

# Pupil premium strategy statement – Beenham Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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

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

## School overview

| Detail                                                                                                                                                                           | Data                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Number of pupils in school                                                                                                                                                       | 54                           |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 30.1%                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | September 2026 – August 2029 |
| Date this statement was published                                                                                                                                                | September 2026               |
| Date on which it will be reviewed                                                                                                                                                | September 2027               |
| Statement authorised by                                                                                                                                                          | Sophie McBean                |
| Pupil premium lead                                                                                                                                                               | George Bell-Barrett          |
| Governor / Trustee lead                                                                                                                                                          | Tamsin Haynes                |

## Funding overview

| Detail                                                                                                                                                                             | Amount  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                                | £24,800 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                          | £349    |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £25,171 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Beenham Primary School, our vision is to ensure every child is known, valued and supported to achieve in ways that are meaningful to them. By nurturing confident and curious learners, we empower all children to thrive now and in the future. Our Pupil premium strategy reflects this commitment by ensuring disadvantaged pupils make meaningful progress from their starting points, experience success and access an ambitious, inclusive education.

We work with each child on an individual basis, identifying and removing barriers that may limit their access to learning, wellbeing or wider school opportunities. Our strategy prioritises high-quality, adaptive teaching; targeted academic and pastoral support; and strong relationships with families to strengthen engagement and readiness to learn.

Our key principles are:

- Inclusive practice where children's needs drive provision and every pupil is fully supported to participate and achieve.
- Psychologically-informed approaches grounded in research, relational practice and high-quality care.
- Ambition for all through a rich curriculum, equitable access to enrichment, and consistent, evidence-based teaching.

Through this approach, we aim to ensure disadvantaged pupils flourish academically, socially and emotionally, building the confidence, curiosity and independence that underpin lifelong success.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                               |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Attendance rates lower than non-pupil premium population                                                                                                          |
| 2                | Gaps in foundational skills and knowledge (English and maths)                                                                                                     |
| 3                | Mental health and wellbeing challenges, including anxiety and emotional regulation – these are often linked to experience of ACEs (adverse childhood experiences) |
| 4                | Opportunity to engage in extracurricular activities                                                                                                               |
| 5                | Engagement and regulation in learning, including coping with challenges and sustained attention                                                                   |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Attendance rates increase for children in receipt of pupil premium                                                                      | <ul style="list-style-type: none"> <li>- Attendance for pupils in receipt of Pupil Premium is at least 95% over the academic year, with termly monitoring showing sustained or improving patterns.</li> <li>- The attendance gap between disadvantaged pupils and their non-PP peers is no greater than 1–2 percentage points, demonstrating that disadvantaged pupils attend school in line with other children.</li> <li>- Persistent/ severe absence among pupils in receipt of Pupil Premium reduces year-on-year, with early help, family partnership and targeted support leading to improved engagement and consistent attendance.</li> </ul>                                                                                                                                                                               |
| Gaps in foundational knowledge and skills are identified and closed for disadvantaged children                                          | <ul style="list-style-type: none"> <li>- Teachers accurately identify gaps in foundational knowledge and skills through ongoing assessment, with termly reviews showing clear, up-to-date profiles of need for disadvantaged children.</li> <li>- Targeted support and adaptive teaching lead to rapid closing of identified gaps, demonstrated by pupils securing key knowledge and skills and making meaningful progress from their starting points.</li> <li>- The proportion of disadvantaged children meeting age-related expectations in key areas (reading, writing and mathematics) increases term-on-term, showing that interventions and classroom practice are effectively addressing and reducing gaps.</li> </ul>                                                                                                     |
| Children in receipt of pupil premium develop regulation skills and strategies to cope with challenges                                   | <ul style="list-style-type: none"> <li>- Children in receipt of Pupil Premium demonstrate improved emotional regulation, shown through reduced frequency and intensity of dysregulation incidents and increased use of taught strategies during challenging moments.</li> <li>- Pupils are able to identify their emotions and choose appropriate regulation tools, evidenced through learning conversations, wellbeing check-ins and staff observations of children independently using strategies such as breathing techniques, break cards, movement, or co-regulation prompts.</li> <li>- Wellbeing indicators for disadvantaged pupils improve over time, including increased engagement in learning, positive relationships with peers and adults and greater resilience when faced with setbacks or transitions.</li> </ul> |
| Children in receipt of pupil premium are supported to access extra-curricular activities to promote personal development and enrichment | <ul style="list-style-type: none"> <li>- All pupils in receipt of Pupil Premium regularly attend at least one extra-curricular club, activity or enrichment opportunity each term.</li> <li>- Identified barriers (financial, logistical, confidence-related or SEND-related) are removed or reduced, evidenced by improved uptake following targeted support such as funding, equipment, encouragement or personalised adjustments.</li> <li>- Pupils demonstrate increased confidence, engagement and enjoyment through extra-curricular involvement, reflected in pupil voice, staff observations and improvements in wellbeing or social interaction.</li> </ul>                                                                                                                                                               |
| Children in receipt of pupil premium                                                                                                    | <ul style="list-style-type: none"> <li>- Disadvantaged pupils demonstrate sustained attention during learning activities, shown through reduced off-task behaviours and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| understand and demonstrate consistently good behaviours for learning | <p>greater ability to engage during whole-class, group and independent tasks.</p> <ul style="list-style-type: none"> <li>- Pupils in receipt of Pupil Premium routinely demonstrate routines of securing attention and expectations for learning. Staff observations and learning walk evidence show these behaviours becoming embedded and consistent over time.</li> <li>- When faced with difficult tasks or setbacks, pupils use taught regulation strategies and demonstrate improved coping skills, resulting in fewer incidents of dysregulation and more successful re-engagement with learning.</li> </ul> |
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## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6122.39

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>StepLab provides a structured, evidence-based coaching model that strengthens high-quality teaching, ensuring disadvantaged pupils receive precise modelling, scaffolding and feedback in English and maths.</p> <p>Regular coaching cycles help staff refine small, high-impact practices that build pupils' foundational knowledge, close gaps and secure key concepts over time.</p> <p>StepLab supports consistent behaviour and learning routines, enabling pupils to develop stronger engagement, sustained</p> | <p>Strengthens high-quality teaching, the most powerful lever for improving attainment for disadvantaged pupils. The EEF states that <i>"high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils"</i>. StepLab's precise, evidence-based coaching model directly builds teacher pedagogy and skill.</p> <p>The EEF emphasises the need for <i>"developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum"</i> to close attainment gaps. StepLab's focus on deliberate practice and feedback supports teachers to secure core knowledge and address misconceptions early.</p> <p>The EEF's Guide to the Pupil Premium stresses that <i>"making sure an effective teacher is in front of every class, and that every teacher is supported to keep</i></p> | <p>2, 5</p> <p>£192</p>       |

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| <p>attention and readiness to learn.</p> <p>Coaching focuses on relational, calm and predictable practice, improving pupils' regulation, resilience and ability to cope with challenge.</p> <p>By improving instructional consistency and classroom climate, StepLab accelerates progress for pupils in receipt of Pupil Premium and reduces barriers to learning.</p>                                                                                                                                                                                                                                                                                                                                      | <p><i>improving, is key</i>", precisely the aim of StepLab's structured coaching.</p> <p>Enhances engagement, regulation and sustained attention through coaching on routines, behaviour for learning and relational practice. The EEF highlights that social, emotional and behavioural needs are central to learning, noting that <i>"social and emotional skills support effective learning"</i> and that behaviour approaches should be calm, consistent and instructional.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |
| <p>PiXL's diagnostic tools, e.g. Question Level Analysis (QLA) and gap-spotting grids, give teachers precise insight into what each child can and cannot yet do, enabling targeted reteaching of essential English and maths concepts.</p> <p>PiXL therapies provide structured, step-by-step lessons that revisit misconceptions, rebuild core knowledge and secure fluency. This helps pupils to catch up quickly and confidently.</p> <p>PiXL's approach encourages pupils to reflect on their learning, helping them understand their gaps, recognise progress and develop the resilience needed to cope with challenge.</p> <p>Regular use of PiXL routines builds pupils' independence, focus and</p> | <p>PiXL's diagnostic assessments and therapies strengthen high-quality teaching, which the EEF identifies as "the most powerful way for schools to improve pupil attainment." PiXL's Question Level Analysis (QLA) and gap-spotting tools support the EEF's call for "purposeful use of assessment" to respond precisely to pupils' needs.</p> <p>PiXL provides targeted academic support explicitly linked to classroom learning, aligning with the EEF's guidance that effective interventions "should be carefully linked to classroom teaching and matched to individual pupils' specific needs." PiXL therapies reteach core concepts in English and maths, helping pupils secure foundational knowledge.</p> <p>PiXL's structured therapy model reflects cognitive science principles, which the EEF notes "hold promise for improving the quality of teaching." PiXL's step-by-step reteaching, guided practice and retrieval tasks help pupils consolidate essential knowledge and address misconceptions.</p> <p>PiXL strengthens metacognition and self-regulated learning, one of the highest-impact approaches in the EEF Toolkit (+7 months). The EEF states that</p> | <p>2, 5</p> <p>£1,518</p> |

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| sustained attention, supporting them to engage more consistently in lessons and regulate their learning behaviour.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | metacognition improves outcomes by helping pupils “plan, monitor and evaluate their learning.”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |
| <p>ELSA sessions provide structured emotional literacy support, helping pupils understand and name their feelings, recognise triggers, and develop practical regulation strategies such as calming routines, problem-solving steps and coping tools.</p> <p>ELSA builds pupils’ resilience and confidence through targeted work on managing worry, coping with challenge, and developing a positive sense of self. This enables pupils to re-engage more quickly when learning feels difficult.</p> <p>ELSA supports pupils to develop behaviours for learning by teaching skills such as turn-taking, listening, managing frustration, and sustaining attention. These skills are practised in a safe, relational environment and then transferred back into the classroom.</p> <p>ELSA strengthens relationships and emotional readiness to learn, offering consistent, trusted adult support that helps pupils feel secure, regulated and able to participate positively in lessons.</p> | <p>ELSA develops pupils’ emotional regulation and coping strategies, aligning with EEF findings that SEL programmes improve “self-management of emotions” and lead to “significant improvements in students’ emotional regulation, coping skills, resilience and academic engagement.”</p> <p>ELSA’s targeted, small-group and 1:1 sessions mirror the EEF description of specialised SEL approaches that support pupils with particular social or emotional needs, which show “an average impact of +3 months’ additional progress.”</p> <p>ELSA’s focus on building positive relationships and teaching behaviours for learning reflects EEF guidance that SEL approaches improve “interaction with others” and support “greater engagement in learning” through improved social skills and emotional readiness.</p> <p>ELSA’s structured teaching of emotional literacy aligns with EEF recommendations to “teach SEL skills explicitly” and to integrate these skills into everyday learning, helping pupils demonstrate consistently good behaviours for learning.</p> | <p>3, 5</p> <p>£4412.39</p> |

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

Budgeted cost: £ 11056.32

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed    |
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| <p>TAs use targeted questioning, observation and structured check-ins to spot misconceptions or missing steps in English and maths. They deliver short, focused interventions, such as pre-teaching, over-learning, guided practice and adapted tasks, to secure core knowledge and build fluency.</p> <p>Through calm, consistent relational support, TAs help pupils recognise emotions, practise regulation techniques (breathing, break cards, movement, self-talk), and rehearse coping strategies for challenge. They provide co-regulation during moments of difficulty and gradually build pupils' independence.</p> <p>TAs model and reinforce routines, expectations and positive learning behaviours such as listening, turn-taking, following instructions, staying on task and persisting with challenge. They use praise, prompts and structured feedback to help pupils transfer these behaviours into whole-class learning.</p> | <p>TAs deliver structured, evidence-based interventions that close gaps in foundational knowledge, reflecting EEF guidance that well-trained TAs can “add up to 4 months’ additional progress when delivering high-quality, structured interventions.” Their work on pre-teaching, guided practice and over-learning helps disadvantaged pupils secure essential English and maths skills.</p> <p>TAs support pupils to develop regulation and coping strategies, aligning with EEF findings that social and emotional learning approaches improve “self-management of emotions” and lead to better engagement. Through co-regulation, modelling calm responses and teaching practical strategies, TAs help pupils manage challenge and return to learning more quickly.</p> <p>TAs reinforce and teach behaviours for learning, consistent with EEF behaviour guidance that effective approaches are “calm, consistent and predictable.” By modelling routines, prompting positive choices, and providing immediate feedback, TAs help pupils build habits such as listening, following instructions and sustaining attention.</p> <p>TAs strengthen links between intervention and classroom learning, reflecting EEF recommendations that support should be “explicitly connected to classroom teaching.” They clarify instructions, reduce cognitive load and ensure pupils can apply newly learned skills in whole-class contexts.</p> | <p>2, 3, 5</p> <p>£10,666.32</p> |

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| <p>TAs provide relational encouragement, help pupils organise materials, clarify instructions, and reduce cognitive load so pupils can focus and sustain attention. They act as a bridge between pupils and teachers, ensuring pupils feel supported, confident and ready to participate.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                         |
| <p>ABC to Read mentors provide personalised, one-to-one reading sessions that help pupils practise core decoding, fluency and comprehension skills. Gaps in foundational reading knowledge are identified early and addressed through targeted practice.</p> <p>Mentors build pupils' confidence, motivation and enjoyment of reading. This increased confidence helps pupils engage more positively with reading tasks in class, reducing avoidance behaviours and supporting consistent behaviours for learning.</p> <p>Sessions focus on developing reading resilience, with mentors encouraging pupils to tackle unfamiliar words, persevere with challenging texts and use strategies such as re-reading, sounding out and predicting. These experiences strengthen pupils' ability to cope with challenge and stay regulated during literacy learning.</p> | <p>One-to-one reading support accelerates progress for disadvantaged pupils, with the EEF finding that structured one-to-one or small-group reading interventions typically deliver +3 to +5 months' progress when well-implemented. ABC to Read's twice-weekly individual sessions mirror these high-impact approaches by providing focused practice in decoding, fluency and comprehension.</p> <p>Reading comprehension strategies have a high impact (+6 months) for disadvantaged pupils, according to the EEF. ABC to Read mentors explicitly model and practise strategies such as re-reading, predicting, clarifying and summarising, helping pupils close gaps in foundational reading skills.</p> <p>Mentoring approaches deliver around +2 months' progress and are particularly beneficial for pupils who need confidence, motivation and engagement support. ABC to Read's trained volunteers act as positive reading role models, building pupils' self-belief, persistence and readiness to learn.</p> <p>EEF evidence shows disadvantaged pupils benefit from increased reading fluency and motivation, especially when they have fewer opportunities to read at home. ABC to Read provides regular, enjoyable reading experiences that strengthen reading stamina, attention and positive behaviours for learning.</p> | <p>2, 5</p> <p>£390</p> |

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| <p>Mentors model positive learning behaviours, including listening, turn-taking, staying focused and following instructions.</p> <p>Regular, trusted adult interaction supports emotional readiness to learn, helping pupils feel secure, valued and more willing to participate. This relational stability improves engagement, attention and self-belief.</p> |  |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7327

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Real-time, accurate attendance monitoring enables staff to track Pupil Premium pupils' attendance daily and identify emerging patterns quickly. This supports termly monitoring and helps ensure attendance remains at or above 95%, with swift follow-up when patterns dip.</p> <p>Instant reporting and automated alerts highlight concerns such as repeated illness, late notifications or unexplained absences. This allows early intervention and family contact, helping reduce persistent and severe absence year-on-year.</p> | <p>Monitoring and early identification of absence aligns with EEF guidance that improving attendance requires "timely, personalised responses to emerging attendance issues."</p> <p>Clear, consistent communication with families reflects EEF evidence that parental engagement approaches can improve attendance, with the EEF noting that "simple, personalised communications with parents can improve pupil attendance." StudyBugs' communication system strengthens family partnership and works to reduce persistent absence.</p> <p>Data-driven decision-making supports the EEF recommendation that schools should "use high-quality data to understand patterns of absence and target support." Dashboards allow leaders to monitor attendance gaps and act quickly as and when gaps widen.</p> <p>Linking attendance to wider pastoral and safeguarding support mirrors EEF</p> | <p>1, 3, 5</p> <p>£372</p>    |

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| <p>Clear communication channels with families strengthens partnership working and supports disadvantaged families to maintain consistent attendance routines.</p> <p>Data dashboards and trend analysis allow leaders to compare attendance between Pupil Premium and non-PPG pupils.</p> <p>Integration with safeguarding and pastoral systems ensures that attendance concerns for disadvantaged pupils are linked to wider wellbeing needs. This supports early help, targeted pastoral support and improved engagement with school.</p>   | <p>findings that attendance improves when schools address underlying barriers through “targeted, multi-agency support.”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                         |
| <p>Joined-up pastoral and safeguarding information helps staff understand the wider context behind attendance issues, enabling targeted early help and family partnership work that reduces persistent/ severe absence over time.</p> <p>Behaviour and wellbeing incidents recorded in CPOMS highlight triggers and patterns of dysregulation, allowing staff to plan personalised support that helps pupils develop coping strategies and emotional regulation.</p> <p>Automated chronology and case-linking allow staff to see the full</p> | <p>The EEF emphasises that improving attendance requires schools to “address the underlying causes of absence through coordinated pastoral and multi-agency support.” CPOMS enables staff to see the wider context behind attendance issues, supporting early help and family partnership work that reduces persistent/ severe absence.</p> <p>EEF behaviour guidance states that effective behaviour support relies on “understanding patterns, triggers and the function of behaviour.” CPOMS provides a consistent system for logging dysregulation incidents, helping staff plan personalised regulation strategies and coping tools for disadvantaged pupils.</p> <p>Automated chronology and case-linking for timely, targeted intervention. The EEF highlights that schools should use “high-quality data to identify pupils who need additional support and respond quickly.” CPOMS’ linked chronologies allow staff to see attendance, wellbeing and safeguarding needs together,</p> | <p>1, 3</p> <p>£655</p> |

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| <p>picture of a pupil's attendance, wellbeing and safeguarding needs, ensuring targeted support is timely and coordinated.</p> <p>Clear communication and follow-up actions recorded in CPOMS help maintain consistent contact with families, strengthening partnership working and supporting sustained or improving attendance patterns.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>ensuring interventions are timely, coordinated and matched to need.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                              |
| <p>Financial support removes cost barriers, enabling disadvantaged pupils to participate fully in trips, visits and extracurricular clubs that broaden cultural capital. Access to these experiences helps pupils develop curiosity, confidence and a richer understanding of the world beyond school.</p> <p>Subsidised enrichment opportunities increase engagement with school, as pupils who take part in clubs, sports, arts and trips feel more connected to the school community. This sense of belonging supports improved attendance, motivation and positive behaviours for learning.</p> <p>Participation in enriching activities strengthens wellbeing, giving pupils opportunities to build friendships, develop resilience, experience success and practise social skills in new contexts. These experiences contribute to</p> | <p>The EEF notes that arts, sports and enrichment activities can “improve pupils’ motivation, behaviour and attitudes to learning.” Removing financial barriers ensures disadvantaged pupils access these high-value experiences, strengthening their connection to school and increasing engagement.</p> <p>Cultural capital builds confidence and supports academic learning. EEF research highlights that wider enrichment experiences help pupils develop background knowledge that supports curriculum learning. Funding trips and activities ensures Pupil Premium pupils gain the cultural capital their peers may access outside school, improving confidence, participation and readiness to learn.</p> <p>The EEF reports that structured extracurricular activities can “support social skills, self-confidence and wellbeing.” Financial support enables disadvantaged pupils to join clubs, sports and arts activities that build resilience, friendships and emotional regulation.</p> | <p>3, 4, 5</p> <p>£6,300</p> |

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| emotional regulation,<br>self-esteem and overall<br>readiness to learn. |  |  |
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**Total budgeted cost: £ 24505.71**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Due to very small cohort sizes, we are not in a position to publish or report specific performance data from national assessments or qualifications, as doing so would risk individual pupils being identifiable. Instead, this section draws on aggregated in-school assessment information, wider monitoring and qualitative evidence to evaluate progress and the impact of our strategy.

Across the previous academic year, disadvantaged pupils demonstrated good progress from their individual starting points, as evidenced through our summative and formative assessment cycles. Pupils benefited from the implementation of our revised curriculum, which has strengthened the clarity, purpose and sequencing of lessons. This has resulted in:

- Improved access to learning through more purposeful teaching and consistent pedagogical approaches.
- Gaps in core learning being identified and addressed through targeted teaching, adaptive practice and structured intervention.
- Steady movement towards national standard expectations, with work continuing to secure these consistently for all pupils.

Routine interventions (academic and pastoral) have supported pupils to make meaningful gains in both learning and wellbeing. Staff observations and pupils' books show increased confidence, improved engagement and stronger independence over time.

Disadvantaged pupils continue to benefit from a rich programme of enrichment and personal development, ensuring equitable access to wider opportunities that broaden horizons and strengthen cultural capital.

However, positive mental health and wellbeing remains a key challenge for a number of disadvantaged pupils. This has had a direct impact on both attendance and academic engagement. Promoting wellbeing, strengthening early help pathways and supporting families remains a central priority within our strategy.

Based on internal assessment information and wider monitoring, we are on track in several areas of our strategy:

- Stronger curriculum implementation is improving access and progress.

- Targeted interventions are effective in addressing gaps and supporting readiness to learn.
- Enrichment and personal development opportunities are positively impacting engagement and confidence.

Areas requiring continued focus include:

- Attendance, particularly for pupils experiencing persistent or severe absence linked to wellbeing needs.
- Mental health and emotional regulation, which continue to influence academic achievement and daily engagement.

## Externally provided programmes

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

| Programme       | Provider |
|-----------------|----------|
| <i>Not used</i> |          |
|                 |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*