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## Pupil Premium Strategy Statement- 2025/26 -Carr Lodge Academy

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	Carr Lodge Academy
Number of pupils in school	442 to date
Proportion (%) of pupil premium eligible pupils	17.8% (79)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	<b>2026-2029</b>
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Crampton
Pupil premium lead	Melanie Stead
Governor / Trustee lead	Chris Lambert

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,780
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	£121,780



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## Part A: Pupil Premium Strategy Plan

### Statement of Intent

The vision of Exceed Learning Partnership is to equip young people with the knowledge, skills and mindset to thrive and take on the world. We aim to build communities where everyone belongs; it means feeling valued, safe, and seen. We celebrate diversity and commit to equity, removing barriers and closing gaps so every pupil and colleague can thrive. The Core Mission of ELP is “Every Child. Every Chance. Every Day” At ELP, every pupil should be Safe, Happy, Healthy, Learning, and feel like they Belong. This is our foundation for an inclusive environment.

At Carr Lodge we believe that every child can flourish socially as well as academically and become life-long learners, regardless of their starting points. Every child with us will therefore be given opportunities and support to transition to secondary prepared for young adulthood and their next stage in education. We believe that high quality teaching, effective engagement with parents/carers and a personalised approach to meeting needs; every child can meet their potential. Fulfilling our ambition of, “Every Child; Every chance; Every Day.” Potential includes the broader focus of education which can take place beyond the academy setting and includes the vital life skill of Social and Emotional development and the ability to communicate in different ways for different purposes/audiences.

Our strategy aims to improve the life chances of all our pupils by building a culture of ‘excellence for all’ regardless of their starting points using research driven CPD and evidence informed practice to develop our strategy.

#### **A Culture of High Quality Teaching for all:**

A key aspect of improving outcomes for disadvantaged pupils at Carr Lodge Academy, is through developing all staff’s understanding of high quality teaching and high expectations for **all** pupils. We will work on high quality training, for all staff, through a program of CPD to build their own knowledge and skill base so they are equipped on how to accelerate progress of our most vulnerable pupils; use forensic analysis of need and swiftly intervene with Targeted Academic Support when needed. We will continue to invest in technology and high quality teaching programs, as well as developing our bespoke curriculum, to ensure our pupils always have the very best learning opportunities. We intend to build our strong culture of professional growth through coaching and mentoring models to continually reflect and enhance our teaching practice.

#### **Targeted Academic Support:**

Our Pupil Premium Strategy Plan is aimed to address the needs specifically at this school and of the current identified cohorts. Although not named, we intend to target support around the difficulties these pupils will have demonstrated within their class learning but also in much broader areas such as social and emotional engagement, identity and/or engagement with the school community. Our ultimate aim is that such targeted pupils leave us with a strong sense of self, clear knowledge of their skills and attributes, and have achieved at least good levels of English and Mathematics. Our plan is therefore to provide timely, specific, targeted and research based interventions to provide appropriate catch up, as well as ensuring targeted support addresses the increasing emotional needs being presented.

#### **Our key principles are:**

- Early identification of need
- Fluid communication across SEN, pastoral and class based teams



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- Tailored interventions to address Phonics, R,W,M gaps
- Tailored interventions to support SEMH needs
- Specific Interventions/Targeted Support for Disadvantaged Pupils with SEND
- Ongoing assessment and dialogue between staff involved
- Careful CPD and Coaching for Special Needs Assistants and Teaching Assistants to support Targeted Academic Support
- Engagement with key adults, parents and other agencies
- Thrive practices at the heart of whole school approaches

### **Wider Strategies**

Personal Development underpins our Curriculum as a whole and we strive to develop the 'whole child' beyond academia, essential for children to succeed in the world beyond Carr Lodge. We will address this for our most disadvantaged pupils (in addition to our whole-school Personal Development Offer) through training of all staff to understand child development, behaviour and SEMH. Developing bespoke SEMH interventions for key identified pupils as well as whole school language and approaches. Further developing strong relationships with parents and carers around the importance of attendance and punctuality, including targeted support and initiatives such as access to before and after school clubs. In this way we will ensure finances are not a barrier to pupils accessing extra-curricular opportunities such as sports, music, the arts and beyond. Our aim is to build school and parent partnership through parental learning events.

These are the broad areas we aim to develop through our strategy over the next 3 years. Whilst expenditure for each year is planned and reviewed based on the data we hold for our children annually and continual reflection and dialogue between professionals.

## **Challenges**

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

Challenge number	Detail of challenge
1	<b>Lower attainment on entry to Early Years, particularly in Literacy and Oracy.</b> Assessments show that disadvantaged pupils enter with lower communication, language and oracy skills. The 2025 EYFS data shows 40% of disadvantaged pupils achieved a Good Level of Development (GLD) compared with 85.2% of non-disadvantaged pupils. Vocabulary gaps, phonetic awareness and sentence building continue to impact early writing and reading.
2	<b>Phonics and KS1 Attainment Overall.</b> Assessment data shows that Phonics attainment for the Y1 cohort was 57% which was 10% below National PP (67%) and CLA Non PP at 88%. Year 1 PP Cohort was below Non PP in Reading, Writing and Maths by -42% in Reading and Writing and -34% in Maths.



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	<p>The gap appears as a result of limited opportunity to practice reading and phonics outside of school as well as Speech and Language and SEND Needs for some pupils. Engagement with learning in and out of school as well as attendance.</p>
3	<p><b>Attainment in Reading, Writing and Maths in Upper KS2.</b> End of KS2 Assessment Data demonstrates that an academic gap remains between PP and Non PP peers. Previous Year 6 data shows a gap of 34% in reading, 56% in writing and 54% in maths between PP and Non PP children. This difference in attainment can also be seen in our current Year 5 and 6 cohorts which have high levels of PP.</p> <p>Language and inference remain barriers to comprehension and stamina. Writing continues to be a development area, with weaker sentence structure, understanding of tense and vocabulary. Engagement with learning in and out of school as well as attendance contribute towards the gap between PP and Non-PP children.</p>
4	<p><b>Persistent absence among disadvantaged pupils remains above non disadvantaged peers.</b> Attendance for disadvantaged pupils was 92%, with persistent absence at 30% compared to Non PP attendance at 96.2% and Non PP persistent absence at 7.4%. Parental engagement and understanding of the importance of punctual and regular attendance remains a barrier for some of our pupils and needs to remain a focus of the academy.</p>
5	<p><b>Access to Wider Opportunities - trips, music, the arts and sports</b> - It is essential at Carr Lodge that we educate the whole child beyond the academic. Pupil Voice demonstrates that disadvantaged pupils have less access to wider opportunities outside of the school setting therefore it is essential for us to close the Cultural Capital gap with the enrichment program we offer.</p>
6	<p><b>Social, Emotional, and Mental Health (SEMH) needs among a small but significant group of pupils.</b> Thrive and BOSS data, alongside school behaviour records, show five pupils requiring intensive regulation and pastoral support. While behaviour is “securely good,” these pupils require continued multi-agency work to sustain inclusion.</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
<b>1. Improved Literacy attainment in EYFS for Disadvantaged pupils seen through improved spoken language, vocabulary, oracy, phonics, reading and transcription and composition skills.</b>	<p>Assessments and observations show measurable improvement in pupils' oral language, expressive vocabulary and oracy skills. Impact is evident through formative assessment and the WellComm Assessment Tool.</p> <p>DFE Early Years SEND Assessment Tool will also support progression from baseline in addition to B Squared for pupils with more complex needs.</p>



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<b>2. Improved Attainment for Disadvantaged Pupils in KS1 in Phonics, Reading, Writing and Maths.</b>	<p>Year 1 Phonics Screening Check results are at least in line with National Average (80%) for disadvantaged pupils achieving the expected standard. Year 2 rechecks demonstrate continued improvement for pupils who did not meet the threshold in Year 1. Over the course of the three year strategy.</p> <p>Reading, Writing and Maths Attainment for disadvantaged pupils demonstrates a reduction in the gap for Y1 and Y2 between PP and Non PP by 10% year on year for the next 3 years until they are in line with their non-pp peers.</p>
<b>3. Improved Attainment for Disadvantaged Pupils in Year 5 and 6 in Reading, Writing and Maths.</b>	<p>Reading, Writing and Maths Attainment for disadvantaged pupils in KS2 demonstrates a reduction in the gap between PP and Non PP by 10% year on year for the next 3 years until they are in line with their non-pp peers.</p> <p>In 2025-26 End of KS2 data will be at least in line with National PP.</p>
<b>4. Improved Attendance and Lower Persistent Absence rates for pupils deemed disadvantaged pupils/ Pupil Premium.</b>	<p>The average attendance of disadvantaged pupils is at least 95% (increase by 3%). This improves to at least 96% by December 2028.</p> <p>Persistent Absence for Pupil Premium reduces by at least 15% over the 3 year period.</p>
<b>5. Disadvantaged Pupils have the same level of access to Wider Opportunities such as trips, music, the arts and sports as all other pupils. Finances are not a barrier to pupils accessing these much needed wider opportunities.</b>	<p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p> <p>Attendance at clubs and music lessons will show levels of engagement by Pupil Premium/ disadvantaged pupils are inline with Non Disadvantaged pupils proportionately.</p>
<b>6. Social Emotional Mental Health and Behaviour Support</b> <b>All pupils, who need it, are identified quickly and have access to SEMH/Behaviour support internally or externally as appropriate.</b>	<p>All pupils who need SEMH support know where and how to access this support.</p> <p>Pupil Voice demonstrates pupils feel safe and understand what help they can access in school. Parents/Carers feel their children are safe physically and mentally and know how to access support in school.</p>



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## Activity in this academic year 2025-26

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

### High Quality Teaching (for example, CPD, recruitment and retention) Budgeted cost: £55,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years Lead (CPD) engaged with the <b>Laurel Trust Oracy Project</b> - release time and time to create and implement action plan	Laurel Trust Oracy Project: To strengthen language and writing skills in Early Years preparing pupils for a successful transition to Y1.  With a focus on Disadvantaged Boys.	1
<b>Additional TAs in EYFS</b> to support capacity for Vulnerable Pupils and focus for spotlight children with implementation of the Laurel Trust Oracy Project.	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf</a>  Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.  TAs should supplement, not replace, teaching from the classroom teacher.	1
<b>Maintaining quality of Little Wandle</b> through CPD and Subject Leader TLR and Release time for monitoring of delivery.	EEF toolkit – Phonics intervention has high impact for low cost with 5+ month additional months impact.  EEF <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a>	2
<b>Training of TAs and SNAs to deliver high quality personalised phonics interventions for identified pupils.</b>		2



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<p><b>Senior Leaders to take part in Challenge</b></p> <p><b>Partners Growing From the Top 25-26</b></p> <p>Partnership with school with strong outcomes for Disadvantaged Pupils to share and evolve practice.</p>	<p>Research into the most effective use of the PP Funding is that sufficient time is spent on quality CPD and training of teachers, TAs and leaders to develop their knowledge and understanding of how best to tackle the attainment gap and support building a strong culture of attainment for all:</p>	All
Maintain Professional Growth and development of Teacher Pedagogy and Practice.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1,2,3
<p><b>CPD Program for teachers throughout the year-</b></p> <p>Developing knowledge and strategies for closing the gap for disadvantaged pupils-</p> <p><b>ADAPTIVE TEACHING</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1,2,3
<p><b>PP Lead and Principal development</b> through attendance at PP Network</p>	Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation.	All
<p><b>Specialist HTAs</b> to ensure quality first teaching during PPA Time</p>		1,2,3
<p><b>Awareness Raising-</b></p> <p>Implementation of school-wide 'Vulnerability Tracker' to support staff awareness of pupils' needs and where there are additional areas of support needed e.g. PP and SEND/EAL etc so support can be focused and targeted.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five_a_Day_Reflection_Tool_-_Teaching_Assistants_v1.0-1.pdf?v=1674033195">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five_a_Day_Reflection_Tool_-_Teaching_Assistants_v1.0-1.pdf?v=1674033195</a></p> <p>Understanding of where there is a cross over of need supports teachers and TAs to remove barriers using the Five a Day Toolkit.</p>	1,2,3
<p><b>Raising Attainment Meetings</b> to have additional awareness with a half termly focus on Vulnerable Pupils attainment and progress.</p>		1,2,3



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<p><b>Technology</b> and other resources that support personalised teaching and feedback- Implementation and training of <b>Learning By Questions Program</b> to support personalised learning across all subject areas.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1764497555">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1764497555</a></p> <p>Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered.</p>	2,3
<p><b>Mentoring and Coaching</b> of targeted year groups particularly ECTs to ensure adaptive teaching strategies for vulnerable pupils and assessment for learning is accurate and impactful.</p>	<p>There is some evidence that mentoring can have small positive impacts on mentee pupil attainment and literacy. Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment.</p> <p><a href="https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-Key_Takeaways.pdf">https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-Key_Takeaways.pdf</a></p>	1,2,3



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

**Budgeted cost: £ 33,108**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS- spotlight children for Literacy based targeted support within the environment-with additional TA (Laurel Trust)	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Deploy teaching assistants in ways that enable all pupils to access high-quality teaching</p> <p>Teaching assistants should supplement – not replace – the teacher. This means that pupils who struggle most should spend at least as much time with the teacher as other pupils, if not more.</p> <p>Ensure all pupils have access to high-quality teaching with their class teacher.</p> <p>Ensure working relationships between teachers and teaching assistants meet all pupils' needs, with the teacher retaining responsibility for all pupils.</p> <p>Support teachers and teaching assistants to identify practices which inhibit pupil learning and engage in effective alternatives.</p>	1
Little Wandle Program for all EYFS and KS1 Pupils	<p>EEF guidance Improving Literacy at KS1 highlights the need for a clear systematic phonics approach, continuous staff training, engaging sessions using effective pedagogy.</p> <p>Monitoring pupils continuously to challenge and also act swiftly if some pupils require intervention and additional support. EEF guidance also evidenced research suggesting whole class phonics, non-streamed is the most successful approach within KS1 with pupils receiving targeted intervention when gaps emerge. EEF – high impact low cost with an average gain of 5 months</p> <p>Phonics   EEF (<a href="https://www.educationendowmentfoundation.org.uk">https://www.educationendowmentfoundation.org.uk</a>)</p>	1 & 2



<p><b>Reading/Spelling</b> <b>Nessy/Dyslexia Screening</b></p> <p>Further subscriptions are required to support the online app which is used as a daily intervention for those with spelling reading difficulties and those assessed to be at high risk of dyslexia.</p>	<p><a href="#">Research Evidence - Nessy - British English</a></p>	<p>2</p>
<p><b>Precision Teaching in KS1 for Disadvantaged Pupils</b></p> <p>Personalised small steps curriculum to be delivered to ensure pupils work on exactly the right next steps/skills for their personalised curriculum journey to ensure building blocks are fluent by the end of KS1</p>	<p><b>Small Group</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">Tuition-https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><b>EEF Guidance +4 months in one year</b>  Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>2</p>
<p><b>Additional Phonics Intervention for Vulnerable Pupils</b></p>	<p>EEF guidance also evidenced research suggesting whole class phonics, non-streamed is the most successful approach within KS1 with pupils receiving targeted intervention when gaps emerge. EEF – high impact low cost with an average gain of 5 months</p> <p>Phonics-EEF  <a href="https://www.educationendowmentfoundation.org.uk">https://www.educationendowmentfoundation.org.uk</a></p>	<p>2</p>
<p><b>Fluency Program KS2 Writing</b></p>	<p><b>Small Group</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">Tuition-https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><b>EEF Guidance +4 months in one year</b>  Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>3</p>



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<b>Reading Plus</b> Reading Plus is an adaptive literacy tool that enables KS2 pupils to improve fluency, comprehension, vocabulary, stamina, and motivation.	Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction. <ul style="list-style-type: none"><li>• 2.5 Level Gains in 60 Hours</li><li>• 2.0 Level Gains in 40 Hours</li><li>• 1.0 Level Gains for College &amp; Career Readiness in 20 Hours</li></ul> <p><a href="https://www.readingplus.com/efficacies/">https://www.readingplus.com/efficacies/</a></p>	3
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	and work which suggests that with appropriate tools, TAs can have a significant impact upon attainment (see Richards and Armstrong, 2016). Similarly, the 'Plus 1' and 'Power of 2' books have drawn on the literature base exploring TA support especially in relation to mathematics education (Drake, 2005). This evidence informs the 'Plus 1' and 'Power of 2' tools which TAs and others can work with without having to rely on detailed pedagogical or subject	
<b>Third Space Learning 1:1 Tutoring Maths</b>	Weekly Maths Tutoring Program for Y5 and 6  Bespoke interventions designed to secure gaps in basic skills that have been identified using diagnostic assessments and encourage attendance due to confidence building.  <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>	3

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

**Budgeted cost: £ 34,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<b>Pastoral Lead leading on Thrive Intervention, Parent Support Work, With Me in Mind Service Link, Outreach Work</b>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Improving Mental Health Impact:</p> <p><a href="https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools">https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools</a></p>	6
<b>Recruitment of a second Thrive Lead and Pastoral Support Worker to support SEMH intervention and Provision</b>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_EmotionaLearning.pdf?v=1744275632">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_EmotionaLearning.pdf?v=1744275632</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health. Impact Report</p> <p><a href="https://www.thriveapproach.com/impact-and-research/impact-report">https://www.thriveapproach.com/impact-and-research/impact-report</a></p>	6



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<p><b>Providing the Nest</b></p> <p><b>Provision for Breakfast and Lunch</b></p> <p><b>Provision for Vulnerable Pupils</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	
<p><b>Funded school excursions</b></p> <p>Some pupils continue to require financial support in order for them to benefit from off-site educational activities.</p>	<p>Children enhance their learning through experiential opportunities which support memory and metacognition links to their classroom based learning. This supports children to know more and remember more because of the connection built in the brain when we have first-hand experience of an event.</p>	5



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<p><b>Access to Extra Curricular Clubs Sports, Music Lessons, Performing Arts</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum +3 months.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	5
<p><b>SLT to lead on Attendance Support Meetings to build stronger partnerships with parents</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	4



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<b>EWO Outreach Support</b>	<p>School attendance highly impacts children's attainment. We work closely with the EWO service to ensure any pupils with low attendance are swiftly supported back into school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	4
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**Total budgeted cost: £122,819**



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## Review of Outcomes in the 2024/2025

### Pupil Premium Strategy Outcomes

Challenge number	Detail of challenge	Impact of the strategy against the challenge area												
1	<p>Lower Attainment overall and in some cases slower progress is made by disadvantaged/ pupil premium pupils particularly when there is a SEND need in addition.</p> <p>Fluency in Reading, Writing and Maths in KS1 and KS2 is a particular focus for disadvantaged pupils and Literacy in EYFS.</p>	<p>Where there may be a gap between PP and Non PP still in some year groups the table below demonstrates in all year groups bar one that the attainment of PP is increasing in Y2 significantly across all subject. Year 3 gains most significantly in Reading and Maths. Y5 gains across all significant in Maths. Y6 significant gains in all subjects.</p> <table border="1"> <thead> <tr> <th>Summer 2024 PP Data per cohort</th><th>Summer 2025 PP Data same Cohort</th></tr> </thead> <tbody> <tr> <td>Y1- R 67, W 67, M 67</td><td>Y2- R 88, W 88, M 75 (gains in all)</td></tr> <tr> <td>Y2- R 60, W 40, M 60</td><td>Y3- R 71, W 43, M 71 (gains in all)</td></tr> <tr> <td>Y3- R 42, W 42, M 42</td><td>Y4- R 28, W 28, M 39 (decreased)</td></tr> <tr> <td>Y4- R 47, W 47, M 59</td><td>Y5- R 50, W 50, M 72 (gains in all)</td></tr> <tr> <td>Y5- R 20, W 0, M 20</td><td>Y6- R 40, W 30, M 40 (gains in all)</td></tr> </tbody> </table> <p>In KS1 Assessments PP Attainment was above Non PP in R,W,M In Multiplication Check PP Attainment was 94% /Non PP was 93%</p>	Summer 2024 PP Data per cohort	Summer 2025 PP Data same Cohort	Y1- R 67, W 67, M 67	Y2- R 88, W 88, M 75 (gains in all)	Y2- R 60, W 40, M 60	Y3- R 71, W 43, M 71 (gains in all)	Y3- R 42, W 42, M 42	Y4- R 28, W 28, M 39 (decreased)	Y4- R 47, W 47, M 59	Y5- R 50, W 50, M 72 (gains in all)	Y5- R 20, W 0, M 20	Y6- R 40, W 30, M 40 (gains in all)
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2	Phonics and Early Reading attainment to support the gap seen as a result of limited opportunity to practice outside of school e.g. home reading	<p>By the end of Y2 100% of disadvantaged pupils passed the Phonics Screening Check.</p> <p>In KS1 Assessments PP attainment was above Non PP attainment in Reading PP- 88% EXS 38% Greater Depth.</p>												
3	Lower attendance and higher rates of persistent absence for pupils deemed disadvantaged pupils/ Pupil Premium.	<p>The attendance disadvantaged gap is reducing.</p> <p>The number of families being supported at Attendance Support Level is reducing. Families engage well with Attendance Support and personal cases of success are evident.</p> <p>Attendance for Disadvantaged Pupils is in line with National at 92.6%</p>												





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4	Social Emotional Mental Health and Behaviour Support	<p>Take up of support from pupils from our SEMH offer (71):</p> <p>Free Breakfast Club</p> <p>Nest Provision at Lunch time</p> <p>Thrive Support</p> <p>Kingfisher Childcare</p> <p>Wellbeing Survey</p>
5	Access to Wider Opportunities- trips, music, the arts and sports	<p>All pupils have the opportunity to access wider opportunities, tournaments and trips- finances would never be a barrier for pupils at the academy. The data below outlines how many children took part in these events. (24/25 Proportion of Disadvantaged Pupils was 15.6%)</p> <p>Disadvantaged pupils are given free access to After School Clubs:</p> <p>11.1% of attendees at ASC were PP</p> <p>The academy actively promotes engaging disadvantaged pupils in sports tournaments</p> <p>21.4% of attendees at Sports Tournaments were PP</p> <p>The academy ensures finances are never a barrier to attending trips- all PP pupils attended all trips.</p>