

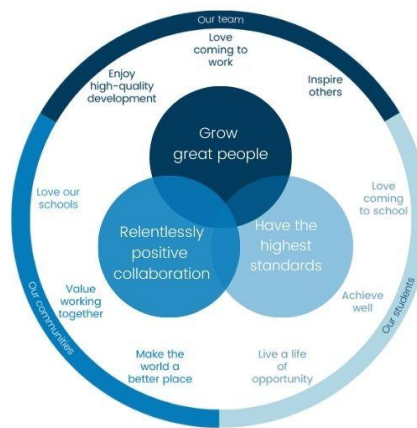
Pupil Premium Strategy Statement

Ted Wragg TRUST An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



We demonstrate our love through our values

How we will succeed



Our Ted Wragg Standard



This statement details our school’s use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Whipton Barton Federation
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Louise Moretta
Pupil premium lead	Alistair Wilson
Governor / Trustee lead	Mark Llewellyn

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	Infants: £89,385 Juniors: £154,530
Recovery premium funding allocation this academic year	£0
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	£243,915





Part A: Pupil Premium Strategy Plan

Statement of Intent

At Whipton Barton Federation, we are committed to ensuring that every child has access to a high-quality education, regardless of their background or circumstances. We believe in fostering an inclusive and nurturing environment where all pupils can thrive academically, socially and emotionally.

Our Pupil Premium strategy is designed to address the challenges faced by disadvantaged pupils, ensuring that barriers to learning are identified and effectively tackled. We aim to close the attainment gap between disadvantaged pupils and their peers, enabling all pupils to achieve their full potential.







We are determined to provide:

-  **High-quality teaching** as the cornerstone of our approach, ensuring that every pupil benefits from exceptional teaching and learning experiences.
-  **Targeted interventions** tailored to meet the specific needs of disadvantaged pupils, with a focus on addressing gaps in knowledge, skills and confidence.
-  **Pastoral care and well-being support** to ensure pupils feel safe, valued and supported in their learning journey.
-  **Enrichment opportunities** to broaden horizons, raise aspirations and foster a love for learning.

Our approach is informed by evidence-based research and a deep understanding of the needs of our pupils. We work in partnership with families, staff and external agencies to provide a holistic support system that removes barriers to success.

The impact of our strategy is rigorously monitored and evaluated to ensure that every pound of Pupil Premium funding is spent effectively, making a tangible difference in the lives of our pupils. By prioritising equity and excellence, we aim to empower every pupil to succeed, regardless of their starting point.

Our school will:

-  Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
-  Have a named Governor for Disadvantaged.
-  Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
-  Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
-  Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
-  Ensure every aspect of the school's KPIs have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged pupils:

- 🌀 First, all staff are aware of the disadvantaged pupils they teach, tutor or mentor: we consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- 🌀 We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- 🌀 We develop disadvantaged pupils as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- 🌀 We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable pupils.
- 🌀 We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- 🌀 We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged pupils.
- 🌀 We offer opportunities for independent practice: we explicitly teach pupils learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our pupils to explore opportunities they may not have considered.

We understand that excellent attendance is fundamental to student success: we intervene early and positively when pupils are absent and ensure that any barriers to excellent attendance are addressed.

Challenges




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












Challenge Number	Detail of Challenge
1	<p>Attendance and Punctuality</p> <p>Attendance data shows that disadvantaged pupils are disproportionately affected by persistent absenteeism, which has a direct impact on their academic progress.</p> <p>🌀 Current PP attendance rate: Juniors – 92.6% compared to 95.4% of non-pp pupils. Infants – 90.6% compared to 94.8% of non-pp pupils.</p> <p>Percentage of PP pupils persistently absent:</p> <p>Juniors – 23% compared to 9.9% of non-pp pupils. Infants – 34.5% compared to 12.7% of non-pp pupils.</p>
2	<p>Language and Communication Barriers</p> <p>62% of disadvantaged pupils begin Reception with limited oral language skills and vocabulary, which affect their ability to access the curriculum fully.</p>

3	<p>Mastery of Basic Maths</p> <p>There has been progress with the attainment gap between PP and non-PP pupils, but a gap in fluency with basic number facts continues to hinder problem-solving and reasoning questions for many PP Pupils.</p>
4	<p>Early Reading and Phonics</p> <p>While the school has made significant progress in phonics, with 90% of PP compared to 91% non-PP passing the Phonics Screening Check, sustaining and building upon this trend is essential for developing early reading skills.</p>
5	<p>Writing Key Skills</p> <p>Key Stage 2 attainment shows that there is a gap between PP and non-PP pupils, with 63% of PP achieving age-related expectations, compared to 85% of non-PP. Shared writing, and editing and proofreading are key areas to support in narrowing the gap.</p>
6	<p>Reading for Pleasure</p> <p>The culture of reading for pleasure at Whipton Barton Federation has significantly improved over the past three years which has positively impacted our reading data. Nonetheless, Accelerated Reader data shows that, despite being good readers, they are not yet avid readers.</p>
7	<p>Family Engagement</p> <p>Whilst progress has been made in improving engagement, many families of disadvantaged pupils require further support to effectively participate in their child's education. Strengthening family engagement will enhance home learning and foster better communication between school and families.</p>
8	<p>Limited Cultural Capital</p> <p>Disadvantaged pupils often have fewer opportunities for enrichment and aspiration-building experiences, which limits their social mobility and broadens the gap in cultural awareness. Providing equitable access to enrichment activities will inspire pupils to aim higher and expand their horizons.</p>
9	<p>Social and Emotional Barriers</p> <p>Many disadvantaged pupils face challenges related to adverse childhood experiences (ACEs), impacting their emotional wellbeing and readiness to learn. Addressing these barriers through targeted SEMH interventions is essential for creating a safe and supportive learning environment.</p>



Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Improved Attendance	<p>Ensuring consistent attendance and punctuality is fundamental to improving the attainment and wellbeing of disadvantaged pupils.</p> <ul style="list-style-type: none">  Target PP Attendance: Achieve an attendance rate of 94% or above for disadvantaged pupils.  Persistent Absence: Reduce the percentage of persistent absenteeism to less than 20%.  Intervention Success: Fewer Stage 1 attendance letters and Fixed Penalty Notices issued for PP pupils over time.

	<p> Monitoring and Reporting: Attendance will be tracked weekly by the Attendance Officer, with termly reports presented to SLT and governors.</p> <p>Family Engagement: Families will engage with support offered through the school, Early Help or the Attendance Engagement Officer.</p>
Enhanced Communication Skills	<p>Improve language development and communication skills to enable PP pupils to access the curriculum effectively.</p> <ul style="list-style-type: none">  Speech and Language Needs: Decrease the percentage of disadvantaged pupils requiring SALT support by 10% by 2027.  Early Identification: All PP pupils in KS1 and EYFS will undergo speech and language screening, with interventions provided for identified gaps.  Oracy Skills: Improved verbal confidence and vocabulary in classroom discussions, monitored via teacher observations and assessments. <p>To achieve this outcome:</p> <ul style="list-style-type: none">  Provide high-quality, targeted speech and language interventions (e.g. Language Link).  Embed oracy strategies across the curriculum, focusing on structured talk and vocabulary development.  Offer training to staff on supporting pupils with speech and language needs.
Narrowed Maths Gap	<p>Ensure all PP pupils achieve their full potential in mathematics, with a focus on fluency and problem-solving skills.</p> <ul style="list-style-type: none">  KS2 SATs: PP pupils will achieve outcomes in line with their non-PP peers (target: 80% achieving age-related expectations or above).  Number Fluency: Year 4 PP pupils will achieve at least 90% proficiency in the Multiplication Check, with progress tracked termly. <p>Closing Gaps: Targeted interventions will reduce the attainment gap in specific year groups where it is currently widest.</p>
Sustained Phonics Success	<p>Maintain and improve strong outcomes in early reading through high-quality phonics instruction.</p> <ul style="list-style-type: none">  Phonics Screening Outcomes: Ensure that at least 85% of PP pupils pass the Year 1 phonics screening (target: exceed national averages for PP pupils).  Targeted Support: Provide rapid catch-up interventions for PP pupils who do not meet expectations in Year 1, ensuring 100% achieve the standard by the end of Year 2 unless there are significant barriers (e.g. SEND). <p>Reading Proficiency: All PP pupils in KS1 will demonstrate age-appropriate decoding and comprehension skills.</p>

Social and Emotional Growth	<p>Support PP pupils to develop resilience, confidence, and readiness to learn by addressing social and emotional barriers.</p> <ul style="list-style-type: none"> 🌀 Improved Wellbeing: 100% of PP pupils will demonstrate improved emotional wellbeing, as measured through pupil voice surveys and teacher observations. 🌀 Aspirations: All PP pupils will articulate future goals and understand the link between effort and success. 🌀 Oracy: All pupils to learn how to communicate their feelings and emotions using a consistent language.
Increased Enrichment Access	<p>Provide disadvantaged pupils with a broad range of enrichment opportunities to enhance cultural capital and broaden horizons.</p> <ul style="list-style-type: none"> 🌀 Extra-Curricular Participation: Ensure that 100% of PP pupils participate in one club per term. 🌀 Educational Visits: All PP pupils will attend at least three educational trips annually and these will be subsidised to reduce cost. <p>Representation in Music/Arts: Increase the number of PP pupils participating in music lessons or arts activities to at least 30% by 2027.</p>
Improved Family Engagement	<p>Strengthen the involvement of families in supporting their child’s learning and development.</p> <ul style="list-style-type: none"> 🌀 Individual Progress Reviews Attendance: Increase attendance at Individual Progress Reviews to at least 85% of PP parents through offering flexibility in appointment times. 🌀 Home Learning Completion: Ensure that 90% of PP pupils complete weekly home learning tasks, with school support provided where necessary. <p>Family Workshops: Increase family confidence by demonstrating a variety of methods to support their child/ren with learning.</p>
Strengthened Reading for Pleasure Culture	<p>Foster a love of reading among disadvantaged pupils to support long-term literacy and attainment.</p> <ul style="list-style-type: none"> 🌀 Accelerated Reader Success: 100% of PP pupils will read the recommended number of words for their age through Accelerated Reader unless there are significant barriers (e.g. SEND). <p>Reading at Home: 100% of PP pupils will read or be read to at least three times a week, monitored through reading records.</p>
Support for Pupils with ACEs (Adverse Childhood Experiences)	<p>Provide tailored emotional and academic support to mitigate the impact of trauma and disadvantage.</p> <ul style="list-style-type: none"> 🌀 Progress Tracking: Ensure pupils with ACEs make at least expected progress in core subjects, as monitored termly by teachers and SLT. 🌀 SEMH Support Access: Ensure 100% of pupils with ACEs have access to emotional support through interventions, such as Lego Therapy, MAST, or Emotional Logic.

	Pupil Voice: All PP pupils with ACEs will report feeling safe, supported, and happy at school through pupil surveys.
Increased Leadership and Aspiration Opportunities	<p>Develop the confidence and ambition of PP pupils by providing leadership roles and exposure to future career paths.</p> <ul style="list-style-type: none">  Leadership Participation: At least 45% of school leadership roles (e.g. school council, ambassadors) will be held by PP pupils.  Career Exploration: All KS2 PP pupils will take part in at least one careers-related event or workshop annually (e.g. workplace visits, talks from professionals). <p>Aspirations & Character Development: Through pupil conferencing, 100% of disadvantaged pupils will be able to articulate at least one future career aspiration and explain how living our values of <i>excellence, bravery and citizenship</i> - alongside their academic learning - helps them develop the character, skills and habits needed for future career opportunities.</p>




Activity in this Academic Year

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

Teaching

Budgeted cost: £121,957.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ trained teachers to provide high quality PPA cover	<p>The core of our pupil premium strategy is quality first teaching. This is corroborated by the EEF's 'tiered approach' to pupil premium spending, which states that high quality teaching is the first and most crucial tier.</p> <p>Using a trained teacher consistently to cover ensures that all pupils receive high-quality teaching with a familiar teacher on every day of the week.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	2,3,4,5,6,8,9
Coaching and Deliberate Practice	<p>Instructional coaching is effective across school phases. There is also good evidence to support the effectiveness of instructional coaching focused on English and for instructional coaching focused on cross-subject teaching practices (Kraft et al, 2018).</p> <p>https://steplab.co/resources/beginners-guide-to-instructional-coaching/66d9d0ea0982810001156c8f</p>	2,3,4,5,6,9
Professional Development	<p>EEF guidance states that professional development can act as a crucial tool to develop teaching quality and enhance pupils' outcomes in the classroom. It states that professional development should:</p>	All

	<p>a) Build Knowledge b) Motivate Staff c) Develop Teaching Techniques d) Embed Practice</p> <p>Effective Professional Development EEF</p>	
Refine implementation of Maths: White Rose	<p>A high-quality curriculum is key, and this scheme ensures all pupils receive the best maths learning they possibly can. It is a DfE approved scheme with a significant evidence base to support its effectiveness.</p> <p>Furthermore, by removing the requirement for teachers to plan maths lessons, teachers have more time to consider how to best deliver the lesson – the most impactful part.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	3
Refresh stock of manipulatives and ensure they are being used effectively	<p>We will invest in new mathematical manipulatives for all year groups and interventions, ensuring comprehensive resource availability. Ongoing training will support effective use in every lesson.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-integrating-evidence-into-mathematics-teaching-manipulatives</p>	3
Employ a third teacher in Year 6	<p>A third teacher will be assigned to Year 6 to support class size reduction, raise attainment and reduce the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	2,3,5,6
Introduce a whole school approach to social and emotional learning (SEL)	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>Introduction of the RULER curriculum will support the Whipton Barton Federation community in:</p> <ul style="list-style-type: none">  Understanding the value of emotions  Building the skills of emotional intelligence  Creating and maintaining positive school climates 	2, 9
Implement a whole-school approach to oracy, integrating structured speaking	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom</p>	2,3,8,9

and listening opportunities across all subjects to enhance student communication skills.	climate and fewer behavioural issues following work on oral language. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
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Targeted academic support

Budgeted cost: £60,978.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff will be allocated to Year 1 to provide targeted reading assistance and improve literacy outcomes. (Ratio 1:4)	Small group tuition has an average impact of four months additional progress over the course of a year. Small group tuition EEF	2,4,6
Launch a school-wide reading challenge that encourages pupils to read at least 3 times each week, with fun rewards and celebrations of achievements.	The EEF states “There is some research evidence which suggests that reading for pleasure is important for both personal and academic development.”	6,7
Use a third teacher to raise attainment in Year 6	The second tier of the EEF ‘tiered approach’ is targeted academic support, which our third teacher model is also designed to fulfil. Third teachers provide targeted intervention both during lessons and beyond, to close gaps in learning.	2,3,5
Implement structured number fluency intervention programme in KS1	Number fluency is often a barrier to mathematical problem solving. To help close this gap, we will implement the ‘mastering number’ DfE-funded Maths Hub programme. This programme is embedded in the daily teaching of YR-Y2. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	3
Implementation of Little Wandle Phonics Scheme and training for all staff	Phonics involves skills of hearing, identifying and using patterns of sounds and phonemes to read written language. Extensive EEF evidence shows that phonics has a positive impact (+5 months) in the development of early reading skills. Phonics EEF	2,4

Implemented structured reading fluency programme in Year 2	Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. Why focus on reading fluency? EEF	2,4
Implementation of Lexia to support with comprehension development	Reading comprehension strategies are high impact, on average +6 months. Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	6
Strengthening engagement and outcomes for disadvantaged boys	To improve the engagement, sense of belonging, and academic progress of disadvantaged boys - particularly those at risk of becoming “lost” within school systems - by implementing targeted relational, curricular, and pastoral approaches informed by Alex Blower’s <i>Lost Boys</i> strategy. Changing the conversation about boys and young working-class men in education - The Sutton Trust Getting it right for disadvantaged children – getting it right... EEF	9

Wider strategies

Budgeted cost: £60,978.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Enrichment Programme	Pupils with higher levels of emotional, behavioural and social wellbeing on average achieve higher levels of academic achievement and are more engaged in school both concurrently and in later years. DfE (2012) <i>The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes</i> . The EEF analysed the effectiveness of extending school time, saying “In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	8
Brilliance Award	“Sometimes, the benefits of enrichment are viewed in more instrumental terms, wherein it supports young people to develop in a	7,8

	<p>range of ways such as in terms of their skills, confidence or identity.” (DfE, 2024).</p> <p>https://www.gov.uk/government/publications/youth-enrichment-discovery-phase/youth-enrichment-discovery-phase-executive-summary</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
All pupils in KS1 and KS2 to have a Home-Learning book to support families with engaging in their child’s education	<p>Home Learning to be introduced, to support with pupils learning at home and engaging families more actively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	3,5,7
Attendance and Early Help Officer to focus on developing attendance of target groups and individuals	<p>Principles of good practice set out in the DfE’s Improving School Attendance advice. Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1
SEMH interventions – Staff to receive training and use MAST subscription	<p>Effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year.</p> <p>Social and emotional learning EEF</p>	9
Subsidised uniform and second-hand uniform shop	<p>The EEF suggest that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Having a school uniform has been shown to have a positive effect on self-esteem, identity and in turn behaviour. Pupils will know what it means to be ready to learn and will take pride in their appearance.</p>	1,7
DfE Early Adopters Breakfast programme	<p>A previous EEF impact evaluation of the Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months’ additional progress in Key Stage 1.</p>	1,9

Total budgeted cost: £243,915

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

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

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national and local assessment data and our own internal summative and formative assessment. We also compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrated that phonics outcomes remain a strength, with pupils eligible for Pupil Premium performing in line with their non-Pupil Premium peers (90% compared to 91%). In the Multiplication Tables Check (MTC) and KS2 SATs, outcomes for disadvantaged pupils are above national and local averages; however, there remain identifiable gaps, with non-Pupil Premium pupils continuing to outperform their disadvantaged peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that wellbeing has improved, with pupils speaking increasingly positively about the school through our recent pupil survey. Attendance is also rising; however, it remains an area of focus and continues to require targeted support to ensure disadvantaged pupils attend consistently.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/27, as stated in the intended outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that several elements of our strategy were particularly effective.

We saw strong success in the implementation of our Enrichment programme, with 100% of disadvantaged pupils taking part in a weekly extra-curricular activity. The introduction of the Little Wandle phonics scheme has also contributed to rising attainment across the school. In addition, our staffing model - using qualified teachers to provide high-quality PPA cover - has ensured greater consistency in teaching approaches and supported pupils in accessing a strong and stable educational experience.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information sections below provides more details about our planning, implementation and evaluation processes.

Intended Outcome	Success Criteria	24-25	25-26	26-27
Improved Attendance	Achieve an attendance rate of 94% or above for disadvantaged pupils.			
	Reduce the percentage of persistent absenteeism to less than 20% .			
	Fewer Stage 1 attendance letters and Fixed Penalty Notices issued for PP pupils over time (Juniors are down 19% and Infants are down 12%, from previous academic year).			
Enhanced Communication Skills	Decrease the percentage of disadvantaged pupils requiring SALT support by 10% by 2027 .			
	All PP pupils in KS1 and EYFS will undergo speech and language screening, with interventions provided for identified gaps.			
	Improved verbal confidence and vocabulary in classroom discussions, monitored via teacher observations and assessments.			
Narrowed Maths Gap	PP pupils will achieve outcomes in line with their non-PP peers (target: 80% achieving age-related expectations or above).			
	Year 4 PP pupils will achieve at least 90% proficiency in the Multiplication Check , with progress tracked termly.			
Sustained Phonics Success	Ensure that at least 85% of PP pupils pass the Year 1 phonics screening (target: exceed national averages for PP pupils).			
	Provide rapid catch-up interventions for PP pupils who do not meet expectations in Year 1, ensuring 100% achieve the standard by the end of Year 2 unless there are significant barriers (e.g. SEND).			
Social and Emotional Growth	100% of PP pupils will demonstrate improved emotional wellbeing, as measured through pupil voice surveys and teacher observations.			
	A reduction in behavioural incidents related to SEMH needs over the strategy period.			
Increased Enrichment Access	Ensure that 100% of PP pupils participate in one club per term.			
	All PP pupils will attend at least three educational trips annually and these will be subsidised to reduce cost.			
	Increase the number of PP pupils participating in music lessons or arts activities to at least 30% by 2027 .			
Improved Family Engagement	Increase attendance at Individual Progress Reviews to at least 85% of PP parents through offering flexibility in appointment times.			

	Ensure that 90% of PP pupils complete weekly home learning tasks , with school support provided where necessary.			
	Increase family confidence by demonstrating a variety of methods to support their child/ren with learning.			
Strengthened Reading for Pleasure Culture	100% of PP pupils will read the recommended number of words for their age through Accelerated Reader unless there are significant barriers (e.g. SEND).			
	100% of PP pupils will read or be read to at least three times a week, monitored through reading records.			
Support for Pupils with ACEs (Adverse Childhood Experiences)	Ensure pupils with ACEs make at least expected progress in core subjects , as monitored termly by teachers and SLT.			
	Ensure 100% of pupils with ACEs have access to emotional support through interventions, such as Lego Therapy, MAST, or Emotional Logic.			
	All PP pupils with ACEs will report feeling safe, supported, and happy at school through pupil surveys.			
Increased Leadership and Aspiration Opportunities	At least 45% of school leadership roles (e.g. school council, ambassadors) will be held by PP pupils.			
	All KS2 PP pupils will take part in at least one careers-related event or workshop annually (e.g. workplace visits, talks from professionals).			
	Through pupil conferencing, 100% of disadvantaged pupils will be able to articulate at least one future career aspiration and explain how living our values of <i>excellence, bravery and citizenship</i> - alongside their academic learning - helps them develop the character, skills and habits needed for future career opportunities.			

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
StepLab	StepLab
Times Tables Rockstars	Maths Circle
Numbots	Maths Circle
Accelerated Reader	Renaissance
Learning By Questions	Learning By Questions
Big Cat Phonics	Collins
Little Wandle Letters and Sounds	Wandle Learning
Little Wandle handwriting	Wandle Learning
Tapestry	Tapestry
Kapow	Kapow
Letterjoin	Green and Tempest Ltd

IDL	IDLS Group
Lexia	Lexia UK
PE Hub	The PE Hub
Language Angels	Language Angels
Teaching Walkthrus	Teaching Walkthrus

Service Pupil Premium Funding

Measure	Details
N/A	

Further Information (optional)

This academic year, we have refined our Pupil Premium strategy to ensure our approaches more precisely address identified need. We are strengthening engagement and outcomes for disadvantaged boys, drawing on the principles of Alex Blower's *Lost Boys* strategy to inform targeted support and provision. To further improve reading outcomes, we are implementing a structured reading fluency programme through Little Wandle, alongside the introduction of Lexia to strengthen reading comprehension across the federation. As part of this strategic review, Lyfta has been removed from the curriculum to prioritise approaches with stronger evidence of impact on disadvantaged pupils.