Pupil premium strategy statement – St Helen's CE 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	123
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	**2026 – 2027** 2027 – 2028 2028 – 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	C. McDonald
Pupil premium lead	H. Threadgold
Governor / Trustee lead	G. Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,990
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£42,990

Part A: Pupil premium strategy plan

Statement of intent

At **St Helen's CE Primary School**, we are committed to ensuring that all pupils, regardless of their background or circumstance, are given the opportunity to flourish academically, socially and emotionally. Our pupil premium strategy aims to remove barriers to learning, narrow attainment gaps and ensure that disadvantaged pupils achieve outcomes that are in line with, or exceed, those of their peers. We recognise that disadvantage can present in many forms and that pupils eligible for Pupil Premium may also face additional challenges, including SEND, social and emotional needs, speech and language difficulties, poor attendance or limited access to wider experiences.

Our strategy is built on a clear understanding of the needs of our pupils and is informed by ongoing assessment, robust monitoring, pupil voice, engagement with families and evidence-based research. Through careful identification of barriers to achievement, we have prioritised five key areas: developing communication and language skills, securing strong academic foundations, improving attendance and school readiness, providing enriching experiences and supporting mental health and emotional wellbeing.

The ultimate goal of our strategy is to ensure that disadvantaged pupils:

- Achieve well across the curriculum and make strong progress from their individual starting points.
- Develop the language, literacy and communication skills needed to access learning successfully.
- Attend school regularly and engage positively with learning.
- Experience a broad and enriching curriculum that raises aspirations and widens opportunities.
- Develop resilience, emotional wellbeing and self-regulation skills that support lifelong success.
- Feel safe, valued and included as active members of the school community.

To achieve these aims, the largest proportion of our funding is invested in high-quality teaching, recognising that excellent classroom practice has the greatest impact on pupil outcomes. This includes professional development, leadership development, evidence-informed curriculum approaches, high-quality phonics teaching, and adaptive teaching strategies that enable all pupils to access learning successfully. Alongside this, we provide targeted academic interventions and personalised support to address identified gaps quickly and effectively.

We also recognise that academic success cannot be separated from wellbeing, attendance and wider life experiences. Therefore, our strategy includes a strong

commitment to attendance support, trauma-informed and relational practice, emotional wellbeing provision, parental engagement and access to enrichment opportunities. We believe that every child deserves the opportunity to develop confidence, discover talents, broaden horizons and aspire to achieve their full potential.

Our key principles are:

- High expectations for all pupils, regardless of disadvantage.
- Early identification and timely intervention to address barriers to learning.
- Evidence-informed decision making and strategic use of funding.
- Inclusive practice that meets the needs of all learners, including those with SEND.
- Strong partnerships with families and external agencies.
- Continuous monitoring, evaluation and adaptation to ensure maximum impact.

Through this strategy, we aim not only to improve attainment and progress for disadvantaged pupils, but also to ensure they leave St Helen's as confident, resilient and ambitious learners who are well prepared for the next stage of their education and future lives.

Challenges

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

Challenge number	Detail of challenge
1	**Addressing gaps in the children's oral language development and vocabulary knowledge** Assessment, observation and pupil voice consistently identify under-developed oral language skills and limited vocabulary among children entering the Early Years, with these gaps particularly pronounced among disadvantaged pupils. Curriculum monitoring demonstrates that these challenges can affect pupils' ability to understand instructions, participate confidently in classroom discussion, comprehend increasingly complex texts and communicate their ideas effectively. Without targeted support to develop secure foundational language and vocabulary knowledge, these gaps can persist into Key Stages 1 and 2, limiting pupils' access to learning and contributing to lower attainment across the wider curriculum. On baseline in September 2026, the number of children achieving the ELG in Communication and Language was low.
2	**Developing secure foundational knowledge and skills across all curriculum areas**

	Analysis of 2025-2026 outcomes at the end of KS2 show the proportion of disadvantaged pupils achieving the higher standard is lower than that of their non-disadvantaged peers. 0% of disadvantaged pupils achieved the higher standard in RWM combined compared to 12% of non-disadvantaged pupils. Although all children made progress from their individual starting points, this gap was particularly prevalent in maths where 0% of disadvantaged pupils achieved the expected standard in comparison to 30% of all pupils.
3	**Improving attendance and removing barriers to school readiness** Data analysis, observations and pupil voice at St Helen's CE Primary indicate that some disadvantaged pupils face barriers that can affect attendance, engagement and access to learning and wider school opportunities. Socio-economic and contextual factors can contribute to inconsistent attendance, making this an important priority for supporting disadvantaged pupils to engage consistently and achieve well. During the academic year of 2025-2026 despite increased intervention, enhanced parental engagement, and close collaboration with the Education Welfare Service (EWS), whole school attendance decreased to 96.26% from 97.13% in 2024-2025. However, this still exceeded the national average. Attendance for pupils eligible for Pupil Premium was 93.59% which showed a decrease on the previous year's attendance of 95.69% (2024-2025). Improving attendance—particularly for disadvantaged pupils—remains a priority, as regular school attendance is strongly associated with improved academic outcomes, well-being, and long term life chances. Last academic year, 66% of children who were persistently absent were a disadvantaged pupil.
4	**Providing enriching opportunities and experiences that respond to the evolving needs of the school community** There is a strong commitment and a desire for pupils to access a broad range of experiences beyond their immediate community. School intelligence indicates that disadvantaged pupils have fewer opportunities to access enrichment experiences outside school, which can limit aspirations, confidence and awareness of the wider world. Financial pressures can further restrict access to such opportunities for some families. This reinforces the important role of St Helen's CE Primary in providing equitable access to rich experiences that develop pupils' talents, interests and aspirations. Embedding enrichment and wider opportunities throughout the academic year will help ensure that all pupils, particularly disadvantaged pupils, can broaden their experiences and fulfil their potential.
5	**Supporting the mental health and emotional wellbeing of disadvantaged pupils** National and school-level evidence highlights the impact that emotional wellbeing and mental health can have on pupils' engagement, relationships, attendance and readiness to learn. Some disadvantaged pupils may experience additional social, emotional or contextual challenges that can affect their ability to regulate emotions and fully engage in school life. The school will continue to strengthen its whole-school approach to wellbeing, using trauma-informed and relational approaches where appropriate to ensure pupils feel safe, supported and ready to learn.

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
Improved oral and language skills and vocabulary among disadvantaged pupils.	• Disadvantaged pupils demonstrate improved oral language and vocabulary skills. • Pupils use a wider range of vocabulary when speaking and communicating their ideas. • Pupils participate more confidently in classroom discussion and structured talk. • Assessment shows measurable progress in language development and vocabulary acquisition. • Improved vocabulary supports stronger reading comprehension and written outcomes. • The attainment gap in language and communication outcomes between disadvantaged pupils and their peers is reduced. • Teachers consistently use explicit vocabulary teaching and purposeful opportunities for high-quality talk across the curriculum.
Improved attainment and progress in reading, writing and mathematics for disadvantaged pupils by the end of Key Stage 2.	• Disadvantaged pupils make strong and sustained progress in reading, writing and mathematics. • The proportion of disadvantaged pupils achieving the expected standard at the end of Key Stage 2 increases. • The attainment gap between disadvantaged pupils and their peers is reduced. • Disadvantaged pupils are increasingly able to apply their knowledge and skills independently across the curriculum. • Assessment data demonstrates improved outcomes for disadvantaged pupils from their individual starting points. • Targeted interventions are regularly reviewed and demonstrate a measurable impact on pupils' progress. • Disadvantaged pupils are supported to develop secure foundational knowledge and skills, enabling them to access the full curriculum successfully.
Disadvantaged pupils develop secure phonics knowledge and decoding skills, enabling them to read accurately and confidently.	• New phonics scheme implemented consistently across Early Years and Key Stage 1. • Staff are confident and consistent in delivering the new phonics programme. • Disadvantaged pupils make strong progress from their starting points. • Phonics gaps are identified and addressed promptly through targeted support.

	• Disadvantaged pupils achieve improved outcomes in the Year 1 Phonics Screening Check. • Pupils develop secure decoding skills and increasing confidence in reading.
To strengthen inclusive teaching approaches that effectively meet the needs of disadvantaged pupils, particularly those with SEND.	• Inclusive teaching strategies are consistently embedded across the school. • Staff adapt teaching effectively to meet the needs of disadvantaged pupils, including those with SEND. • Disadvantaged pupils demonstrate improved engagement and independence in learning. • Assessment shows strong progress from individual starting points. • The attainment gap for disadvantaged pupils, particularly those with SEND, is reduced. • Pupil voice indicates increased confidence, inclusion and readiness to learn.
To improve attendance among disadvantaged pupils and reduce the attendance gap with their non-disadvantaged peers.	• Overall attendance for disadvantaged pupils improves year on year. • The attendance gap between disadvantaged and non-disadvantaged pupils is reduced. • Persistent absence among disadvantaged pupils decreases. • Attendance concerns are identified and addressed promptly through targeted support. • Families receive appropriate support to overcome barriers to regular attendance. • Disadvantaged pupils demonstrate improved engagement and readiness to learn.
Disadvantaged pupils have equitable access to a wide range of enriching experiences that broaden their horizons, develop confidence and aspirations, and enable them to discover and develop their talents and interests.	• Disadvantaged pupils access a broad range of enrichment opportunities throughout the academic year. • Participation in trips, visits, clubs and wider experiences is equitable for disadvantaged pupils. • Pupils demonstrate increased confidence, aspirations and awareness of the wider world. • Pupil voice shows that disadvantaged pupils value and benefit from enrichment opportunities. • Financial barriers are identified and addressed to ensure disadvantaged pupils can participate fully. • Pupils develop new interests, talents and skills through wider experiences.
Disadvantaged pupils develop stronger emotional wellbeing, resilience and self-regulation, enabling them to feel safe, engage positively in school life and access learning more consistently. Staff are increasingly confident	• Disadvantaged pupils report increased feelings of safety, belonging and wellbeing. • Pupils demonstrate improved emotional regulation and readiness to learn. • Attendance, engagement and participation improve for identified pupils where wellbeing has been a barrier. • Staff consistently use relational and trauma-informed approaches to support pupils' emotional needs. • Identified pupils access appropriate pastoral, wellbeing or external support in a timely manner.

in recognising and responding to pupils' social and emotional needs through consistent, trauma-informed and relational approaches.	• Pupil voice and pastoral records show a positive impact on wellbeing and engagement. • The wellbeing and progress of disadvantaged pupils are reviewed regularly through the school's monitoring and assessment processes.

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: £*21495*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To appoint a dedicated Phonics Lead to provide strategic oversight of phonics provision, ensure consistent implementation of the new phonics scheme, develop staff expertise and monitor the progress of disadvantaged pupils to identify and address gaps promptly.	EEF evidence supports systematic, consistent phonics teaching as an effective approach to improving early reading. A dedicated Phonics Lead will ensure consistent implementation, support staff expertise and monitor the progress of disadvantaged pupils. Phonics | EEF Improving Literacy in Key Stage 1 | EEF	1, 2
To implement a progressive oracy curriculum that develops pupils' vocabulary, speaking and listening skills, confidence and ability to communicate effectively across the curriculum.	EEF evidence suggests that a structured whole-school approach to oracy can strengthen pupils' speaking and listening skills, with potential longer-term benefits for learning and attainment. Voice 21: Improving Oracy - second pilot | EEF	1

To implement and develop our delivery of RWI through ongoing consultancy support, coaching and professional learning.	The Education Endowment Foundation (EEF) has conducted multiple evaluations of Read Write Inc. (RWI) Phonics, and the findings show that it can support foundational reading knowledge, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start	1, 2
To continue to embed 'Ready, Steady, Write' Scheme with a clear focus on vocabulary progression to support children's language progression and writing skills in both English and across the curriculum.	Ready, Steady, Write' provides a comprehensive, evidence-informed English curriculum with clear progression and high expectations, placing quality literature at its heart and prioritising vocabulary development. Oral language interventions | EEF EEF evidence indicates that developing strong foundations in language and communication in the early years can lead to improved outcomes for children. What we've learned from findings from seven early years… | EEF	1, 2
Continue to embed the Ready Steady Spell scheme – mixed year group planning – to ensure it has a positive impact on writing fluency.	Fluent writing enables pupils to focus more of their cognitive capacity on developing and expressing ideas, rather than on handwriting, spelling and sentence construction. Explicit teaching and regular practice of spelling, sentence construction and sentence-combining strategies can therefore support pupils to become more confident and effective writers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2
Continue to embed WhiteRose Maths scheme – mixed year group planning – to ensure all pupil's needs are met and all children make goof progress from their starting points. On-going staff coaching throughout the year to develop the use of concrete resources, adaptive teaching and maths mastery.	The **DfE's non-statutory guidance**, developed in collaboration with the **National Centre for Excellence in the Teaching of Mathematics (NCETM)**, draws on evidence-based approaches to support effective mathematics teaching. Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) The EEF guidance explores how the use of concrete resources supports pupils to develop a secure understanding of mathematical concepts by making abstract ideas more accessible and providing opportunities to explore, represent and explain their thinking. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	2

To provide a high-quality professional learning programme that strengthens staff expertise and supports consistently effective, inclusive teaching, including leadership development, specialist NPQs and instructional coaching.	Evidence from the EEF suggests that well-designed professional development (PD) has a positive impact on pupil achievement. Teacher-professional-development.pdf	2
To appoint a dedicated member of staff to strengthen the teaching and learning of core subjects across mixed-year groups, ensuring consistent provision, targeted support and strong progress for all pupils, particularly disadvantaged learners.	EEF research states that evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Effective Professional Development | EEF	2

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

Budgeted cost: £*10,747.50*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupils across the school who require further support to secure phonics knowledge and develop accurate decoding skills.	Phonics approaches are supported by a strong evidence base and can have a positive impact on pupils' reading outcomes, particularly for disadvantaged pupils. Targeted phonics support is most effective when delivered regularly and consistently over a sustained period. Phonics | EEF Improving Literacy in Key Stage 2 | EEF	1, 2

Evidence-informed interventions, including Nessy, Toe by Toe and Ready to Progress, will be delivered regularly and targeted to identified pupil needs. Progress and impact will be monitored through assessment and review to ensure interventions are effective and adjusted where necessary.	The strongest EEF support is for **targeted, structured interventions that are carefully assessed and monitored for impact**. The EEF recommends careful assessment of pupils' needs, trained staff, structured interventions and regular monitoring. Teaching Assistant Interventions | EEF	2
Implement WellComm in EYFS to identify speech, language and communication needs early, enabling targeted support and regular monitoring of pupils' progress, particularly for disadvantaged pupils.	Research by **Moss and Washbrook (2016)** found that pupils eligible for free school meals were **1.6 times more likely to be below expected language levels at age five**, with this disparity increasing to **twice as likely by age 11** compared with their non-FSM peers. The approach aligns with EEF evidence highlighting the impact of communication and language approaches in the early years. Communication and language approaches | EEF Further EEF evidence indicates that oral language interventions can have a positive impact on pupils' outcomes, with average gains of around 6 months for primary-aged pupils and 7 months for children in the early years. Communication and language approaches | EEF	1
Review the timetabling, roles and deployment of teaching assistants to maximise their impact in supporting high-quality classroom teaching and delivering targeted interventions that respond to pupils' learning and wellbeing needs	EEF evidence supports the strategic deployment of teaching assistants, with targeted, structured support and appropriate training helping to improve outcomes for pupils requiring additional support. Deployment of Teaching Assistants | EEF	2

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

Budgeted cost: £*10,747.50*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work collaboratively with staff, the school attendance team and the Local Authority Education Welfare Service (EWS) to improve attendance and punctuality among disadvantaged pupils, ensuring they are in school regularly and ready to learn.	EEF evidence indicates that attendance strategies are most effective when they are responsive to individual pupils' needs, involve families and address specific barriers to attendance. Summary of evidence | EEF	3
Continue to embed school wide regulation strategies (calm corners, regulation stations, whole class sensory circuits).	EEF evidence supports the explicit teaching and development of self-regulation and social-emotional skills. Whole-school regulation strategies can provide pupils with consistent opportunities to develop self-regulation, emotional awareness and readiness to learn. **Improving Social and Emotional Learning in Primary Schools | EEF** The EEF also identifies self-regulation strategies as having a positive impact in the Early Years. Self-regulation strategies | EEF	5
Create enabling environments that support pupils' communication, self-regulation, independence and engagement, ensuring learning spaces are inclusive, purposeful and responsive to individual needs.	This aligns with EEF evidence highlighting the importance of high-quality early years learning environments, including emotional and behavioural support, scaffolding, sensitivity and effective modelling. Early Years | EEF	5
Embed trauma-informed and relational approaches across the school to help pupils feel safe, supported and	The EEF's recent trauma-informed pilot highlights the importance of **staff training, whole-school engagement and embedding approaches within**	5

ready to learn, with staff developing a consistent understanding of how pupils' experiences may influence behaviour, regulation and engagement.	**wider school systems**, while also noting that the evidence base is still developing. Trauma Informed Short Term Managed Intervention Centres - pilot | EEF	
Ensure the curriculum and wider school provision offer equitable access to enrichment opportunities, including arts projects, music tuition, residential trips and after-school clubs. Map and monitor opportunities across the year, prioritising and tracking participation for disadvantaged pupils, with financial support provided where needed.	EEF evidence indicates that arts participation can have a positive impact on academic outcomes, with benefits also reported for pupils' attitudes to learning and wellbeing. The EEF also highlights the importance of ensuring disadvantaged pupils have access to a rich and stimulating arts education, including extracurricular activities and cultural experiences. Arts participation | EEF	4
Emotional Literacy Support Assistant (ELSA) to provide targeted emotional literacy and wellbeing support for disadvantaged pupils, helping them develop emotional awareness, self-regulation, resilience and positive relationships.	ELSA provides a structured approach to supporting pupils' social and emotional needs, with evidence indicating benefits for emotional awareness, coping strategies, relationships and engagement with learning. Emotional Literacy Support Assistants (ELSA) Project | Ealing Grid for Learning	5
Provide a comprehensive programme of support and engagement for parents and carers, including coffee mornings, EYFS Stay and Play sessions, open events and parent workshops, to strengthen partnerships between home and school and support families in engaging positively with their child's learning.	EEF evidence indicates that effective parental engagement can have a positive impact on pupils' learning, with an average of around four months' additional progress. Strong home–school relationships, practical support for learning and personalised communication are key features of effective engagement. Parental engagement | EEF	4
Contingency fund for acute issues.	EEF guidance supports a responsive approach to Pupil Premium spending, with schools using knowledge of individual pupils and their circumstances to identify and address barriers to learning. A contingency fund enables the	4

	school to respond promptly to unforeseen or acute needs as they arise. Use reliable research evidence to support your strategy | EEF	

Total budgeted cost: ££42,990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Challenge and Impact Summary 25/26		
Challenge number	**Detail of challenge**	**Impact**
1	Assessments, observations and pupil voice suggests that disadvantaged pupils generally have greater difficulties with their phonics than their peers. This negatively impacts their development as readers as evidenced in phonics data 22-23 whereby 100% non-pp achieved the phonics screening pass mark compared to 66% of children who are pp. Similarly, this was reflected in 23-24 academic data whereby disadvantaged children were outperformed by non-disadvantaged in reading.	**2024 – 2025** All Year 1 pupils followed Little Wandle, with effective catch-up support leading to strong results (87% pass; 100% disadvantaged). Year 2 resit outcomes were lower (67%). Phonics and early intervention must remain a priority, with better support for struggling readers. **2025 - 2026** Little Wandle has continued to be delivered in KS1. This year, 80% of pupils met the phonics threshold including 66% of disadvantaged pupils. This is in line with national outcomes, where 67% of disadvantaged Year 1 pupils met the expected standard, although still below the 84% achieved by non-disadvantaged pupils. 67% of year 2 resit pupils met the expected standard, while 33% did not meet the threshold. Phonics and early intervention remains a priority and targeted intervention will continue to ensure all children achieve within phonics.
2	Internal assessments indicate that there is an academic gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths at KS1 and KS2. Current data identifies that in KS2 an increased number of non-disadvantaged pupils are achieving ARE+ in reading, writing, maths and EGPS compared to disadvantaged pupils. This has a negative impact on the percentage of disadvantaged children who achieve reading, writing and maths combined. In KS1 phonics screening check, 100% of non-disadvantaged pupils achieved ARE compared with 67% of disadvantaged pupils.	**2024 – 2025** KS1 assessments show a significant attainment gap between disadvantaged and non-disadvantaged pupils, particularly in reading, writing, and maths, though phonics outcomes were stronger for disadvantaged children. At KS2, outcomes were positive, with all disadvantaged pupils meeting expectations. Continued targeted interventions are needed to close gaps and support all pupils to reach their potential. **2025 – 2026** Analysis of 2025-2026 outcomes at the end of KS2 show the proportion of disadvantaged pupils achieving the higher standard is lower than that of their non-disadvantaged peers. 0% of disadvantaged pupils achieved the higher standard in RWM combined compared to 12% of non-disadvantaged pupils. Although all children

		made progress from their individual starting points, this gap was particularly prevalent in maths where 0% of disadvantaged pupils achieved the expected standard in comparison to 30% of all pupils.
3.	Our attendance data 22-23 indicated that attendance among disadvantaged pupils (92.12%) was lower than the attendance of non-disadvantaged pupils (96.17%). In the academic year 23/24 although our whole school attendance improved to 96.38% and the attendance amongst our disadvantaged children increased to 93.52% it continues to be significantly lower than the overall attendance of non-disadvantaged children. In addition to this all of our persistent absentees were disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	**2024 – 2025** Whole-school attendance improved to 97.09%, with disadvantaged pupils at 95.62%, though still below non-disadvantaged (97.49%). There are now no persistent absentees. Attendance must continue to improve to support all pupils' achievement. **2025 - 2026** Attendance has fallen to 96.23%, with a notable decline among disadvantaged (PP/FSM) pupils to 93.46%. However, this remains slightly above the national average for disadvantaged learners (93.25%). Currently, 10% of disadvantaged pupils are persistently absent, with a further 17% classed as near persistent absentees—both below the national figure of 18% for persistent absence. 66% of persistent absentees were disadvantaged. Reasons for absence among disadvantaged pupils include a part-time timetable for a pupil with SEND, a planned long-term medical procedure for another pupil with SEND, term-time holidays, lateness, and increased anxiety including EBSA. Continued targeted support will be essential to improve attendance moving forward.
4.	Our observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils, particularly amongst our disadvantaged pupils, which are having a detrimental effect on access to school and learning. Many of our disadvantaged pupils have experienced a lack of first-hand experiences and a lack of enrichment opportunities. This has been identified through parent feedback through parent feedback and pupil voice. Our enrichment and extra-curricular programme was considerably diminished through the pandemic and therefore over the next three years all children, particularly our disadvantaged children will be given opportunities to experience a range of high-quality first-hand experiences in and out of the classroom.	**2024-2025** An ELSA specialist provides targeted support based on pupils' needs, with regular supervision. Disadvantaged pupils are supported through funding for trips, equipment, essentials, and enrichment opportunities to ensure equal access and experiences. **2025 – 2026** ELSA support has continued through bespoke interventions for disadvantaged children, focusing on areas such as managing big feelings, building self-esteem, supporting bereavement, developing a growth mindset, and aiding successful transitions. ELSA specialist attends half-termly supervision.

5.	Although our technological provision and current resources now meets the requirements for Windows 11 we need to continue to develop our computing infrastructure to ensure that the curriculum can continue to be delivered digitally and allow our children to access and benefit from a variety of online learning opportunities – NumBots, TTRS, Scratch, etc. This will also allow consolidation of learning and retrieval practice to take place regularly and consistently.	**2024 - 2025** Children have accessed digital technology regularly throughout the curriculum. Children, particularly in Y4, have used digital software such as TTRS to enhance their recall of timestables. This has resulted in 75% of disadvantaged children achieving above average in the multiplication check. Additionally, for disadvantaged children who find reading and spelling difficult Nessy has been purchased and this intervention is now being carried out at least three times a week. **2025 – 2026** This has continued, with children regularly accessing digital technology across the curriculum. In Year 4, TTRS has supported times table recall, with 100% of all pupils achieving above the national average in the multiplication check. Additionally, Nessy continues to be used at least three times a week to support disadvantaged pupils with reading and spelling.

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

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**
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.