Pupil premium strategy statement 2025-2026

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	King Athelstan Primary School
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	18.12.25
Date on which it will be reviewed	December 2026
Statement authorised by	Emily Newton
Pupil premium lead	Clare Williamson
Governor / Trustee lead	Majeed Neky

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Post LAC (RECEIVED IN FINANCIAL YEAR 25-26)	£7,890
EYPP - (ACADEMIC YEAR 25-26, Autumn 25, Spring 26 and Summer 26 estimate) – Usually spent by EYFS lead	£7,320
Total budget for this academic year	£192,465

Part A: Pupil premium strategy plan

Statement of intent

Additional government funding, the Pupil Premium Grant, is received by schools to address underlying inequalities and to help overcome barriers to learning and so improve the progress and outcomes of vulnerable pupils.

Our aim is to give our children the very best education we can: encouraging every child to reach their full potential through a creative curriculum that is rich, broad, and offers relevant, exciting and memorable learning opportunities both within and beyond the classroom. Our ambition is to develop the cultural capital of all children by providing them with boundless opportunities, both inside and outside our vibrant and diverse primary school. By offering a vast and varied curriculum, our children are encouraged to 'dream big,' take risks and achieve high standards in all aspects of school life.

Evidence shows that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school (HMI). Research has found that the pandemic has compounded this issue (EEF). Initial findings suggest that disadvantaged pupils have been the worst affected by school closures due to COVID-19 and the attainment gap has grown as a result of national lockdowns. Sutton Trust warns these inequalities will worsen without decisive action to navigate the perfect storm of the ongoing cost of living crisis, high rates of persistent absence and the related surge in mental health issues among pupils.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We pride ourselves on our deep knowledge of every child and their unique circumstances. We recognise this is particularly important for our disadvantaged pupils. We explore every opportunity to build strong home school relationships so that pupils, parents and staff work together to ensure excellent progress and outstanding outcomes for our disadvantaged pupils.

We have a consistent drive for high quality teaching and learning and we understand that collaborative partnerships between staff, parents and pupils are essential in order to ensure shared knowledge and expertise to ensure best practice, particularly for the significant group of pupils who are both PPG and SEND.

Our PPG strategy is based on the Education Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

1.Quality Teaching

We understand that the best available evidence indicates that high quality teaching is the most important lever schools have to improve outcomes for their pupils. We focus on developing the knowledge and skills of all staff to enable adaptations to teaching in order for it to meet the needs of all pupils.

The importance of language and literacy is evident in the resources and training in which we have invested. The knowledge and skills associated with effective verbal communication and fluent reading are important not only to pupils' attainment in English but to their learning across the curriculum and their success and happiness outside education. Teachers' PPA is covered by qualified teachers in specialist subjects (Art, Music, PE, French) in order to ensure children have the very best quality of provision and extended provision through additional opportunities, building their cultural capital.

2. Targeted Academic Support

Teachers are skilled at identifying the needs of the children in their classes. The quality of teaching is the most important intervention for all pupils. Teachers use a wide range of strategies to support the needs of children in each cohort. This includes the use of questioning for understanding, talk partners, scaffolding, pre-teaching, praise, modelling and use of visuals to support understanding.

The school understands that it is important that the attainment and progress of disadvantaged pupils is a shared responsibility. Integral to this is the development of best practice in relation to the use of teaching assistants for interventions before and after the school day. During the day TAs are deployed on a needs basis to support children with high levels of SEND. Where possible, they may include other children in their groups and interventions. One TA is dedicated to supporting children who are entitled to Pupil Premium funding in their phonics and maths. TAs are trained with teachers during INSET days to ensure a consistent approach and to upskill our valuable support staff. They also complete some bespoke training in order to best meet the needs of the children they are working with. All TAs and NNEBs are trained in our school Systematic Synthetic Phonics (SSP), Read Write Inc, and have had extensive training in colourful semantics, precision teaching and inclusive classroom practice, which focuses on readiness to learn and key approaches such as the PACE (Playfulness, Acceptance, Curiosity and Empathy) model.

3. Wider strategies

We work hard to build close working relationships with our families building trust which enables us to understand and support the unique challenges they are facing. We work

with outside agencies to provide practical support that enables our disadvantaged pupils to be ready to learn and to access a wide variety of enriching experiences. We have a strong focus on our pupils' well-being and invest time and training into ensuring our pupils are able to self-regulate and develop their confidence and resilience. We recognise that adverse childhood experiences (ACEs) can have a profound impact on children and therefore put in place additional ongoing support for pupils where appropriate. Nurture support is provided to children through bespoke small group sessions for children in KS1 and 1:1 or group sessions for all children in response to needs. Nurture teaches children to:

- understand their emotions and how to regulate them;
- build their confidence (to be used in the classroom) by positive reinforcement;
- raise self-esteem;
- empower resilience to become a better learner;
- make and sustain positive relationships.

Nurture is at the heart of the pastoral care for all families at King Athelstan Primary School.

Identified children in KS2 receive group support in weekly Forest School sessions which run at a neighbouring school (1 session per week is run for King Athelstan Children only). A small number of children access alternative provision such as Forest School AP or "The Bridge" to support their wider SEND. School works closely with the professionals at alternative provisions to ensure needs are met in both settings.

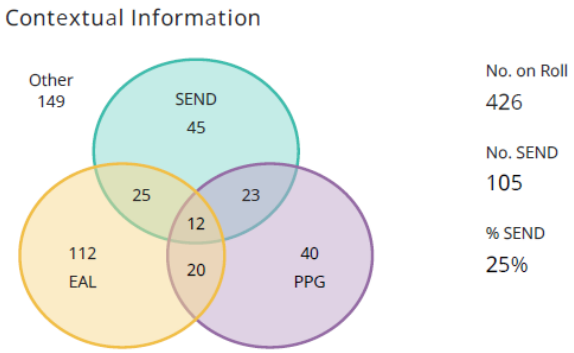
Challenges

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

Challenge number	Detail of challenge
1	<u>Reading and Phonics</u> Assessments, observations, and discussions with pupils show that attainment of our disadvantaged pupils is significantly below that of their peers. This is particularly evident in reading and writing. Disadvantaged pupils generally have greater difficulties with phonics than their peers. They may also experience more barriers to reading at home. This negatively impacts their development as readers. Phonics screening results below show that in the summer of 2025, Year 1 phonics pass rates were 81% (National 81%), and of the 18 disadvan-

	taged (PP) children, 11 passed (61%), a 22% increase from the year before (39%). Of the 7 that did not pass, 4 were on a reduced timetable and not in class during the day. 2 of those 7 are expected to pass by the end of Y2. 7 of the 7 are also on the SEND register.10 of the 18 that passed had daily 1:1 with the PP tutor. Reading assessment (teacher and statutory) **2024-25** ALL PP NPP National EYFS EXP 57% 55% 58% 68% (word reading) Year 2 EXP 63% 36% 70% N/A Year 6 EXP 72% 65% 74% 75% 2025 KS2 reading outcomes showed non-disadvantaged expected standard results were 78% (National 75%) and disadvantaged were 71%. Whilst this is a significant improvement on previous years, the gap remains. Greater depth non-disadvantaged outcomes were 23% (National 33%) and disadvantaged were 11%. Whilst there are improvements in outcomes in some areas, the significant gap for disadvantaged remains.
2	Writing Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Writing was the area most seriously affected by COVID. This affected all pupils but has a greater impact on those who are disadvantaged. Approximately 1/3 of pupils who are disadvantaged achieve the expected standard. Teacher Assessment in 2024-2025 showed that the number of disadvantaged who achieved expected standard were lower than non-disadvantaged, particularly in Year 2 where the attainment gap is significant. Year 6 also shows a gap of 9% between pupil premium and non-pupil premium students. **2024-25** ALL PP NPP National Local EYFS EXP 57% 54% 58% / / Year 2 EXP 49% 27% 55% / / Year 6 EXP 73% 65% 74% 71% 72%
3	Communication and Language Weak communication skills, with under developed oral language skills and vocabulary gaps evidenced amongst disadvantaged pupils on entry

	in EYFS and observations, discussions and teacher assessment indicate the gap persists through the key stages. Our current picture for 2024-25 suggests PP are working at ARE for Communication and Language, however, in previous years this has been an area where there has been an attainment gap. <u>Reception Outcomes 2023-24 (to be updated)</u> • 56% of cohort working at ARE for Communication and language • 35% PPG working at ARE for Communication and language • 76% non-PPG working at ARE for Communication and language <u>GLD 2024-25</u> • 65% of cohort achieved GLD (66% in Prime areas) • 58% PPG (7) • 68% Non-PPG (19)
4	<u>Emotional Wellbeing/Mental Health</u> Observations and discussions have noted that wellbeing and mental health can be a challenge for our disadvantaged pupils. While these emotional barriers affect many pupils, for our disadvantaged pupils, they can be complex and have a particularly detrimental effect on being ready to learn. Wellbeing and mental health are also challenges experienced by the families of our pupils too, which again impacts on children's readiness to learn.
5	<u>Cultural Capital</u> Pupils have limited experiences beyond their home life and immediate community. This has particularly disadvantaged this group due to economic factors and complex family circumstances.
6	<u>Complex Family Lives</u> Complex/chaotic family lives and Children's Services involvement - parental engagement can often be more challenging and sporadic due to the complex challenges that some of our families face. The most prevalent areas of concern affecting children at King Athelstan are parental mental health (including substance/alcohol misuse), domestic violence and neglect. Significant numbers of families access the food bank through the vouchers which the school issues.
7	<u>Co-existing challenges</u> The high number of children who are both disadvantaged and also have SEN and/or have EAL. Of the 95 children who had PP funding in

	Summer 25, only 42% did not have either SEND or EAL or both. 24% were disadvantaged and had SEND and 21% were disadvantaged and were EAL and 13% were disadvantaged, SEND and EAL. (NB: includes Nursery)  *Data from AfC SEND Dashboard 2024-25

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 reading attainment amongst disadvantaged pupils at the end of KS2 To ensure children who are not at the expected standard receive targeted, high-quality interventions through quality first teaching and small group interventions before and/or after school.	Phonics scores EYFS/KS1 are in line with national results. Pupils who are disadvantaged have caught up with their peers in the phonics by the end of KS1. Reading outcomes in 2026/7 show at least 75 % of disadvantaged children met the expected standard in KS2 (62% met the standard in 2024.) with incremental steps of improvement before this. Progress has been accelerated for those not achieving the expected standard at the end of KS2.
Improved writing attainment at the end of KS2.	Analysis of approaches outlined in section 2 of the School Development Plan will show that interventions have had a positive impact on disadvantaged

NB To raise standards in writing across the school is the second aspect of our whole school development plan 2024-27.	children's learning and has helped in accelerating their progress. Children who are disadvantaged will meet their aspirational writing targets. Pupils not at expected level are shown to be making accelerated progress. (NB This may be evidenced on "Measures of Success" for those who have complex SEND. End of phase writing outcomes in 2026/7 show that an increased number of disadvantaged pupils met the expected standard, with incremental steps of improvement before this.
Improved oral language and communication skills	Assessments and observations indicate improved language skills amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence such as engagement in lessons, book scrutinies and ongoing formative assessment Accelerated progress in Communication and Language/ ELG at the end of EYFS for disadvantaged children, who were not ARE at Baseline testing on entry in 2024/25. Phonics scores at the end of KS1 are in line with national results in 2026/27 with incremental steps of improvement before this Pupils are promptly referred for further assessment externally where appropriate.
All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Pupils love learning and have access to an engaging, broad and varied curriculum. There are increased	The curriculum will provide pupils with and exciting, varied curriculum. Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable.

opportunities for cultural capital for disadvantaged pupils to close the 'gap'	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. Themed "super learning" days/weeks during the year which give the opportunity to explore other interesting areas of learning (International Day, World Book Day, Science Week). Home learning is organised in a project-based menu to support the links between home and school to enrich the children's learning experiences more. Including: Music (Including instrumental lessons for a year and use of instrument at home) After school clubs-opportunity for 100% to take part in a club after school each term Residential school trip Y6 and 1-day outward bound trip Y4 Opportunity for 100% to take a position of responsibility such as: prefect, class monitor, pupil council, eco-lead, equalities lead, 1:1 reading buddy 100% attendance on educational school and class trips All PP children participate in one competitive sporting event throughout their time at KAP
To achieve and sustain improved well-being and 'readiness to learn' for all pupils in our school but particularly our disadvantaged children	Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible. Qualitative data from student voice, student and parent surveys and teacher observations. Nurture 1:1 support, Emotional Health Service / external service involvement

	Identified children are invited to: Nurture, Lego club, Forest school, drama therapy, resilience group, drama 1:1 therapy, sensory circuits
Increased Parental engagement	Maintain improved attendance of disadvantaged so that the gap is reduced **Attendance**: 94.9% all 92.2% Pupil Premium pupils. 22/39 Persistent Absences were PP 2024-25 Qualitative data from parental surveys Regular attendance at Parents' evenings and enrichment activities such as clubs.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** 2025-2026 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: (See section below overlap in costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff engagement in 'in house' CPD to support Quality first Teaching using our experienced Teaching & Learning team. *-Staff meetings dedicated to Teaching and Learning and Inclusive Practice* *-All EYFS, KS1 and KS2 Teachers and TAs training on Phonics*	Evidence from Education Endowment Foundation – Maximising Learning. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching The Educations Policy Institute: Key Drivers to the Disadvantage Gap https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf	1,2,3,4,7

-Whole staff training on behaviour policy, de-escalation and trauma informed approaches *-Series of Teacher CPD sessions of instructional coaching on Harnessing Attention provided by 'StepLab'*	"The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils."	
Monitoring of QfT in Practice *-Time given to subject leads and SLT to monitor QfT strategies in the classroom to ensure that the needs of our disadvantaged pupils are being met and that high aspirations are set.*	Putting Evidence to Work: A School's guide to Implementation: https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf	1,2,3,4,7
Role of the Pupil Premium Lead, monitoring and supporting staff. *-Data analysis termly to support staff in understanding the needs of children who are disadvantaged in their cohort.* *-Opportunity for support through Local Authority Advisory teacher (CPD credits) if needed.* *-regular network meetings to inform leadership*	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1,2,3,4,5,6,7
Continuing focus on curriculum planning, lesson design and progression *- to recognise the need to reduce cognitive load and to reflect Rosenshine's Principles of Instruction- encouraging clarity, simplicity and the importance of retrieval practice.*	The Educations Policy Institute: Key Drivers to the Disadvantage Gap https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf EEF Blog: Five Evidence based strategies to support High Quality Teaching for pupils with SEND https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send	1,2,3,5,7

-DHT supporting leaders with development plans and curriculum design *-SLT to assess lesson design during learning dialogues.* *- Curriculum lead designated to drive curriculum design review and update* *-Two senior teachers to take part in Spark[ED] Curriculum & SEND: Adapting Your Curriculum for KS2 Pupils project*		
Development of EYFS curriculum to focus on planning in the moment *- to respond flexibly to children's interests and needs, and to provide purposeful learning experiences that build on children's next steps in a timely and meaningful way.* *-develop the love of reading by linking books to units of work.* *-Vocabulary included in planning, displays, T&L slides* *-Focus on spoken language/modelling*	Evidence from Education Endowment Foundation – Early Years Toolkit; Early Literacy Approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches	1,3
Training for all staff in EYFS *-Participation in whole school training as above* *-Early Years Development plan focus on writing*	Evidence from Education Endowment Foundation-Early Years Toolkit: Communication and Language approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=Communication	1,3

-Training for EYFS staff on 'Tapestry': a modern online learning journal system which supports meaningful communication between home and school		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriately deploy staff to support disadvantaged pupil's pastoral needs. *-Nurture staff team support for identified pupils*	Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4,6,7
Additional support for children requiring intervention (1:1 and small group support). *-Reading with TA before school* *-Maths and Reading interventions led by Teaching assistants and Teachers* *-Intervention impact to be monitored and evaluated in progress meetings with individual class teachers.* *-Trained full time phonics tutor working 1:1 or in 2s with targeted children to catch up phonics in KS1 (am) and in maths KS1 (pm), using Number Sense a maths fluency skills programme developed by AfC maths consultant*	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Assistant interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Guidance Report "Making Best Use of Teaching Assistants: ' to ensure that support is focused on developing the knowledge, skills and attitudes that lead to good progress, high attainment and aspirations.'	1,2,3,4,6,7
Speech and Language interventions for targeted pupils - EYFS	Evidence from Education Endowment Foundation-Early Years Toolkit: Communication and Language approaches	1,3,7

-Encouraging children to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. *-Delivery of SALT support to identified children by trained TA using EYPP for part of the year* *-PPG children prioritised for early morning reading and parent helpers*	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=Communication	
Specialist teaching: -expert teaching in music, French and art	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mastery Learning	4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with specific outside agencies to support families i.e. Emotional Health Service, EWO (Educational Welfare Officer) *-Nurture lead is involved in the Mental Health Support Team and continuation of parent workshops* *- Mental Health Lead Practitioner training carried out for Nurture/SEMH Lead.*	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,6,7
Work with specific outside agencies to identify and understand children's specific needs. i.e. Educational	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)	1,2,3,4,6,7

psychologist, EHS and Mental Health Support Team (supported in school by our Nurture team) *-Engaging parents in understanding needs of targeted children and providing them with strategies to use at home.* *-Parent/carer workshops and individual virtual consultations run by our Educational Psychologist/Mental Health support team to support families with behaviours at home* *-All staff received training from the Educational Psychologist in January around Trauma informed practice as part of The Attachment Aware Schools Award.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF Guidance Reports: Working with Parents to Support children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Our observations and discussions in previous years have demonstrated that parents/carers of disadvantaged children who fully understand their children's needs are best placed to meet these needs (through advice and support). They will be able to have an impact upon their children's development in a positive manner.	
Nurture Provision. *-Identified children are invited to: Nurture groups, Lego Therapy, Forest School, Drama/art therapy, Social Skills, Sensory Circuits*	The Educations Policy Institute: Key Drivers to the Disadvantage Gap https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf	7
Monitoring of attendance *-School attendance/persistent absence, parents' evenings, after-school clubs, school trips and class trips.*	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5,6,7
Engage with external agencies to provide opportunities for in school and after school clubs *- one 'free' after-school club per term per disadvantages child*	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	4,5

- music – ukulele in Year 4 for the whole year as Wider Opportunities inhouse programme		
Trips and visits – organise trips linked to curriculum & support financially if necessary *-Financial support for trips for pupil premium children* *- Curriculum led class trips* *- Residentials that are organised and financial support is offered for key families*	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium The Educations Policy Institute: Key Drivers to the Disadvantage Gap https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf "A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem – factors that have been linked to the gap."	4,5,6

Total budgeted cost: £ £192,465

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes/ outcomes for disadvantaged children

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

Attendance: 94.9% all 92.2% Pupil Premium

22/39 Persistent Absences were PP

Phonics intervention: Phonics data 2024-2025 – 81% total passed PSC. Year 1 61% (11/18) PP passed PSC. Of the 7 that did not pass 4 were on a reduced timetable and not in class during the day. 2/7 expected to pass by the end of Y2. 7 of the 7 are on the SEND register. 10 of the 18 that passed had 1:1 with PP tutor daily. 4 did not access 1:1 phonics with tutor due to SEN need

Maths intervention: 5 disadvantaged children from Year 2 received intervention. 4 children have completed the intervention. 13 children from Year 1 and 2 have completed the assessment in preparation for next year.

Engagement in clubs (take up of places for PP):

Autumn 2024 – 61%

Spring 2025 – 62% (a 1% increase from Autumn 2024)

Summer 2025 - 63%

Nurture including other agencies (in the Autumn term 2025)

- 6 children in KS1 access Nurture groups twice weekly
- 6 children in KS1 (Y2) access Nurture once a week
- 6 KS2 children access Y3 circle time (to support settling in to KS2)
- 16 KS2 children are accessing Forest School so far this year- this is run termly now, allowing an additional 8 children to access per year
- 3 KS1 & 2 access Zones of Regulation sessions weekly
- 3 children access Wiltshire for morning soft starts
- 4 KS1 children access Wilshire for lunch time supervision/support
- 5 KS1 & KS2 children are accessing Sensory circuits daily
- 6 KS1 & KS2 children access social thinking groups
- 15 KS2 children access new intervention: Make/Shake/Bake: Social skills with food - weekly
- 9 families receive a Brite Box family cookery activity weekly
- 1 KS1 & 1 KS2 child access private therapy weekly

- 2 KS2 children access MHST drama therapy weekly
- 2 sets of parents have been supported by the MHST
- TAs have been trained by Inclusion to deliver sensory Circuits & Lego therapy which occur throughout the school
- Families will be offered the opportunity to apply for food bank vouchers which will be issued by the Inclusion team before the Christmas break

Writing

2024-25	ALL	PP	NPP
EYFS	EXP 57%	54%	58%
Year 2	EXP 49%	27%	55%
Year 6	EXP 73%	65%	74%

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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**