

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the academic year) 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 Agnes C of E Primary |
| Number of pupils in school                                                                                      | 434                     |
| Proportion (%) of pupil premium eligible pupils                                                                 | 55.9%                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2026/27 - 2028/29       |
| Date this statement was published                                                                               | July 2026               |
| Date on which it will be reviewed                                                                               | Mar 27                  |
| Statement authorised by                                                                                         | Shoab Uddin             |
| Pupil premium lead                                                                                              | Rachael McCutcheon      |
| Governor / Trustee lead                                                                                         | Charlie Mok             |

### Funding overview

| Detail                                                                                                                                                                      | Amount    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £249, 630 |
| Recovery premium funding allocation this academic year                                                                                                                      | £0        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £256, 699 |

## Part A: Pupil premium strategy plan

### Statement of intent

At St Agnes CE Primary School, we intend to:

- Early Years provision: address the school-readiness gaps our EY pupils have, as we recognise that *'the first five years lay down the precious foundations of skills, knowledge and confidence that help navigate future challenges'* (Peter Fonagy, Anna Freud Foundation).
- Reading: build on attainment at EY and KS1 and address any gaps that exist; we want every child to be an able reader.
- Oracy: place a whole-school focus on spoken language (linked with Phonics and Reading), including securing key vocabulary for our disadvantaged learners and curriculum skills for discussion, debate and courteous challenge.
- Invest in Speech and Language support for those disadvantaged pupils with identified needs, including training and skilled delivery of Primary WellComm Language Intervention
- Deliver a wider curriculum offer including visits, WOW events and experiences to build aspiration and increase culture capital.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

All of these measures combine to help achieve the objective of increasing the number of disadvantaged pupils achieving 'Expected' and 'Greater Depth Standard' to narrow the gap between/match the attainment of their non-disadvantaged peers. We aim for all disadvantaged pupils to make good progress from their individual starting points.

### Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

|   |                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Nursery and new Reception children not school-ready on entry: physically, socially or emotionally (75% and 85% are not school ready on entry)                                                                                                                                                                                                                                                                                 |
| 2 | Language acquisition at the level required by 2014 National Curriculum is impacted by above average proportion of EAL                                                                                                                                                                                                                                                                                                         |
| 3 | Internal and external assessments indicate that attainment among disadvantaged pupils in specific cohorts is below that of non-disadvantaged pupils                                                                                                                                                                                                                                                                           |
| 4 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities.<br><br>Teacher referrals for support remain relatively high. A high number of pupils (including disadvantaged pupils) currently require additional support with social and emotional needs, with 20% receiving small group and 1:1 interventions. |
| 5 | Given the context of the school community there is a paucity of experience resulting in limited cultural capital exposure by our pupils - thus impacting and limiting their understanding of a wide range of topics.                                                                                                                                                                                                          |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Build on low entry points for disadvantaged pupils entering EYFS                               | Disadvantaged pupils will make good progress from their individual starting points across all key areas of development. (Where progress is stalled, prompt action will be taken to provide quality intervention to address difficulties.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Develop language skills (including vocabulary and oracy)                                       | Disadvantaged pupils will be observed to use a wide range of key vocabulary and communication skills in class/small group discussions, as well as in their writing and response to written texts.<br><br>Participation in oracy assemblies and in-class activities.<br><br>Progress of individual and small groups of pupils participating in interventions such as WellComm, Early Language group and other recognised approaches.<br><br>Focus on reading at KS1 – improved engagement of disadvantaged pupils, reading a book, sharing enjoyment of a book, recommending a book to others, as well as opportunities to read to an adult in school.<br><br>Implementation of a language rich curriculum interwoven throughout the school's curriculum. |
| Diminish the attainment gap of disadvantaged pupils in comparison with their non-disadvantaged | Children will show good progress from their starting points<br><br>Proportion of children achieving GLD, ELG and Specific Learning Goals at the end of EYFS will increase compared to the previous set of validated data by and aspirational target of 10%.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| peers, at key points across primary education through:<br>Provision of small group targeted interventions<br>1:1 tuition/mentoring                                                             | Proportion of disadvantaged pupils achieving 'Expected' standard in Reading, Writing and Maths at end of KS2 will improve in relation to that of non-disadvantaged peers and with previous set of validated data - diminish the difference to less than 10%<br>Rdg disadvantaged 40%, non- disadvantaged 50%,<br>Writing disadvantaged 40%, non- disadvantaged 50%,<br>Maths disadvantaged 33%, non- disadvantaged 43%). |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.                                                                                 | Sustain high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a reduction in referrals to in house SEMH support</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>                              |
| Deliver a range of wider curricular opportunities for disadvantaged pupils, including participation in trips, visits, WOW events, experiences intended to build aspiration and culture capital | Disadvantaged pupils will participate in a range of activities across the academic year, linked to their curriculum, and will be able to talk about their experiences, what they have learned, and how they see things differently as a result. i.e. increased uptake of breakfast club                                                                                                                                  |

## 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: £36,290

| Activity                                                                                                                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchase of Government-approved Phonics Scheme, including staff training, with Phonics Lead having release time to oversee implementation, provide staff support and monitor progress/capture impact. Program to be delivered across whole school as needed | <p>Little Wandle (Letters and Sounds Revised) is on the DfE's list of validated Systematic Synthetic Phonics programmes (SSP).</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p><i>High-quality training is an essential element of an SSP programme and is key to ensuring it is effectively implemented with fidelity and consistency within settings. A comprehensive programme of training must ensure continuous professional development of all those leading or delivering phonics teaching, assessing children's progress and supporting children who are at risk of falling behind the expected pace of the programme.</i></p> <p><a href="https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation#:~:text=High-quality%20training,of%20the%20programme.">https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation#:~:text=High-quality%20training,of%20the%20programme.</a></p> | 1, 2, 3, 4, 5                 |
| Primary WellComm training for staff, package + dedicated HLTA time                                                                                                                                                                                          | <p>According to the latest data released by the DfE (24 June 2021), speech, language and communication needs (SLCN) are the most common type of primary special educational need (SEN) in state schools. Almost 295,000 children were listed as having SLCN as a primary SEN in early 2021.</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p> <p>This predominance of need is true for St Agnes. This programme developed in conjunction with Speech and Language therapists – and training provided by our SaLT – enables us to respond to these needs from early starting points and across the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1, 2                          |

|  |                                                                                                                                                                          |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | Tackling gaps in speech, language and communication skills, allows our disadvantaged pupils to increase their chances of making improved progress across the curriculum. |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £ 193,097

| Activity                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 3 x TAs (including 1 EYFS, 1 KS1 and 1 LKS2) + 1 Teacher for Year 6 - this will lead to higher teacher to pupil ratios as an additional class | <p><i>Evidence shows that where teaching assistants are trained to deliver an intervention to a small group or individual it has a higher impact, where deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. Studies show that learners made typically a little higher than +5 months progress. (Teaching Assistant led Interventions, EEF)</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><b>EEF: +5 months additional progress/year for small group interventions</b></p> | 1, 3, 4, 5                    |
| Individual Tutoring Program<br>Teachers - provide additional support - through booster sessions with identified pupils                        | <p><i>Research has shown that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. (One-to-one Intervention, EEF)</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><b>EEF: +5 months additional progress/year</b></p>                                                                                                                                                           | 4, 5,                         |
| Intervention resources- Century, Purple Mash                                                                                                  | The online resource - Century - will be delivered as part of the targeted academic support to help address the identified challenges and allow for individualised                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3, 4, 5                       |

|  |                                                               |  |
|--|---------------------------------------------------------------|--|
|  | learning to take place on specific targets for pupils (Y3-6). |  |
|--|---------------------------------------------------------------|--|

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

Budgeted cost: £ 27,312

| Activity                                                                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils through access to inhouse SEMH support and resources, establish new Mental health and wellbeing lead | 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):<br><br><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 5                             |
| Trips, visits, WOW events, experiences to build aspiration and culture capital.                                                                                                                                 | Many of our pupils, including – but not exclusively - our disadvantaged pupils, have limited experiences outside our immediate locality. They do not necessarily visit places of interest that would broaden their experience and understanding of the wider world.<br><br><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they would otherwise might not be able to access. Through participation in these physical and emotional activities, outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i><br>(Outdoor Learning, EEF).<br><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning</a> | 2, 4, 6,                      |

**Total budgeted cost: £256 699**

## 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 2025 to 2026 academic year.

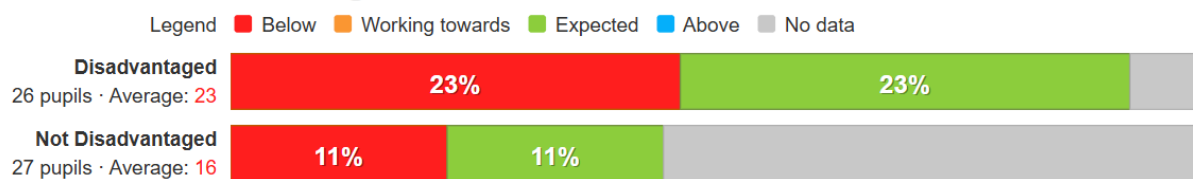
| Intended outcome                                                                                                                                                                                        | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Build on low entry points for disadvantaged pupils entering EYFS                                                                                                                                        | <p>Disadvantaged pupils will make good progress from their individual starting points across all key areas of development. (Where progress is stalled, prompt action will be taken to provide quality intervention to address difficulties.)</p> <p>Disadvantaged pupils have made better progress than non-disadvantaged pupils - on the whole all have made more than expected progress from their starting points.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>PP progress</p> <p>100% of pupils made expected or more than expected progress in all areas.</p> <p>Non- PP progress</p> <p>Bar 3 areas, pupils made expected or more than expected in all areas</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Develop language skills (including vocabulary and oracy)                                                                                                                                                | <p>Disadvantaged pupils will be observed to use a wide range of key vocabulary and communication skills in class/small group discussions, as well as in their writing and response to written texts.</p> <ul style="list-style-type: none"> <li>- QA monitoring of book looks and drop ins have highlighted an inclusive and increased practice of opportunities to develop language and oracy.</li> <li>- EYFS through their strategies on WELLCOM, Comprehension scheme which works on developing speaking and listening skills, establishing pupil leadership roles which provides opportunities for all pupils to speak in assemblies, meetings and external events.</li> </ul> <p>Participation in oracy - assemblies and in-class activities.</p> <p>Progress of individual and small groups of pupils participating in interventions such as WellComm, Early Language group and other recognised approaches.</p> <ul style="list-style-type: none"> <li>- reviews carried out at the end of the year 90% of children who have received interventions made progress.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Focus on reading at KS1 – improved engagement of disadvantaged pupils, reading a book, sharing enjoyment of a book, recommending a book to others, as well as opportunities to read to an adult in school.</p> <ul style="list-style-type: none"> <li>- Parent sessions held throughout the year to increase engagement of reading at home; fidelity to phonics scheme (Little Wandle)</li> <li>- ensuring there is a daily diet of reading in Year 1 and 2; provision of more books to support wider range of readers;</li> </ul> <p>Implementation of a language rich curriculum interwoven throughout the school's curriculum.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Year 1 pupils who are D slightly underperformed with their non-PP peers in the PSC. Pupils with complex SEND were also disadvantaged which impacted outcomes.



However in Year 2 disadvantaged pupils did much better.



|                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Diminish the attainment gap of disadvantaged pupils in comparison with their non-disadvantaged peers, at key points across primary education through:</p> <p>Provision of small group targeted interventions</p> <p>1:1 tuition/mentoring</p> | <p>Children will show good progress from their starting points</p> <p>Proportion of children achieving GLD, ELG and Specific Learning Goals at the end of EYFS will increase compared to the previous set of validated data by an aspirational target of 10%. There was a 4% decrease from last year - this is due to the context of the cohort.</p> <p>Proportion of disadvantaged pupils achieving 'Expected' standard in Reading, Writing and Maths at end of KS2 will improve in relation to that of non-disadvantaged peers and with previous set of validated data - diminish the difference to less than 10%</p> <p>Rdg disadvantaged 40% - <b>60%</b>, non- disadvantaged 50% - <b>84%</b>,<br/>Writing disadvantaged 40% - <b>42%</b>, non- disadvantaged 50% - <b>70%</b>,<br/>Maths disadvantaged 33% - <b>60%</b>, non- disadvantaged 43% - <b>79%</b>.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

GLD -

Awaiting data from IDSR from LA.

## KS2

Our attainment and progress of disadvantaged pupils (DAP)

Analysis of DAP vs. non-DAP pupils in summer 2026 at the end of key stage 2 assessments shows that DAP students achieved in line with their non-DAP peers in writing (45%).

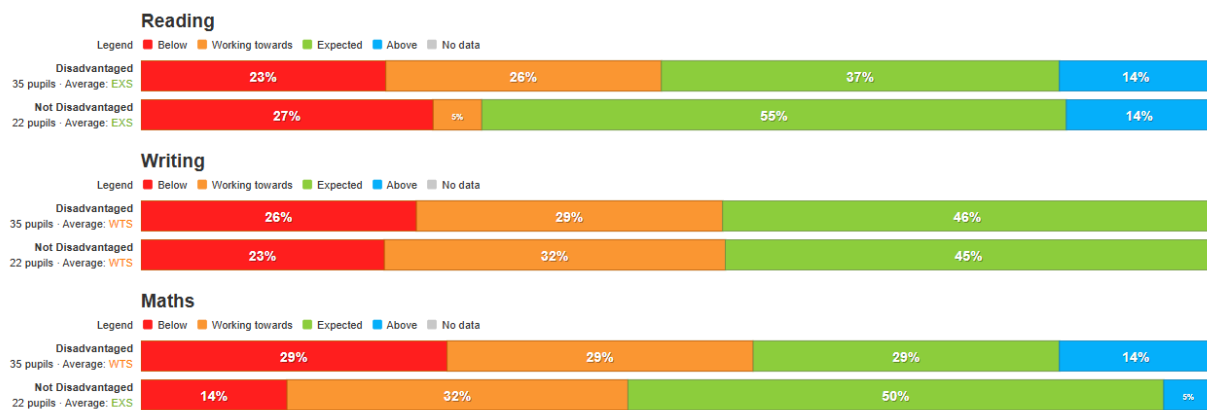
In maths, the number of disadvantaged children (43%) that achieved expected standard was 12% behind their non-DAP peers (55%).

In reading, 69% of non-DAP students achieved the expected standard, whereas 51% of non-DAP children achieved the expected standard. Therefore there was an attainment gap of 18%.

When considered as combined attainment (achieving in reading writing and maths) the gap narrows to only 4% difference between DAP children (37%) and non-DAP children (41%).

Points for Celebration:

Progress data shows that DAP children make progress broadly in line with their non-DAP peers with 11% more disadvantaged children making accelerated progress than their non-disadvantaged peers in writing.

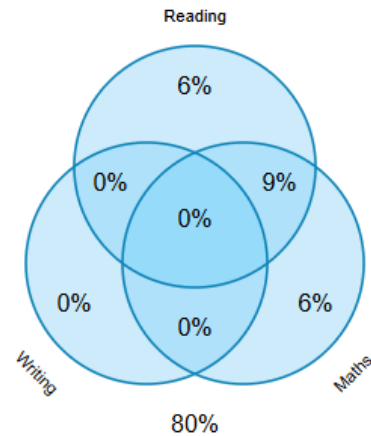
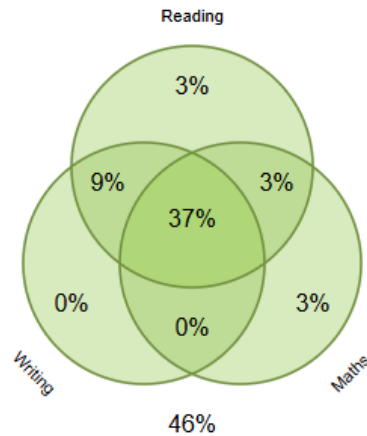


## Combined attainment

Disadvantaged

At/above expected

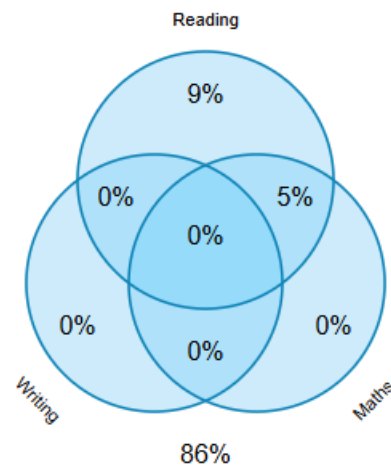
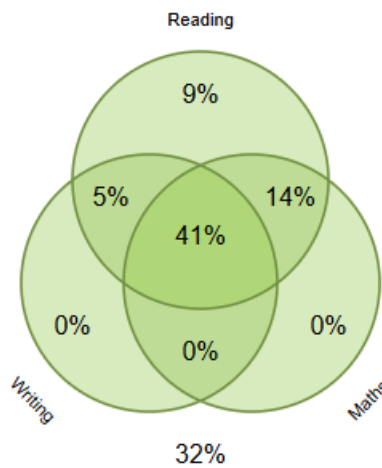
Above expected



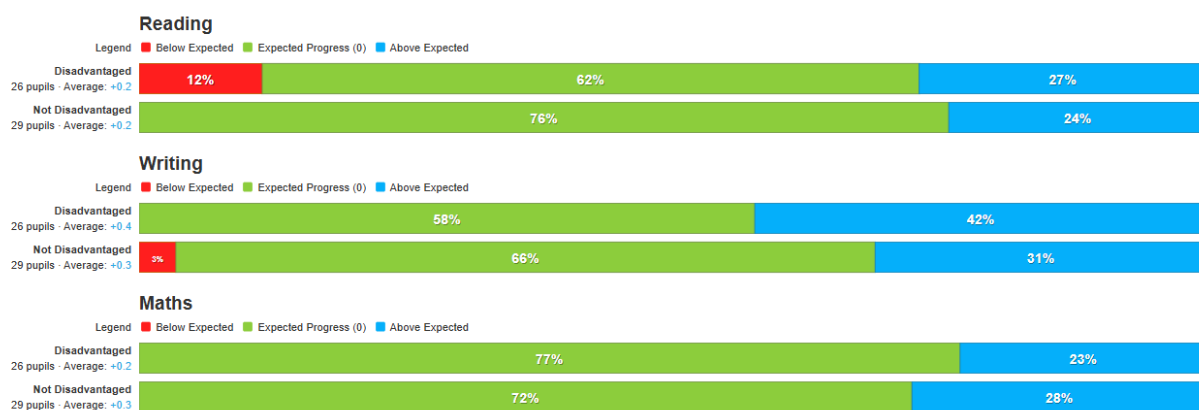
Not Disadvantaged

At/above expected

Above expected



Progress data for disadvantaged vs. non-disadvantaged pupils:



Home grown vs non-homegrown disadvantaged pupils

The data highlights the attainment of our home grown disadvantaged pupils achieving a combined 35% as to 0% for those who joined later on.

The trend is similar for each subject with differences of over 50%.

### Reading

Legend: Below (Red), Working towards (Orange), Expected (Green), Above (Blue), No data (Grey)



### Writing

Legend: Below (Red), Working towards (Orange), Expected (Green), Above (Blue), No data (Grey)



### Maths

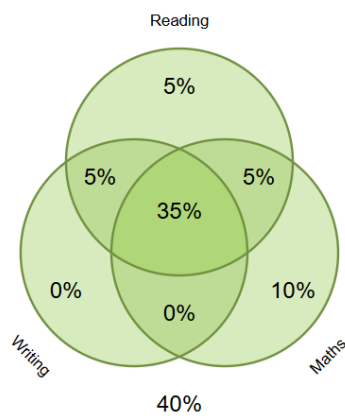
Legend: Below (Red), Working towards (Orange), Expected (Green), Above (Blue), No data (Grey)



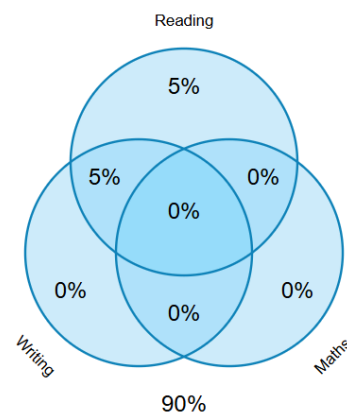
## Combined attainment

Disadvantaged, Homegrown

At/above expected

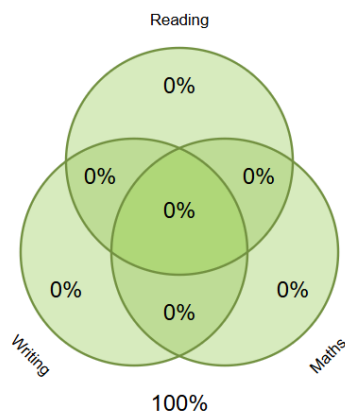


Above expected

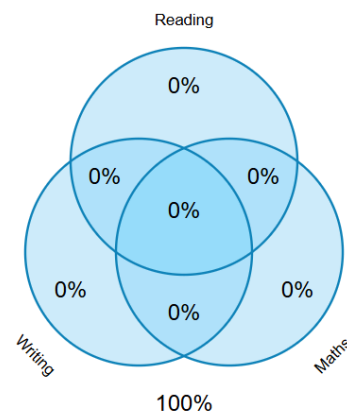


Disadvantaged, Not Homegrown

At/above expected



Above expected

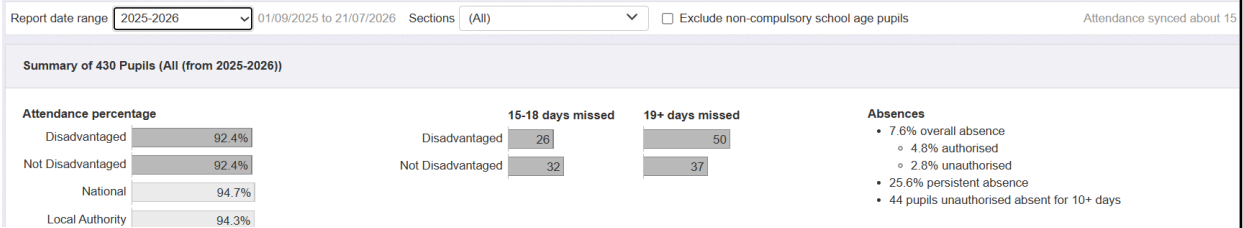


To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Sustain high levels of wellbeing by 2025/26 demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- a reduction in referrals to in house SEMH support
- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Attendance shows there's is minimal difference between the two groups. There are variances between PA and that is due to individual pupil circumstances.



Deliver a range of wider curricular opportunities for disadvantaged pupils, including participation in trips, visits, WOW events, experiences intended to build aspiration and culture capital

Disadvantaged pupils will participate in a range of activities across the academic year, linked to their curriculum, and will be able to talk about their experiences, what they have learned, and how they see things differently as a result. i.e. increased uptake of breakfast club

Early Start programme has seen the highest number of pupils joining the breakfast club - averaging 60 pupils. Prior to this we had about 8 to 15 pupils in previous years.

Data from clubs shows at least 50% of pupils participating after school clubs were disadvantaged. Clubs ranged from Early start to Chess, Creative and Yoga.

| Yr1 Phonics     |            |     |     |                     |     |                                                                                                                                                                             |
|-----------------|------------|-----|-----|---------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reg             | Name       | FSM | SEN | INA                 | PPG | MED CONDITIONS                                                                                                                                                              |
| Y1C             | [REDACTED] | Yes | No  |                     | Yes |                                                                                                                                                                             |
| Y1C             | [REDACTED] | No  | Yes |                     | No  |                                                                                                                                                                             |
| Y1C             | [REDACTED] | No  | No  | Pakistan 11/02/2023 | No  |                                                                                                                                                                             |
| Y1T             | [REDACTED] | Yes | No  |                     | Yes |                                                                                                                                                                             |
| Y1T             | [REDACTED] | Yes | No  |                     | Yes |                                                                                                                                                                             |
| Y1T             | [REDACTED] | No  | No  | Pakistan 11/02/2023 | No  | Iron Deficiency and Vitamin D Deficiency<br>50%                                                                                                                             |
| Chess Club      |            |     |     |                     |     |                                                                                                                                                                             |
| Reg             | Name       | FSM | SEN | INA                 | PPG | Medical Conditions                                                                                                                                                          |
| /5T             | [REDACTED] | Yes | No  |                     | Yes | Eczema/Dermatitis: Eczema (03 Jul 2019 - ongoing)                                                                                                                           |
| /5T             | [REDACTED] | No  | Yes |                     | No  | Asthma: Asthma                                                                                                                                                              |
| /5T             | [REDACTED] | No  | No  |                     | No  |                                                                                                                                                                             |
| /5T             | [REDACTED] | Yes | No  |                     | Yes | Eczema/Dermatitis                                                                                                                                                           |
| /5T             | [REDACTED] | Yes | No  |                     | Yes | Asthma: Mild - 1-2 puffs upto 4 times per day (18 Sep 2024 - ongoing)<br>60% PP                                                                                             |
| Arts and Crafts |            |     |     |                     |     |                                                                                                                                                                             |
| Reg             | Name       | FSM | SEN | INA                 | PPG | Medical Conditions                                                                                                                                                          |
| Y3C             | [REDACTED] | Yes | No  |                     | Yes | Asthma: Asthma (09 Mar 2022 - ongoing) and Food Allergy or Intolerance: INTOLERANCE - caramel caused nose bleeds<br>Other: POSSIBLE ADHD & AUTISM, Other: TYPE ONE DIABETES |
| Y3C             | [REDACTED] | Yes | No  |                     | Yes | MELLITUS and Asthma                                                                                                                                                         |
| Y3C             | [REDACTED] | Yes | No  |                     | Yes | Craniosynostosis                                                                                                                                                            |
| Y3C             | [REDACTED] | Yes | Yes | 05/10/2019          | Yes | Conductive Hearing Loss                                                                                                                                                     |
| Y3C             | [REDACTED] | Yes | No  |                     | Yes |                                                                                                                                                                             |
| Y3T             | [REDACTED] | No  | Yes |                     | No  | Asthma: No longer has Asthma (06 Sep 2023 - 19 Sep 2024)                                                                                                                    |
| Y3T             | [REDACTED] | Yes | Yes |                     | Yes |                                                                                                                                                                             |
| Y3T             | [REDACTED] | No  | No  | No                  | No  |                                                                                                                                                                             |
| Y3T             | [REDACTED] | Yes | No  |                     | Yes |                                                                                                                                                                             |

70 /

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme           | Provider |
|---------------------|----------|
| Speech and Language | WellComm |
|                     |          |