



## Castle Hills Primary Academy



### 3 YEAR PUPIL PREMIUM STRATEGIC PLAN 2024 - 2027

#### Organisation

*The Pupil Premium Strategic Plan is organised into 3 sections and based on the long-term approach to Pupil Premium planning recommended by the DfE and the Education Endowment Foundation (EEF).*

	Focus	Contents
Section 1	School context and approach to PPG	Philosophy, school context & barriers to learning, implementation, review and accountability
Section 2	Long-term (3 year) overview	Setting long term goals to reflect the school context
Section 3	Academic year action plan and impact statement	Action plan for the current academic year, funding and evaluation of impact



**SECTION 1: SCHOOL CONTEXT & APPROACH TO THE PUPIL PREMIUM GRANT (PPG)**

**PHILOSOPHY & PRACTICE**

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We build our practice around the 7 areas of principle (below) and have adopted the Education Endowment Foundation (EEF) recommended ‘tiered’ approach to define our priorities and ensure balance. Our tiered approach comprises three categories: Teaching, Targeted Academic Support & Wider Strategies.

Area of Principles	School Practice
<b>Whole-school ethos of attainment for all</b>	Have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
<b>Addressing behaviour and attendance</b>	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families
<b>High quality teaching for all</b>	Emphasise and deliver ‘quality first teaching’ and provide consistently high standards by setting expectations, monitoring performance and sharing best practice
<b>Meeting individual learning needs</b>	Identify each pupil’s challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Provide individual support for specific learning needs and group support for pupils with similar needs.
<b>Deploying staff effectively</b>	Devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train Teaching Assistants to effectively support pupils’ learning
<b>Impact driven and responsive to evidence</b>	Effectively use data, and other evidence, to identify pupils’ learning needs, review progress regularly and address underperformance quickly. Have manageable Assessment for Learning systems, which provide clear feedback for pupils. Use evidence to make decisions about support strategies.
<b>Ambitious leadership</b>	Have high aspirations and lead by example. Hold all staff accountable for raising attainment and do not accept low aspirations and variable performance. Be aware of best practice within, and beyond, the school and invest in staff training.



Current Position By Year Group (as at 12/11/2025)								
	Number on Roll	FSM Pupils	Ever6 Pupils	LAC Pupils	Post LAC Pupils	Service Children	Total Disadvantage	Total % Disadvantage
Nursery	32	5 E.YPP			1		5	16
Year R	40	6					6	15
Year 1	25	2	1				2	8
Year 2	31	4	2				4	13
Year 3	34	7	5				7	21
Year 4	37	11	8				11	30
Year 5	39	7	9		1	1	9	23
Year 6	37	14	12		2	1	17	46
<b>Total</b>	<b>275</b>	<b>51</b>	<b>43</b>		<b>4</b>	<b>2</b>	<b>61</b>	<b>22</b>

**Assessment Data**

EYFS and Phonics								
Subject	National 2024	CHPA 2024	Disadvantaged	Non-disadvantaged	National 2025	CHPA 2025	Disadvantaged	Non-disadvantaged
Good level of development	67.7%	73.3%	50%	76%	68%	73%	100% <i>(1-50%)</i>	71%
Phonics Year 1	80.3%	81.3%	50%	84%	80%	73%	33% <i>(3-50%)</i>	78%



Castle Hills Primary Academy Key Stage 1 Performance								
Subject	National 2024	CHPA 2024 (40 pupils)	Disadvantaged	Non-disadvantaged	National 2025	CHPA 2025	Disadvantaged (5)	Non-disadvantaged
Reading	71.4%	76%	50%	80%	72%	81%	60% (58%)	85%
Writing	62.9%	76%	50%	80%	64%	81%	60% (49%)	85%
Mathematics	72.2%	76%	50%	80%	73%	81%	60% (59%)	85%
Combined		76%	50%	80%	60%	81%	60% (45%)	85%

Castle Hills Primary Academy Year 4 MTC						
Subject	National 2024	Academy 2024	National 2025	Academy 2025	Disadvantaged (9)	Non-disadvantaged
Year 4 MTC (21+)		69%		85%	56%	97%
Average Score	20.7%	22.2pts	21	23.8	21.3 (19.4)	24.4% (21.6)

Castle Hills Primary Academy Key Stage 2 Performance								
Subject	National 2024	CHPA 2024	Disadvantaged	Non-disadvantaged	National 2025	CHPA 2025	Disadvantaged (8)	Non-disadvantaged
Reading	74%	72.7%	56%	78%	75%	82%	63% (63%)	87%
Writing	72%	70%	56%	76%	72%	74%	50% (59%)	80%
Mathematics	73%	72.7%	56%	78%	74%	82%	50% (61%)	90%
Combined	61%	70%	56%	78%	62%	74%	50% (60%)	80%
EGPS	72%	70%	56%	78%	73%	79%	50% (47%)	87%

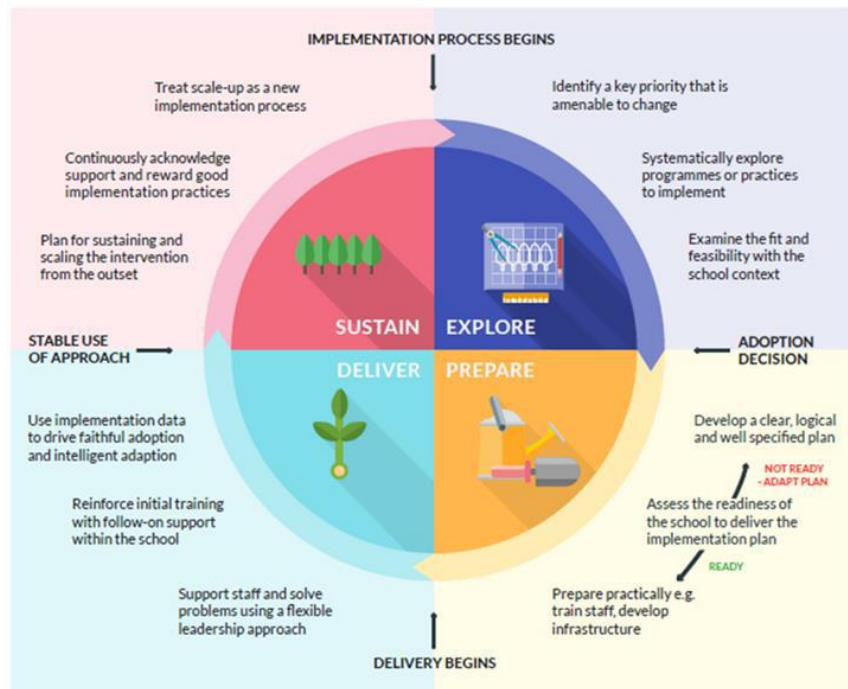


**Disadvantaged Progress Scores (2023 – not available for 2024 or 2025)**

**PROGRESS**

Subject	Level	Scawthorpe Castle Hills Primary Academy (2104)		Local Authority - Doncaster		Gap
		Value		Value		
Reading	Avg. Prog. Score	5.75		-1.49		+7.24
	Conf. Int.	±3.56	+2.19 to +9.31	±0.35	-1.84 to -1.14	n/a
Writing	Avg. Prog. Score	3.43		-1.04		+4.47
	Conf. Int.	±3.42	+0.01 to +6.85	±0.35	-1.39 to -0.69	n/a
Maths	Avg. Prog. Score	1.59		-1.19		+2.78
	Conf. Int.	±3.35	-1.76 to +4.94	±0.33	-1.52 to -0.86	n/a

## Implementation Process



We believe in selecting a small number of priorities and giving them the best chance of success. We use the EEF Implementation Process Wheel to support and inform the development of our strategic Pupil Premium plans. In our implementation, we will:

**Explore:** what problems are we seeking to solve in the academic year? Are there adequate solutions, in the form of evidence-informed practices or programmes?

**Prepare:** do we have a clear, logical and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?

**Deliver:** how best can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?

**Sustain:** how do we best maintain new practices, for both staff and pupils, across a full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice?

## Our Review Process

We believe in evidence-based interventions and learning from our experiences, which is why we carry out termly Pupil Premium progress review meetings, and on-going checks during interventions to ensure clear progress from a pupil's baseline and towards end of year objectives. To ensure our approach is effective, we will cease or amend any interventions that are not having the intended impact. The progress of pupils in receipt of the PPG is regularly discussed (termly) with teachers at pupil progress review meetings. At the end of each year, we fully evaluate the impact of all our actions and strategies on pupil outcomes and use this information to inform next steps.



### **Accountability**

The Local Governing Body has an allocated Governor with oversight of the impact of the Pupil Premium Grant (PPG) and outcomes for pupils. Governors will scrutinise the school's strategy for using the Pupil Premium Grant on an annual basis as well as monitoring the attainment and progress of disadvantaged pupils during the course of any academic year.

The Head Teacher and Pupil Premium Champion will be accountable for securing high standards and positive outcomes for all pupils in receipt of the PPG and, often, Performance Management for all school staff will reflect this priority.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school annually publishes its strategy for using the Pupil Premium Grant (PPG) on the school website.



## SECTION 2: LONG TERM (3 YEAR) OVERVIEW

### Setting the Priorities

Setting priorities is key to maximising the use of the PPG. Our long term priorities are identified in our 3 year strategic overview and progress towards them outlined in a detailed action plan relevant to each academic year (see Section 3). When establishing our priorities, we draw on research and evidence to understand strategies that will have maximum impact on pupil outcomes and relate them to the EEF tiered approach.

<b>Headline Areas For development 2024-2027</b>		
<b>PP Area For Development</b>	<b>Tiered Focus Area, Research and Evidence</b>	<b>PP Desired Outcome</b>
<b>Further develop the ethos of success for all as well as ensuring the highest of expectations</b>	Teaching and Targeted Academic Support	PP attain in line with outcomes stated below. Conversations with all staff illustrate that high expectations are held for all, with highest of expectations for those who are PP
<b>Raise standards in Phonics and Reading to at least the same attainment levels as non-PP pupils nationally</b>	Teaching & Targeted Academic Support Reading Fluency Reading Comprehension strategies +6 months Early Years interventions +5 months	All pupils able to read fluently <ul style="list-style-type: none"> <li>• 75% or better pass the phonics test in Year 1</li> <li>• 75% of pupils achieve the expected standard or above by the end of KS1</li> <li>• 75% of pupils achieve the expected standard or above by the end of KS2</li> </ul>
<b>Raise standards in Writing to at least the same attainment levels as non-PP pupils nationally in KS1 and KS2</b>	Teaching & Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 months	All pupils to be able to write for an appropriate purpose and audience: <ul style="list-style-type: none"> <li>• 70% of pupils achieve the expected standard or above by the end of KS1</li> <li>• 70% of pupils achieve the expected standard or above by the end of KS2</li> </ul>



<p><b>Raise standards in Maths to at least the same attainment levels as non-PP pupils nationally at KS1 and KS2</b></p>	<p>Teaching &amp; Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 months</p>	<p>All pupils to reason mathematically to good effect, applying confident fluency of maths facts:</p> <ul style="list-style-type: none"> <li>• 75% of pupils achieve the expected standard or above by the end of KS1</li> <li>• 75% of pupils pass the times tables check in Y4</li> <li>• 75% of pupils achieve the expected standard or above by the end of KS2</li> </ul>
<p><b>Improve attendance and punctuality</b></p>	<p>Wider Strategies Social and emotional learning +4</p>	<p>No gap between FSM and all pupils' attendance with all &gt; national</p>
<p><b>Establish a clear culture for positive behaviour and safeguarding</b></p>	<p>Wider Strategies Social and emotional learning +4</p>	<p>Reduce FEx and PEx to &lt;national for those in receipt of PP</p>
<p><b>Further improve transition from nursery to reception</b></p>	<p>Teaching &amp; Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 months</p>	<p>By the end of Reception, 75% of children to reach GLD.</p>

**SECTION 3: ACADEMIC YEAR 2025/2026 ACTION PLAN & IMPACT STATEMENT**



Areas for development reflect the EEF tiered model approach and support achievement of the school 3 year strategically planned outcomes:

**Tier 1 Teaching:** Objectives that ensure effective teaching in every class and support teachers to keep getting better (Professional development; Training; Support for Early Career teachers; Recruitment and retention)

**Tier 2 Targeted Academic Support:** Objectives that link interventions to support classroom teaching, and includes teachers and Teaching Assistants (Structured interventions; Small group tuition; 1:1 support)

**Tier 3 Wider Strategies:** Objectives that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Linked to the needs of the community (Behaviour strategies; Breakfast Club; Increasing attendance)



Pupil premium funding allocation this academic year	£84,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£84,360
Teaching (This includes but not limited to CPD, resources to support CPD, specialist training around mental health and pedagogy, cover for staff to attend courses, after school interventions)	Budgeted cost: £15,000
Targeted Academic Support (Including and not limited to interventions, over time, resources, one to one costs)	Budgeted cost: £30,000
Wider Opportunities (This includes inclusion team, CPD for all staff, resources, after school clubs for disadvantaged children, subsidy of wrap around and development/running costs of Forest School).	Budgeted cost: £40,000

**SUMMARY OVERVIEW OF SCHOOL BARRIERS (ACADEMIC & NON-ACADEMIC) IDENTIFIED TO ADDRESS THROUGH THE PUPIL PREMIUM GRANT (PPG)**

- Insecure application of phonics, ie. fluency within reading, in Key Stage 1 by disadvantaged learners hinders their ability to read with greater independence.
- Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences.
- Poor oral language skills (oracy) across the curriculum makes it more challenging for pupils entitled to Pupil Premium funding to develop the skills they need in order to become life-long learners.
- Significant vocabulary gap on entry to school between those who are eligible for Pupil Premium funding and those who are not and insufficient closing of this gap throughout KS1 and KS2 hinders their achievement broadly.
- Lack of ability to reason effectively in mathematics impacts on overall mathematical ability for those who are disadvantaged.
- Difficulty with social and emotional aspects of learning, self-regulation and inequality of opportunity to cultural experiences for those who are disadvantaged.
- Poor attendance (including punctuality) of children in receipt of Pupil Premium funding impacts on overall attainment.
- Different pre-school providers and experiences have a negative impact on successful transition to primary school, particularly for those who are disadvantaged.

Further develop the ethos of success for all			
All teachers begin to champion for the success of those in their class who are in receipt of PP funding			
Area of Spend	Responsibility	Actions	Intended Outcomes and Evidence
Teaching	Class Teachers/SLT	<p>All teaching staff engage in 'Quality First teaching' which ensures that provision is made in each lesson to meet the diverse needs of all learners including the effective deployment of Teaching Assistants to support PP children.</p> <p>Targeted support from Teaching Assistants and 1:1 support in all English and Maths lessons to improve on disadvantaged attainment in Reading, Writing and Maths outcomes.</p>	<p>Further accelerate rates of progress for those in receipt of pupil premium funding through targeted use of funding to meet individual needs.</p> <p>Continuing Professional Development in response to new initiatives to promote improved outcomes- assessment, TA support (proven to have a high impact if deployed well)</p> <p>Developing effective collaborative learning (EEF moderate impact) and the development of peer critique.</p>
Teaching	Class Teachers/HT	<p>Teacher led analysis after each assessment period</p> <p>Discuss first during PPR meetings; ensure RWM focus is maintained</p>	<p>Detailed conversations during PPR meetings about those who are eligible for PP which impact positively on outcomes. Subjects that may be weaker than others are identified and strategies are put in place to address this.</p> <p>Evidence: PPR notes</p>
Teaching	Subject Leaders	<p>All subject leaders look at provision, attainment and progress for PP in their subject area and report on this</p>	<p>All subject leaders champion the progress and attainment for those eligible for PP funding in their subject area. Appropriate measures are put in place to tackle any underachievement.</p>
Teaching	Support Staff/SEND CO	<ul style="list-style-type: none"> <li>• TA's to be trained in delivering specific targeted interventions including:               <ul style="list-style-type: none"> <li>➢ Maths and writing interventions focussing on specific gaps in learning</li> </ul> </li> </ul>	<p>Further accelerate rates of progress for those in receipt of pupil premium funding through targeted use of funding to meet individual needs.</p>

		<ul style="list-style-type: none"> <li>➤ KS2 phonic phases 3 - 5 intervention</li> <li>➤ Handwriting</li> <li>➤ Fine Motor groups</li> <li>➤ Toe by Toe</li> <li>➤ Precision teaching</li> </ul>	
Teaching	Class Teachers/SLT	Sharing of best practice throughout the year by providing staff opportunities to observe subject specialists, joint planning and peer to peer critique of teaching and learning.	Teaching profile of all staff in consistently Good or better.
Teaching	Class Teachers	Consider seating positions for PP within the classroom now that rows are adopted – consider ends of rows for easier access to teacher/TA	Pupils who are eligible for PP funding are seated where there is easy access to adults. Progress is rapid due to adult support and intervention.
Targeted Academic Support	Class Teachers/PP Champion/SENDCO	Revise and make best use of timetables to enable class teachers to deliver interventions to PP – PE, ICT, registration, lunch clubs.	Pupils who are eligible for PP funding receive interventions as appropriate. Progress is accelerated as a result.
Teaching	Class Teachers/Family liaison Officer	Teachers to monitor access and completion of home learning. Phone parents where children are not completing home learning to ascertain reason and offer support. Provide PP homework club.	PP children show increased engagement with home learning.
Wider Strategies	Class Teacher/PP Champion	Ensure those who are PP are given opportunities for School Council and enrichment activities – support children to apply for these positions where appropriate. When school clubs start again, ensure that children who are eligible for PP are offered places, with phone calls home to explain what is on offer if no clubs are taken up.	Pupil voice shows that children who are eligible for PP are active in the life of the school. They are elected to pupil representative groups and participate actively in extra-curricular clubs. They have an opportunity for first access music and to participate in residential visits.



Wider Strategies	Class Teacher/Attendance Officer/PP Champion	Class teachers and office staff to identify children, particularly those in EY and KS1, who may be eligible for PP funding but have not claimed this	All children who are eligible for PP funding receive it. Numbers of PP children across the school reflect the reality of the demographics of the school.
Targeted Academic Support	SEND/PP Champion	Ensure there is accurate identification of SEND vs DL with clear understanding of those who are both with the right support in place	Children are not identified as SEND if it is actually underachievement due to disadvantage. Appropriate support is put in place according to actual need. Teachers are clear about the difference between SEND and disadvantage. <i>Evidence: SEND records, provision maps, PP Profiles/Plans</i>

<b>Raise standards in Phonics and Reading to at least the same attainment levels as non-PP pupils nationally</b>			
<b>Ensure high quality teaching of phonics and reading (including interventions)</b>			
<b>Area of Spend</b>	<b>Responsibility</b>	<b>Actions</b>	<b>Intended Outcomes and Evidence</b>
Targeted Academic Support	Phonics/Reading Champion	PP children working below expectations for phonics to be targeted for Twinkl Phonics intervention as well as additional speed sounds sessions/fluency.	Children who are PP are able to apply phonics strategies to support their independent reading and fluency through the use of Twinkl Phonics within EY and KS1.
Targeted Academic Support	Class Teachers	Teachers listen to children eligible for PP read outside of Phonics or whole class reading sessions regularly. They are	Children who are PP are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2. <i>Evidence: subject champion feedback, reading records, pupil voice</i>



		prioritised over children who are not eligible for PP.	
Targeted Academic Support	Class Teachers/Phonics Champion	Those children in Y3 that have not completed all phonic phases are to be included in phonics sessions in addition to or instead of whole class reading	Children who are PP are able to apply phonics strategies to support their independent reading and fluency <i>Evidence: Phonics assessments, intervention records</i>
Wider Strategies	Class Teachers/Reading Champion	Increase the provision for reading outside of whole class reading lessons so that children who are entitled to PP funding are receiving a rich diet of reading material in school.	Children who are PP develop a love of reading across the school. They are able to talk animatedly about the books they have experienced.
Targeted Academic Support	Class Teachers/Reading Champion	Interventions such as repeated reads, fluency, one to one reading are to be established. Children who are entitled to PP are to be prioritised if there is a choice between children (where appropriate)	Children who are PP make accelerated progress as a result of the interventions they have attended. <i>Evidence: PPR notes, intervention records</i>
Wider Strategies	All Class Based Staff	Adults to take an active interest in what children who are eligible for PP are reading and recommend books to them based on their interest and prior reads. Ensure they are taking the correct book home to match their reading attainment.	Pupils who are PP develop a love of reading and talk animatedly about how the adults in school have supported them in this. Progress is rapid due to appropriate books being selected for home reading. <i>Evidence: reading records, pupil voice, Insight</i>
Teaching	All Class Based Staff	Focus on the VIPERS skills in daily reading lessons within KS2 and the Canine Gang in KS1.	Children who are PP are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2. <i>Evidence: reading journals, reading planning, pupil voice</i>

Raise standards in Writing to at least the same attainment levels as non-PP pupils nationally at KS1 and KS2			
The gap between PP and non-PP reduces over this year			
Area of Spend	Responsibility	Actions	Intended Outcomes and Evidence
Teaching	Class Teachers/Writing Champion	The writing TAF with particular focus on key skills usually expected by the previous year end is used, with all children eligible for PP tracked for key skills they have mastered.	Progress for children eligible for PP is quicker than that for non-PP. Teachers are clear of the next steps for all children who are PP. Evidence: writing books, TAF sheets, Insight, whole class feedback books
Teaching	Class Teachers/Writing Champion	Continue to participate in both internal and external moderation– reflect and compare assessment of PP children to those who are not. Use assessment and planning sessions to inform future actions and areas for focus for individuals and groups.	Progress for children eligible for PP is quicker than that for non-PP. Teachers are clear of the next steps for all children who are PP.
Teaching	Class Teachers/Writing Champion	Provide increased opportunities for PP children to engage in real life experiences and visits which they can then relate to and write about.	Positive impact on independent writing.
Teaching	Writing Champion	Writing Champion to be provided with regular release time to monitor the teaching of writing and analyse the impact on PP children. Best practise to be shared across the school.	Strong teaching profile for writing with clear impact on children’s outcomes.



<b>Raise standards in Maths to at least the same attainment levels as non-PP pupils</b>			
<b>The gap between PP and non-PP reduces over this year with a specific focus on maths fluency and application into reasoning.</b>			
<b>Area of Spend</b>	<b>Responsibility</b>	<b>Actions</b>	<b>Intended Outcomes and Evidence</b>
Teaching	Maths Champion/Class Teachers	All pupils to engage in the new fluency passport daily. Gaps are to be identified and PP children grouped for daily. intervention	Fluency progression is accelerated at the gap to non-PP is closed.
Teaching	Maths Champion/Class Teachers	Teachers focus explicitly on fluency skills for pupils who are PP, making effective use of maths meetings and times tables practice. Teachers are mindful and deliberate about the small steps pupils need to take in order to make progress. This is applied to those who have an EHCP in the mainstream.	Progress for those who are PP is accelerated as their knowledge of number facts is secure and can be applied. Those with PP who also have an EHCP make clear progress from their starting points.
Targeted Academic Support	Maths Champion/Class Teachers	Appropriate children eligible for PP are to be identified for support in both Year 2 and Year 6 from maths specialists.	Progress is accelerated and attainment improves
Teaching	Maths Champion/HoS	Maths Champion and HT to engage with the South Yorkshire Maths Hub Mastery Project. Identify strategies which will benefit PP children and disseminate to staff.	Increased progress rates in reasoning for PP children.



Targeted Academic Support	Class Teachers/Support Staff	PP are prioritised (where appropriate) for same day intervention when gaps in knowledge are identified during the day's maths lesson.	Progress for those who are PP is accelerated as their knowledge of number facts is secure and can be applied.
---------------------------	------------------------------	---	---

Improve attendance and punctuality for PP children and families			
No gap between FSM and all pupils' attendance with all being in line or better than national			
Area of Spend	Responsibility	Actions	Intended Outcomes and Evidence
Wider Strategies	Attendance Champion	Termly tracking of attendance for PP vs non-PP takes place with follow up School Attendance Meetings (SAM) as relevant. Referrals to EWO take place as appropriate	Attendance of children in receipt of PP funding to be 95% or above. SAM take place for those who are below 90% attendance. <i>Evidence: termly attendance analysis, SAM minutes, EWO referrals</i>
Wider Strategies	Attendance Champion/HoS	Begin to track number and % of broken weeks as well as term time holidays taken within termly analysis (from T2)	A clear picture is held of how many children who are PP have a significant number of broken weeks of school over the year as well as are taking term time holidays. <i>Evidence: termly attendance analysis</i>
Wider Strategies	Attendance Champion	Teachers to follow up with parents where a child who is PP is frequently off or late – not waiting for Attendance Lead to do this	Teachers take responsibility for the attendance and punctuality of the children in their class. Those who are PP are supported to be in school should there be a reason they are not attending. Attendance for individuals who are PP improves. <i>Evidence: Records of conversations with parents</i>



Wider Strategies	Attendance Champion	Persistent Absentees (PA) to be tracked as a group on a termly basis.	Number of PP who are persistently absent decreases. Evidence: termly PA analysis
Wider Strategies	Attendance Champion	Family Liaison Officer to engage with families to identify the barriers to attending school. Strategies identified to increase attendance and implemented.	Increased attendance and punctuality for PP.
Wider Strategies	Attendance Champion/HT/PSW/FLO/SENDCO	Weekly Behaviour, Attendance, Safeguarding and Inclusion (BASI) meetings to be held with HoS, Assistant Heads, FLO, SENCO and Attendance Officer. Families at risk of reporting to EWO identified. Actions agreed and parents contacted.	Increased attendance and punctuality for PP.

<b>Establish a clear culture for positive behaviour and safeguarding</b>			
<b>Reduce FEx and PEx to &lt;national for those in receipt of PP</b>			
<b>Area of Spend</b>	<b>Responsibility</b>	<b>Actions</b>	<b>Intended Outcomes and Evidence</b>
Wider Strategies	Attendance Champion/HT/FLO/SENDCO	Weekly Behaviour, Attendance, Safeguarding and Inclusion (BASI) meetings to be held with HT, Assistant Heads, FLO, SENCO and Attendance Officer. Identify children at risk of FTE and PE. Identify strategies and interventions, communicating these with class teachers and parents.	Increased positive behaviour of PE and FTE risks. PE and FTE for PP reduce.



Wider Strategies	Forest School Champion	Forest School to continue to be developed with support from the Inclusion Lead to ensure the planning of high quality learning, catering for the needs of the individuals.	Pupils who are PP develop personal skills and qualities, reducing exclusions and improving behaviours. They are equipped to reintegrate with their mainstream class successfully. <i>Evidence: exclusions data, pupil voice</i>
Wider Strategies	Attendance Champion/HT/FLO/ SENDCO	Further embed the use of CPOMS throughout the school. Begin to use CPOMS to support analysis of behaviour and safeguarding incidents with particular reference to PP.	A clear picture is held of how many children who are PP have a significant number of behaviour and safeguarding incidents attached to them. This is mapped alongside attendance information on an individualised basis. Appropriate levels of support are in place for those who require it. <i>Evidence: behaviour and safeguarding review minutes, CPOMS reports</i>
Wider Strategies	FLO	ELSA / FLO support is to be offered where required. Supervision is to be accessed by the adults delivering these interventions	Pupils who are PP develop personal skills and qualities, reducing exclusions and improving behaviours. Their confidence and self-esteem increases and they feel safe in school. <i>Evidence: pupil voice, ELSA/PSW/FLO records</i>
Wider Strategies	Attendance Champion/HT/FLO/ SENDCO	Enhanced educational opportunities to be offered to pupils where it is required. Those who are PP to be prioritised if it is appropriate.	Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations. <i>Evidence: pupil voice, provision map</i>
Wider Strategies	MHFA Leads	Provide weekly release time for MHFA leads to work with PP children whose attendance and punctuality is below targets and whose behaviour puts them at risk of FTE. Discuss barriers to school and how these can be overcome.	Increased attendance and a reduction in FTE.



## Outcomes for disadvantaged pupils

- *The past 3 years have seen an increase in the number of disadvantaged pupils with SEND.*
- *The academy continues to benefit from a dedicated Pastoral team consisting of a family liaison officer and qualified mental health champions who support pupils in accessing the classroom and their learning. The academy utilised a highly experienced, dedicated SENDCo and a robust package of CPD has been delivered throughout the year. An intense programme of targeted intervention was implemented from January through to the end of the year, this included Third Space Learning, after school sessions and 1:1 tuition.*
- *At the end of key stage 1, pupils performed in line with or above national disadvantaged data and in line with all pupils for combined measures.*
- *Of the 8 pupil premium children in the 2024/25 Year 6 cohort, 50% had SEND.*
- *At the end of year 6, disadvantaged pupils performed slightly below national averages in reading, writing, maths and combined measures. All disadvantaged pupils that were non-Send achieved age related expectations in all curriculum areas.*
- *Disadvantaged pupils perform consistently across all subjects with no significant differences in results.*
- *2025 saw a spike in the number of pupils with SEND as well as our highest number of pupils falling into both vulnerable groups.*
- *The school has taken part in external moderation with all judgements being agreed.*
- *Access arrangements: 14 pupils qualified for 25% extra time; 2 pupils qualified for a reader in SPAG and maths. The trust SEND and inclusion manager undertook a detailed assessment of all Y6 pupils to ascertain EAA.*
- *Disadvantaged girls outperformed boys in all subjects where previously boys had outperformed girls. This is due to 100% (3/5) disadvantaged boys being on the SEND register.*
- *Explicit teaching of systematic synthetic phonics continues to have a positive impact on reading and spelling across the academy. A significant number of pupils progressed beyond the programme.*
- *Attendance for disadvantaged pupils has a positive trend over the past 3 years - 22/23 = 89.68%, 23/24 = 90.56%, 24/25 = 92.5%.*
- *100% of all disadvantaged pupils accessed after school provision, educational visits and represented the academy at inter-academy sporting competitions.*