% are already a year behind with spoken vocabulary by 5. There are many children in our classrooms who need support, and also so many words to learn. Thus, a year-on-year approach is called for.</p> <p>'Ready, Steady, Write' is a comprehensive and evidence-based English scheme. It provides a sequenced, ambitious curriculum, that places quality literature at its core and has a strong focus on vocabulary development.</p> <p><a href="#">Vocabulary and Oral Language   Teaching and Learning Toolkit   EEF</a></p>	<p>1,2</p>
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	<p>EEF's recent evaluations of early years programmes show that <b>building strong foundations in language and communication</b> leads to measurable improvements in children's outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/what-weve-learned-from-findings-from-seven-early-years-evaluations">https://educationendowmentfoundation.org.uk/news/what-weve-learned-from-findings-from-seven-early-years-evaluations</a></p>	
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<p>Staff CPD and curriculum enhancement through embedding the 2024- 2025 History, Geography, Reading and Spelling Scheme.</p>	<p>EEF research shows that teaching reading comprehension strategies can have a high impact on pupil progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Children from disadvantaged backgrounds often begin school with a <b>19-month gap</b> in vocabulary compared to their more affluent peers.  <a href="https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education">https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education</a></p>	1, 2, 4
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<p>Continue to embed and develop the use of the Maths No Problem scheme and resources to ensure it is used to support the needs of all learners including further staff CPD and staff coaching.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/guidance/6442646/maths-guidance-for-key-stages-1-and-2">Maths guidance KS 1 and 2.pdf</a> (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence including the use of manipulatives and visual representations to support pupils who are struggling with maths:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">Improving Mathematics in Key Stages 2 and 3</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	<p>2</p>
<p>To build foundational knowledge in EYFS and KS1 by implementing the NCETM Mastering Number programme including CPD for staff.</p>	<p>Education Endowment Foundation (EEF) has funded and is currently evaluating the NCETM Mastering Number programme in EYFS and KS1. Early findings and rationale suggest:</p> <ul style="list-style-type: none"> <li>• Develop fluency and flexibility with number through short, focused sessions.</li> <li>• Build strong foundational number sense in Reception, Year 1, and Year 2</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mastering-number-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mastering-number-trial</a></p>	<p>2</p>

<p>Staff CPD (including NPQLPM and NPQSENCO) to continue to support improvement of foundational knowledge across reading, writing and mathematics.</p>	<p>Evidence from the EEF suggests that well-designed professional development (PD) has a positive impact on pupil achievement.</p> <p><a href="https://d2tic4wv0liusb.cloudfront.net/production/documents/pages/Teacher-professional-development.pdf?v=1759654796">https://d2tic4wv0liusb.cloudfront.net/production/documents/pages/Teacher-professional-development.pdf?v=1759654796</a></p>	<p>1, 2</p>
<p>Reading leaders (Heads of Department Early Years &amp; KSI) and RWI coordinator provide weekly coaching and training for staff at all levels.</p>	<p>Evidence shows that early literacy approaches have an average impact of four months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches?utm_source=chatgpt.com</a></p>	<p>2</p>

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

Budgeted cost: £ 28,193

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to Engage in Nuffield Early Language Intervention (NELI) program, ensuring it is robustly implemented.</p> <p>Screening using the Language screen check and targeted support using NELI in EYFS</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months' progress over the course of a year.</p> <p>Approaches that focus on speaking,</p>	<p>1</p>

	<p>listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="#">NELI Language Intervention   EEF</a></p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Fresh Start pupils in for Upper KS2 requiring phonics/reading support.	<p>Pupils in the intervention group made <b>+3 months of additional progress</b> in reading age compared to the control group after 22 weeks.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</a></p>	2
Comprehension fluency groups to provide additional opportunities to practice applying reading strategies taught in whole class reading lessons.	<p>Research shows that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2
Group Maths sessions targeted at disadvantaged pupils who require further Maths support to address gaps in understanding and developing Maths fluency.	<p>Evidence indicates that small group interventions can be a powerful tool for supporting some pupils who require additional support alongside high quality teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support?utm_source=chatgpt.com</a></p>	2

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

Budgeted cost: £ 28,193

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual pupils will receive SEMH support through regular pastoral check-ins and targeted interventions to develop emotional regulation skills, all delivered by trained and experienced staff to provide personalised, high-quality support.</p>	<p>There is extensive evidence associating 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1,2,3,4,5,</p>
<p>Staff and the school attendance team, including the EWO, will work to improve the attendance and punctuality of disadvantaged pupils by strengthening partnerships with parents. This will include meetings with parents, organising coffee mornings, and, where appropriate, conducting home visits to increase parental engagement.</p>	<p>Evidence shows that parental engagement can have positive impact on learning outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1,2,3,4,5,</p>

	<p>There is a strong link between attendance and attainment: “in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.” DfE’s <a href="#">Improving School Attendance:</a></p> <p>“There is a clear link between poor attendance at school and lower academic achievement.”</p> <p>Education data lab research (October 2020): Found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> <li>• The links between attendance and achievement are strong</li> <li>• Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years</li> </ul>	
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My Happy Mind	<p>The evidence shows that SEL interventions can lead to an average of +3 months' additional progress in academic outcomes over the course of a year and enhance pupils' self-management of emotions, decision-making skills, and interactions with others, contributing to improved mental health and well-being.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=chatgpt.com</a></p>	1,2,3,4,5,
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Total budgeted cost: £112,280

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

### Pupil premium strategy outcomes

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

The literacy schemes (English, Reading, and Spelling) have been implemented and embedded throughout the year, providing pupils with evidence-based, sequenced programmes that are ambitious and place quality literature and vocabulary development at their core. The 2025 Key Stage 2 SATs results show that 50% of disadvantaged children achieved the expected standard in Writing, an increase from 42.9% the previous year.

During the 2024-25 academic year, Read Write Inc (RWI) continued to be embedded with ongoing expert support and consistent CPD. Additional phonics sessions targeted at disadvantaged pupils in KS1 were implemented and closely tracked. This is reflected in the Year 1 phonics screening check results, with 92.9% of all pupils passing, including 90% of disadvantaged children—a significant improvement from the previous year, when only 70% of disadvantaged pupils reached the pass mark.

Small-group and one-to-one Fresh Start interventions continued throughout the year for children in Upper Key Stage 2, supporting pupils to make progress from their individual starting points.

The introduction of PM Benchmarking enabled staff to gain a deeper understanding of the difficulties faced by children performing below age-related expectations and allowed pupils to access books matched to their reading level.

In Reading, the 2025 Key Stage 2 SATs results show that 75.0% of all pupils and 50.0% of disadvantaged pupils achieved the expected standard. While there has been an overall increase in pupils meeting the expected standard compared to 2023-24, there has been a slight decrease in the percentage of disadvantaged pupils achieving this benchmark.

Analysis of internal reading assessment data indicates a smaller cohort than in previous years, with a higher proportion of pupils for whom English is an additional language. This analysis will be used to inform the activities of the 2025-26 Pupil Premium strategy.

During the 2024-25 academic year, Maths No Problem resources (purchased in 2022-23) continued to be embedded and refined across the school, supported by ongoing staff CPD and coaching from the Maths Hub. This investment has had a clear impact, with the 2025 Key Stage 2 SATs results showing that 83.3% of disadvantaged children achieved the expected standard in Mathematics, a significant increase from 50.0% the previous year.

The number of families and children requiring social and emotional support has continued to rise in recent years, leading to increased referrals to external agencies and greater pastoral support needs within school. The appointment of a Pastoral and Safeguarding Manager has been instrumental in addressing these needs, enabling the implementation of a comprehensive range of pastoral and well-being support across the school, including school therapy dog sessions, Lego Therapy, Mental Health support and emotional regulation interventions. The tracking of pastoral and well-being support continues to be effective in monitoring the number of sessions and impact on pupils needed SEMH support in school.

Across the year, the school has worked hard to continue to promote attendance. Through the use of CPD for the attendance team and working with the EWO officer, attendance for disadvantaged pupils has improved from 92.78% in 23-24 to 95.3% in 24-25. This indicates that monitoring attendance and punctuality, meetings with parents and attendance incentives were successful.

## Externally provided programmes

Programme	Provider
NA	

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A