

## Kettering Buccleuch Academy

### Primary Pupil Premium Strategy Statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Kettering Buccleuch Academy
Number of pupils in school	1818
Proportion (%) of pupil premium eligible pupils	29.6% Primary 23.7 % Secondary
Academic year/years that our current pupil premium strategy plan covers	September 2025 to 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Richard Shaw/Angela O'Neill
Pupil premium lead	Iain Holmes (Secondary) Laura Woolford (Primary)
Governor / Trustee lead	Tony Burrows

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£468,580 Primary - £177,255 Secondary – £291,325
Recovery premium funding allocation this academic year	None
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£468,580

## Statement of intent

Kettering Buccleuch Academy is committed to providing an excellent education through which all pupils can progress, achieve and go on to succeed in life. Our approach is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people, supporting colleagues to achieve excellence and acting with integrity in all our dealings within and beyond our community, in the interests of young people everywhere. We summarise this ethos as 'The Best in Everyone'. This ethos has even more meaning when considering our disadvantaged young people, where it is vital, they make the most of every opportunity available to them whilst at school. This ethos is also underpinned by our core values of 'Respect', 'Ambition' and 'Determination' which are designed to ensure that our disadvantaged students: value themselves and others; achieve the best for themselves and overcome any obstacles to reach success.

We recognise that disadvantaged students often face more barriers than non-disadvantaged students and this is why we use our pupil premium funding to ensure that, where these barriers exist, our most vulnerable students receive additional support. This ensures that their progress is maximised and the gap between disadvantaged students and their peers is closed. In short, we have a relentless focus on high standards and high expectations. We aim to create a positive learning environment where the 'street stops at the gate' and where we help every student to succeed.

Regular tracking of where the money is spent, and its impact, is crucial to utilise the funding effectively and we pride ourselves on closely analysing data to identify trends. We then use this data to dig deeper into finding the root causes behind any issues. Furthermore, this investigative approach enables us to adapt teaching and learning initiatives and intervention strategies if they are not having the intended impact. We do not make assumptions about the needs of our disadvantaged students but instead use our data to target intervention where needed.

Our pupil premium strategy is rooted in research. We believe that high quality teaching and learning with a relentless focus on the progress of disadvantaged students, is the key to success. The collective effort of all colleagues within the academy to prioritise the disadvantaged cohort is seen to be the most effective in achieving our goals.

## The key elements of our strategy are:

- That in all areas of academy life, disadvantaged students are prioritised because we see the vital importance of understanding each child as an individual so we can intervene early.
- That additional support and challenge through effective classroom strategies are given to all disadvantaged students.
- That there is a relentless drive to ensure that disadvantaged students attend school.
- That disadvantaged students are subject to the same high standards regarding completion of work.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment</b></p> <p>There is a large attainment gap that starts in EYFS.</p> <p>On entry, our EYFS PP gaps 2024-2025</p> <p>R- -32%</p> <p>W- -22%</p> <p>M - -16%</p> <p>Internal data evidences that PP attainment is rising year on year and gaps are beginning to reduce. Our aim is for disadvantaged students to match the achievement of non-disadvantaged students nationally, thus reducing attainment gaps throughout the school.</p> <p>50% of PP children achieved RWM combined. This is 3% above the national average. However, there is a significant disadvantaged gap at the end of KS2. Our challenge is to accelerate the progress of PP to reduce this attainment gap.</p> <p>Reading gap -6%</p> <p>Writing gap- -33%</p> <p>Maths gap – 32%</p>
2	<p><b>Phonics and reading</b></p> <p><b>89% non PP vs 56%PP passed phonics in Yr 1</b></p> <p>PP students have lower reading ages and are subsequently not as fluent readers, on average, than non-PP students in all year groups across KS1 and KS2. PP children do not read for as many minutes per day when compared to non-PP students using Boom Reader log. The reading gap for children on entry in EYFS last year was -32%. In Autumn only 16% of PP were on track to pass phonics.</p> <p>All children who did not pass the phonics screener are on the SEN register for cognition and learning. Blending remains a key barrier for these children despite targeted daily interventions with a focus on blending.</p>
3	<p><b>Attendance</b></p> <p>To ensure PP students achieve at least 95% attendance.</p> <p>PP attendance 24-25 = 93.7% (below national and local averages) Non-PP attendance = 95.3 (above national and local average).</p> <p>Number of persistent absentees is much higher in PP compared to non-PP.</p> <p>14.5 PP</p> <p>6.6% non-PP.</p> <p>Pastoral teams are regularly required to support with attendance via phone calls and home visits. Without rigorous monitoring and intervention, PP attendance figures would be much lower. Majority of persistent absentees are school refusers.</p>
4	<p><b>Welfare and behaviour</b></p> <p>Welfare issues and mental health challenges are more prevalent now than in previous years, this is evidenced by an increase in CPOMs and referrals. Increased</p>

	<p>used of external support particularly around mental health and anxiety. This is impacting the attendance of some PP children due to school/ work refusal.</p> <p>A lack of positive engagement from parents is a barrier for children's attitude to learning and behaviour in the classroom. An increasing number of students are missing out on learning due to their behaviour.</p>
5	<p><b>SEND</b></p> <p>38% PP children are on the SEND register. (Sept 2025) 45% of these children are working at least a year below their age. Rapid catch-up is needed to ensure that these children achieve the expected standard of core skills before the end of year 6.</p>
6	<p><b>Writing and vocabulary</b></p> <p>Upon moderation, PP children were analysed to have poorer presentation and more basic punctuation errors than non-PP. Children join with poor vocabulary. 56% EYFS children had below expected vocabulary. 30% of these were working significantly below (Wellcomm assessments 2024-2025). 95% children moved to year 1 with age expected vocabulary due to daily vocabulary interventions and rapid catch-up. However, this intervention needs to continue to enable these children to keep up with the rapid progress of non-PP peers. On average, PP writing attainment is lower than reading and maths attainment across the school.</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
Accelerate the progress of PP children so that it is exceeding the average progress of non-PP children from EYFS-Y6.	<p>The progress score for PP children exceeds the progress score for non-PP children in reading, writing and maths by the end of KS2.</p> <p>Reducing attainment gap between PP and non-PP evident across the school.</p> <p>All PP children off track for making expected progress to be identified as target children and offered additional support via in class.</p> <p>Progress is currently in-line with non-PP students. (Aut 2025)</p> <p>Reading - PP +0.1 / non-PP +0.1</p> <p>Writing – PP +0.1 / non-PP +0.1</p> <p>Maths – PP +0.0/ non-PP +0.0</p>
Increase % of PP children working at or above expected standard in RWM.	<p>Increasing attainment of PP students evident in RWM.</p> <p>Reducing attainment gap in all year groups.</p> <p>Ensure that PP attainment meets, and where possible exceeds, the national average for PP attainment.</p> <p><b>Aut 2025 update:</b></p> <p>Attainment for PP is increasing in all year groups with an average of;</p> <p>R +10.9% gain per yearx</p>

	<p>W +14% gain per year</p> <p>M +6.7% gain per year</p>
<p>Increase % of children achieving RWM combined in KS2 SATS</p>	<p>At least 55% of Pupil Premium students to achieve RWM combined by Sum 26.</p> <p>All children off track for 1 subject, identified and targeted through tailored interventions.</p> <p>Close monitoring of gaps via Pixl and Smart grade with interventions in place to target this.</p> <p>Tuition for all PP children off track with attendance tracking and alternative provision provided for non-attenders.</p> <p>Homework tracked and provision in place for children not completing required work.</p> <p>Rising trajectory: RWM combined for pupil premium is 50% (KS2 SATS 2025) 48% (KS2 SATS 2024) Was 46% SATS 2023 Was 36% SATS 2022</p>
<p>Increase PP attendance and reduce the rate of persistent absentees.</p>	<p>Ensure attendance meets national average and is at least 95%.</p> <p>Reduce % PP persistence absence by supporting individual students and reducing barriers.</p> <p>Continuous monitoring and tracking of attendance to quickly identify students and improve their attendance. Best equipped staff to work with key children.</p> <p>PP mentoring for the most vulnerable students.</p> <p>2023-2024- 20.7% persistent absentees 2024-2025 attendance data: 14.5% persistent absentees</p>
<p>Phonics- To increase the % of PP children passing their phonics test in Y1 so that this meets or exceeds Nation Averages.</p>	<p>Target all PP children with rapid catch-up interventions to ensure a high success rate during the phonics screening.</p> <p>Weekly phonics assessments of taught sounds to identify and target gaps early.</p> <p>Weekly phonics coaching sessions</p> <p>Bi-weekly learning walks</p> <p>Close monitoring of phonics data to enable early identification of PP children falling behind.</p>

## 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: £ 107,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Academic achievement</b></p> <p>KBA is fully staffed by high quality staff. Leadership and SLT all have teaching responsibilities, and their expertise is shared across all year groups. All year groups to have highly trained support staff to ensure students are supported in all lessons.</p> <p>SLT and Leadership have a monitoring timetable and PP children are an area of focus for each learning walk. In all classrooms, PP target children's posters (off track for EXS) are displayed in all classrooms enabling leaders to focus on key children.</p> <p>Support staff to have tailored training linking to their role to ensure they are making as much impact in the classroom as possible.</p> <p>Continue to embed a culture of quality first teaching by ensuring all staff apply the Rosenshine principles, supported by the launching of Teaching and Learning Reviews and instructional coaching cycle in place.</p> <p>Metacognition opportunities for all children daily to develop positive learning behaviours positive attitudes for PP children. Integrity discussed weekly and celebrated across the school.</p> <p>SLT/ML provide rigorous gap analysis data to enable teachers to target and close specific gaps in R,W and M.</p> <p>Target children (children off track for Expected) displayed in all classrooms so that middle and senior leaders can monitor these key</p>	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'</p> <p><a href="#">1. High-quality teaching   EEF</a></p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.</p> <p><a href="#">Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</a></p>	1,2, 5, 6

<p>children when conducting learning walks and book scrutinises.</p> <p><b>Reading</b></p> <p>Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts. Continue to embed the whole school approach to reading comprehension lessons based on common gaps. High quality, age-appropriate texts used to inspire and challenge PP children and develop a love of reading. PP children in EYFS, KS1 and KS2 will be priority readers and will read to an adult 1:1 at least 3 times per week to develop fluency and comprehension.</p> <p>Consistent teaching approach of vocabulary in all curricular lessons to ensure the vocabulary gap is targeted in all lessons. Increased tracking of vocabulary acquisition to enable early identification and targeting of gaps.</p> <p><b>Maths</b></p> <p>Pixl testing and gap analysis used termly to ensure that planning is well pitched to target PP gaps and misconceptions as they arise.</p> <p>For the sequence of teaching of Maths to show consistency of approach to mastery and reasoning; small steps built on prior learning. PP children prioritised in these daily lessons using targeted questioning and additional feedback.</p> <p><b>Writing</b></p> <p>Additional feedback in every lesson to edit and improve writing.</p> <p>Close monitoring of effort and presentation in writing books. PP priority for writing lead as PP writing attainment is lower than reading and maths.</p> <p>High quality vocabulary and texts used to support closure of the vocabulary gap.</p> <p>Pre-teaching for PP children off track to make expected progress in writing.</p>		
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<p>All PP children sat with a higher attaining pupil to model vocabulary and conversation during 'turn and talk' tasks and peer editing.</p> <p><b>Curriculum</b></p> <p>Highly engaging curriculum tailored around vocabulary and enriching opportunities. Monitoring from curriculum lead as well as subject lead to ensure quality first teaching that builds on prior knowledge. Tracking of vocabulary acquisition for PP children and book monitoring to ensure PP receive quality feedback within lessons.</p>		
<p><b>CPD</b></p> <p>Teachers receive training on supporting PP children through instructional coaching to ensure that PP remain a high priority for all staff. 10 CPD sessions scheduled throughout the year. Best practise examples shared regularly. Embed principles of positive discrimination to ensure that PP receive targeted questioning, additional feedback and additional praised linked to effort.</p> <p>CPD to be tailored around findings from learning walks as well as staff/pupil voice and data.</p>	<p>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</a></p>	1,2,5 and 6
<p><b>SEND</b></p> <p>Staff CPD on use of effective scaffolds. SENCO drop ins and middle leadership focus on progress of children on SEN register. Targeted planning using band tracking assessments to identify gaps. Close monitoring of progress data. Inclusive teaching with opportunities for all children to feel successful.</p> <p>Additional adults in class to ensure the needs of all learners are catered for throughout every lesson.</p>	<p>Pupils with identified SEND are approximately twice as likely to be eligible for FSM as their peers without identified SEND. Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	1,2,4,5,6

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Early phonics intervention</b></p> <p>Ensure all relevant staff (including new staff) have received expert training to deliver the Little Wandle/ Letters and Sounds Revised Phonics Scheme and keep up strategy for PP children to stop them from falling behind their non-PP peers.</p> <p>Little Wandle up and running with PP intervention groups happening if children do not understand a sound. Class dojo used to send specific gaps and practise videos to parents weekly. Current data shows 80% passed phonics screening in 2024. Only 56% PP passed in 2025. All 7 PP children who did not pass the phonics test are on the SEND register and will continue with 1:1 daily phonics in Y2..</p> <p>All Year 2 children who did not pass phonics screening to receive daily phonics interventions to target gaps. All Y2 children who passed the screener but have not completed phonics scheme to continue with daily phonics lessons.</p> <p>Secure the foundations of language and literacy in EYFS. PP Children who require support to develop language skills are identified early, and proven strategies for intervention are put into place to impact positively on attainment. NELI (Nuffield Early Language Intervention) used as a strategy to plug gaps in children's vocabulary knowledge.</p> <p>Weekly phonics coaching session to ensure high quality, consistent phonics teaching throughout KS1.</p>	<p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions-eeef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 6</p>
<p><b>Reading</b></p> <p>Echo reading included in all reading lessons (Y2-Y6) to model fluency, accuracy and expression.</p> <p>Daily pre-teaching of reading and vocabulary to PP children who are not on track to make expected progress in reading.</p> <p>Wellcomm tool introduced to identify vocabulary gap and offer targeted</p>	<p>'Reading comprehension strategies are high impact on average (+6months). Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p>	<p>1, 2, 6</p>

<p>vocabulary interventions based on key gaps in all year groups.</p> <p>Targeted tuition based on PiXL assessments and gap analysis to identify specific gaps and ensure tuition is targeted to needs of pupils in the group.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
<p><b>Maths achievement</b></p> <p>Provide maths intervention to ensure PP students can access the material expected across the academy.</p> <p>Additional maths fluency sessions in afternoons for Y1-6. Focus on gaps in knowledge from previous PiXL assessments.</p> <p>Small group, targeted tuition after school with skilled teaching assistant and maths lead. Groups will share common gaps (using PiXL analysis) to ensure sessions are targeted. Close tracking of achievement for children attending. Incentives to encourage attendance and metacognition opportunities in sessions to build resilience.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.</p> <p><a href="#">Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</a></p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p><b>Writing achievement</b></p> <p>Additional time to plan, redraft work for target children. Including, 1:1 editing sessions for target children to target gaps in writing and provide additional time to up-level work alongside peer who can model skills.</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p>	1, 6

Small group Spelling and handwriting interventions for target children to close spelling gaps.	There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.  <a href="#">Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</a>	
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## Wider strategies

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Cultural Capital</b></p> <p>Work with the 'Open Learning Partnership' and Oundle school to provide PP children with opportunities to participate in STEM/ ARTs based experiences, outside of their local area delivered by experts in their area. Provide opportunities for PP children to collaborate with children from a wide range of backgrounds.</p> <p>Ensure all year groups have 3 enrichment activities spread throughout the year which will build knowledge, skills and experiences.</p> <p>Trips and enrichment experiences mapped out across the year. 1 big trip, 1 local visit and an experience in school within every year group.</p>	<p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3, 4 and 6
<p><b><u>Welfare</u></b></p> <p>Nurture breakfast club set up for PP children to include reading opportunities while having breakfast. Supports attendance and punctuality of PP children, particularly those with 1 working parent who cannot afford additional childcare.</p> <p>Nurture lunchtime club set up in Term 1,2 and 3 to offer visit to library and additional reading time to promote love of reading.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional</p>	1-6

<p>Personalised nurture support for children where mental health is a barrier to achievement.</p> <p>1:1 mentoring with SLT for PP children with significant barriers to learning caused by mental health.</p> <p>Trained, non teaching welfare team to work closely with families to identify and reduce barriers and get to the root cause of behaviours in school. 1:1 interventions delivered to vulnerable PP by trained nurture team.</p> <p>Welfare team set up to tackle PP behaviour by embedding conscious discipline and giving children time to reflect on behaviours through restorative conversation. Consistent approach used across school and expectation of missed work to be completed.</p>	<p>self regulation, both of which may subsequently increase academic attainment. Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> <p><a href="#">Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</a></p> <p><a href="#">EEF blog: Managing behaviour – the challenge of consistency   EEF</a></p>	
<p><b>Attendance</b></p> <p>Ensure all disadvantaged students achieve at least 95% attendance.</p> <p>Leaders to monitor attendance and pastoral team to carry out home visits for persistent absentees. Regular and efficient communication home when absence is recorded. Pastoral team supporting parents to reduce and remove barriers.</p> <p>1:1 mentoring to unpick and reduce barriers to attendance.</p> <p>Attendance data recorded on all target children posters and all PP children will decreasing attendance or attendance below 95% quickly identified and supported.</p> <p>Counselling and wider support offered to any students with identified needs.</p> <p>Students will low attendance directed to breakfast and nurture clubs to reduce anxiety in students at the beginning of the school day.</p> <p>PA identified and trends in attendance monitored closely. Personalised interventions in place and when necessary additional support provided by welfare team.</p>	<p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p> <p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1-6
<p><b>Parental engagement</b></p> <p>Parent open afternoons linked to various topics - book and biscuit, growth mindset praise, maths problem solving, science experiments once a month.</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities</p>	1,2, 3, 4, 5, 6

<p>Ensure that parental engagement is high for our PP students and every opportunity is seized to invite parents to additional events, training, and consultation evenings to help support their children.</p> <p>Class dojo used to share children's individual gaps with parents as they arise. Expectation on parents to use videos and resources shared to support us with rapid catch up for their child. Weekly videos targeting common gaps shared with parents to reduce key gaps.</p> <p>Share metacognition and mindset updated regularly to encourage parental support with developing children's attitudes and mindset.</p>	<p>they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><a href="https://www.ase.org.uk/sites/default/files/Closing%20the%20Disadvantage%20Gap%20%28EEF%20Toolkit%29%20ASE%20IIS.pdf">https://www.ase.org.uk/sites/default/files/Closing%20the%20Disadvantage%20Gap%20%28EEF%20Toolkit%29%20ASE%20IIS.pdf</a></p>	
<p>Buddying system set up with secondary pupils supporting PP readers, and raising aspiration for Primary PP children.</p>	<p>While there is limited evidence that specifically examines pupils from a disadvantaged background, studies have shown that pupils who are low attaining typically receive additional benefits from peer tutoring.</p> <p>Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions. There is also some evidence to suggest that peer-led tutoring can offer tutors the chance to revisit and revise skills, prior knowledge, and develop metacognitive understanding of topics</p> <p><a href="https://www.ase.org.uk/sites/default/files/Closing%20the%20Disadvantage%20Gap%20%28EEF%20Toolkit%29%20ASE%20IIS.pdf">https://www.ase.org.uk/sites/default/files/Closing%20the%20Disadvantage%20Gap%20%28EEF%20Toolkit%29%20ASE%20IIS.pdf</a></p>	<p>1, 2, 4, 6</p>

**Total budgeted cost: £ 177,255**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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

## **Attainment**

Above National Average for disadvantaged combined RWM and for reading.

Combined NA disad: 47% KBA: 50% (+3%)

Rising trajectory:

RWM combined for pupil premium is

50% (KS2 SATS 2025)

48% (KS2 SATS 2024)

Was 46% SATS 2023

Was 36% SATS 2022

Reading NA(disad): 63% KBA: 71% (42% on track in Autumn = +29% gain in 2 terms)

Writing: 50% PP achieved EXS (42% on track in Autumn = +8% gain in 2 terms)

Maths : (42% on track in Autumn = 12% gain in 2 terms).

Rising PP attainment in 6/7 year groups.

Average gains of:

R +10.9% gain per year

W +14% gain per year

M +6.7% gain per year

Continuous provision in Y1 has reduced gap between EYFS and Y1 in Autumn with Y1 attainment in RWM higher than in previous years.

## **Progress**

PP progress above non-PP progress in RWM (Sum 2024- Sum 2025 whole school average).

Reading: +5%

Writing +2%

Maths +1%

Progress and attainment gains are a result of Pixl question level analysis enabling planning and interventions to be much more targeted allowing gaps to be closed more quickly and effectively. Pixl is now embedded across the school from Y2-Y6. By targeting the largest gaps first, we were able to ensure the most significant gaps are closed so year on year, this should continue to reflect in an increasing number of PP children achieving expected standards in RWM. Pixl also used to ensure PP tuition is tailored to close specific gaps quickly. Tuition groups are smaller so children in the groups share similar gaps. This is accelerating the progress of all PP children off track to reach expected standards by the end of the academic year.

## **Reading and vocabulary**

High quality, age-appropriate texts are read to children daily with a focus on improving vocabulary. All children from EYFS-Y6 are exposed to ambitious 'words of the week' and pupil voice shows that children can recall and define these words. Reading and writing lessons have explicitly taught and modelled

vocabulary daily. Work has begun, to ensure vocabulary is a high priority in the foundation curriculum too. All pupil premium children who are off track for reaching expected standards in reading or writing read with an adult daily to improve vocabulary and comprehension. This year, Wellcomm speech and language toolkit is being used to identify vocabulary gaps; all children that flag as red receive daily intervention to build vocabulary.

Children join with poor vocabulary. 56% EYFS children had below expected vocabulary. 30% of these were working significantly below (Wellcomm assessments 2024). 95% children moved to year 1 with age expected vocabulary due to daily vocabulary interventions and activities.

The smallest attainment gap from KS2 SATs was in reading (-6%). The focus on vocabulary is also raising the writing standard with the biggest attainment gains for PP being in writing (average +14% gain per year).

### **Welfare**

Welfare and pastoral teams continue to provide a broad range of support for students facing mental health difficulties. Our robust monitoring of student welfare ensures that all students have the support they need to be happy and successful in school.

76% reduction in PP resets this year to date. Less behavioural incidents for PP -36% compared to non-PP due to Snap B programme of behaviour intervention.

Vulnerable students are quickly identified, and a personalised intervention is delivered by a specifically trained nurture team. Tracking analysis in place to evidence impact for all children who have a welfare intervention or family help.

### **Attendance**

PP attendance has improved from 92.7% (23-24) to 93.7% (24-25). The number of persistent absentees has reduced from 21.2% (23-24) to 14.5% (24-25). We are continuing to work closely with persistent absentees and their families to support them to access help from external agencies. Our pastoral team continue to provide as much support as possible to remove and reduce barriers to attendance for all children.

### **Cultural Capital**

All PP children have accessed trips, and a broad range of clubs both within and outside of the school day. Trips are mapped out to ensure an extensive range of opportunities are on offer for children as they progress through the school. We continue to support and encourage all PP children to attend clubs and trips whenever a barrier is identified.

### **Conclusion**

We continue to strive for the best possible outcomes for all disadvantaged students. By closely monitoring the progress of individuals and identifying their gaps, we can ensure that all children reach their full potential. Learning walks evidence quality first teaching across the school with positive discrimination being used to accelerate the progress of disadvantaged children. This includes priority additional feedback for disadvantaged children, targeted (no hands up) questioning and additional praise using our growth mindset principles. The rising attainment of for disadvantaged children evidences the impact of the strategies in place. We continue to adapt and refine our approaches based on data and evidence to ensure the best possible outcomes for all disadvantaged children.

## 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
Times table Rockstars	<a href="https://trockstars.com">Times Tables Rock Stars (trockstars.com)</a>
SATS Companion	<a href="#">SATs Companion   Year 6 Catch Up   Year 6 Intervention   KS2 Practice</a>
Boom Reader	<a href="https://boomhub.app">Boom - Teacher Portal (boomhub.app)</a>
PiXL	<a href="#">The PiXL Club - PiXL Primary</a>
Steplab (instructional coaching)	<a href="https://ambition.org.uk">Steplab Login (ambition.org.uk)</a>
Votes for schools	<a href="#">VotesforSchools - Personal Development, SMSC &amp; PSHE</a>