



Pupil Premium Strategy Statement – 2025-2026

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. This statement is the first year of our three-year plan.

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	Overleigh St Mary's CE Primary School
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028 (First year of the three year plan)
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Emma Drew, Headteacher
Pupil premium lead	Lisa Birchall Sue Barnes
Governor / Trustee lead	Laura Gregory, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,970
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	£86,970



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Part A: Pupil Premium Strategy Plan

Statement of intent



LOVE GOD, LOVE OURSELVES, LOVE PEOPLE

At Overleigh St Mary's CE, our vision for Pupil Premium is rooted in our Christian ethos and commitment to nurturing the whole child – academically, spiritually and emotionally. Our vision places children at the heart of everything we do. We believe that every child deserves the opportunity to thrive, achieve and grow into a confident, compassionate and capable individual. We strive to help all pupils become successful, independent learners and confident decision-makers.

We celebrate individuality and are committed to inclusive education that promotes respect for all. Working in partnership with governors, parents and the wider community, we foster a safe, happy and supportive school where every child can thrive. Our school community is aspirational, encouraging everyone to aim high and support one another.

Rooted in our Christian ethos, we nurture the spiritual development of our pupils as well as encouraging values such as compassion, hope and integrity to guide their learning and relationships.

Our goal is for all pupils, regardless of background or challenges they may face, to make strong progress and achieve high standards across all subjects. Our Pupil Premium Strategy is designed to support disadvantaged pupils in reaching these outcomes, including those who are already high achievers.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, independent, socially-responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. Our pupils receive high quality intervention and personalised provision to support them at our school. We liaise closely with our families and the local community to foster an invested interest in our school and to create a collaborative ethos with strong home-school connections.



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We are responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene when the point of need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

"Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the poor and needy".

Proverbs 31:8-9

Challenges

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

Challenge number	Detail of challenge
1	<u>Emotional, Social and Mental Health</u> Emotional and social difficulties often face significant barriers to learning and overall development. These challenges can manifest as low resilience, poor self-esteem and lack of confidence, all of which can hinder their ability to engage with learning and peers. Developmental delays, particularly those stemming from significant trauma, may further complicate their emotional regulation and social interactions. When a pupil struggles with self-regulations it can limit their capacity to focus, participate and thrive. It is important for staff to implement nurturing, trauma-informed approaches that promote emotional safety, build trust and support holistic development.
2	<u>Attendance</u> Low attendance and persistent absence poses a significant challenge to pupils achievement, as frequent absences lead to gaps in knowledge and reduced engagement, all of which significantly hinder attainment and progress. Maintaining 98% or higher is especially important, as attendance is closely linked to progress and closing the attainment gap.
3	<u>Cultural Capital</u> Limited cultural capital can hinder pupils' ability to access, interpret and engage with the curriculum. Pupils may lack the background knowledge,



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	experiences and vocabulary to support deeper understanding and success.
4	<u>Maths</u> A low understanding and fluency with mathematical knowledge, concepts and procedures significantly limits pupils' ability to engage with age-appropriate problem-solving tasks, confidence, autonomy and overall mathematical progress.
5	<u>English</u> Lower than expected achievement and engagement in reading and writing can significantly affect a pupils' ability to access the wider curriculum, limiting pupils' development of critical literacy skills, confidence and overall progress.
6	<u>Phonics</u> Low levels of phonics and spelling knowledge, along with inconsistent application in reading and writing, hinder pupils' ability to decode, comprehend and express ideas effectively impacting their English development and overall academic progress.
7	<u>Handwriting</u> Pupils' face challenges with handwriting, including fine motor control, letter formation and stamina, which can affect the quality and quantity of written work and hinder pupils' ability to express ideas confidently and fluently.

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
<u>Challenge 1</u> Emotional, Social and Mental Health To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of well-being demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations. - a wider range of enrichment opportunities for all pupils including the many clubs offered during the school day. - an increase in participation in enrichment activities, particularly among disadvantaged children; Improved progress in learning across all subjects. For pupils to feel safe, confident and proud of who they are and what they have achieved.
<u>Challenge 2</u>	Sustained high attendance demonstrated by:



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Attendance To improve and sustain attendance and punctuality, particularity for those with historic low attendance.	- maintain 98% or higher attendance and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 1% - the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 1% lower than their peers. - Qualitative and quantitative data to show improvements in these areas. - Attendance support and tracking systems and early intervention (systems regularly reviewed) Improved progress in learning across all subjects.
<u>Challenge 3</u> Cultural Capital To provide diverse and meaningful experiences and exposure to a range of language and vocabulary to enable pupils' to access the curriculum more confidently and engage with learning at a deeper level.	- Pupil Premium pupils participate in a wide range of enrichment activities, including trips, workshops and guest speakers. - Pupil Premium pupils show improved comprehension in reading tasks across all subjects. - Teachers consistently plan and deliver vocabulary-rich lessons across subjects. - Learning environments display key vocabulary and scaffolds to support language development. - Pupil Premium pupils are regularly exposed to diverse texts, contexts and conversations that broaden their understanding. - Pupil Premium pupils demonstrate increased use of subject-specific and ambitious vocabulary in speech and writing. - Vocabulary assessments show measurable progress over time. - Pupil Premium pupils make connections between curriculum content and real-world contexts, e.g. historical events, literature and current affairs.
<u>Challenge 4</u> Maths To accelerate the progress of Pupil Premium pupils in maths by ensuring they	- Pupil Premium pupils make at least expected progress each term, as measured by internal tracking and summative assessments. - Attainment gaps between Pupil Premium and non-Pupil Premium pupils are reduced over time.



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develop secure foundational knowledge, increased confidence, and fluency in mathematical concepts and procedures. This will enable them to access age-appropriate problem-solving tasks, close attainment gaps, and achieve sustained improvement in mathematical outcomes.	- Pupil Premium pupils demonstrate improved fluency, reasoning, and problem-solving skills in line with age-related expectations. - Pupil Premium pupils show increased confidence in tackling mathematical tasks, supported by pupil voice and classroom observations. - Pupils are more willing to participate in discussions, explain their reasoning, and take risks in their learning. - Pupil Premium pupils engage with maths enrichment opportunities, such as clubs, competitions, or themed days. - Regular data reviews identify pupils at risk of underachievement and inform responsive planning and intervention. - Teachers and leaders use formative assessment effectively to adapt teaching and provide timely support. - Parent/carers engagement is promoted to support maths learning at home through communication, resources, and workshops. Improved progress in learning across all subjects.
<u>Challenge 5</u> English To accelerate the progress of Pupil Premium pupils in Reading and Writing through targeted teaching, high quality interventions, and enriched literacy experiences. To enable them to develop fluency, comprehension, and expressive skills needed to access the wider curriculum confidently, close attainment gaps, and achieve success.	- Pupil Premium pupils make at least expected progress each term, as measured by internal tracking and summative assessments. - Attainment gaps between Pupil Premium and non-Pupil Premium pupils are reduced over time. - Pupil Premium pupils demonstrate improved reading fluency, comprehension, and writing quality, in line with age-related expectations. - Pupil Premium voice and teacher observations show increased engagement with reading and writing tasks. - Pupils are more willing to participate in discussions and take risks in their learning. - Pupil Premium pupils engage with enrichment opportunities, such as clubs, competitions, or themed days. - Regular data reviews identify pupils at risk of underachievement and inform responsive planning and intervention.



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	- Teachers and leaders use formative assessment effectively to adapt teaching and provide timely support. - Parent/carer engagement is promoted to support reading and writing learning at home through communication, resources, and workshops. Improved progress in learning across all subjects.
<u>Challenge 6</u> Phonics To accelerate progress in phonics and spelling through targeted, high-quality teaching and intervention. To strengthen their foundational literacy skills, enabling improved reading fluency, writing accuracy, and overall confidence in accessing the wider curriculum. Gaps in attainment will be narrowed, and pupils will be better equipped for sustained success.	- Pupil Premium pupils make at least expected progress each term, as measured by regular phonic screening and internal tracking. - Pupil Premium pupils to pass the Year 1 Phonic Screening Check, with catch-up phonics for those who do not. - Pupil Premium pupils to demonstrate accurate decoding and blending of unfamiliar words and apply phonic knowledge to read fluently and confidently across a range of texts. - Increased parental involvement in reading routines and phonic workshops. - Improved progress in learning across all subjects.
<u>Challenge 7</u> Handwriting To develop improved fine motor control, handwriting fluency, and stamina, enabling Pupil Premium pupils to produce written work that reflects their true understanding and ideas. By addressing challenges in letter formation and physical writing skills, pupils will gain confidence and competence in expressing themselves clearly and effectively	- Pupil Premium pupils demonstrate improved fine motor control, as observed through pencil grip, posture, and control during all writing tasks. - Pupil Premium pupils consistently form letters correctly and legibly, following taught handwriting patterns. - Handwriting shows appropriate size, spacing and alignment across different tasks. - Pupil Premium pupils show increased stamina in writing, producing longer and more sustained pieces of work. - Writing becomes more fluent and automatic, reducing cognitive load during composition. - Pupil voice and teacher observations reflect greater confidence in writing tasks.



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across the curriculum, leading to enhanced engagement and progress.	- Pupil Premium pupils are more willing to share and present written work, showing pride in their handwriting. - Improved handwriting enables clearer expression of ideas across subjects. - Pupil Premium pupils demonstrate progress in writing outcomes, including spelling, punctuation and composition. Improved progress in learning across all subjects.
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Planned Activity Within This Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£38,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive teaching will be embedded consistently across the curriculum through high-quality, ongoing staff CPD, collaborative planning, and regular monitoring and evaluation. This approach will ensure that all teaching spaces are inclusive, responsive, and flexible—enabling teachers to meet the diverse needs of all learners, including those with SEND, EAL, and disadvantaged backgrounds. Staff will be equipped to make informed, real-time adjustments to teaching strategies, resources, and support, ensuring that every pupil can access learning, make progress, and thrive within a supportive and equitable classroom environment.	The Education Endowment Foundation (EEF) and the Department for Education (DFE) both emphasise adaptive teaching as a core component of high-quality teaching, especially for pupils with disadvantaged and SEND backgrounds. The Early Career Framework and Teachers' Standards (Standard 5) require teachers to <i>"adapt teaching to respond to the strengths and needs of all pupils"</i>. OFSTED's Education Inspection Framework highlights adaptive teaching as a key indicator of high-quality, inclusive provision. Inspectors look for real-time adaptations that enable all pupils, especially those with disadvantage or SEND, to access the full curriculum.	1, 4, 5, 6 and 7.
Assessment will be used consistently and meaningfully to inform teaching and learning across the school. The iTrack system will serve as a central platform for storing and analysing pupil data, enabling clear comparisons between Pupil Premium/disadvantaged pupils and their non-disadvantaged peers.	According to the Education Endowment Foundation (EEF), assessment serves several vital purposes in education – inform teaching, support pupil learning and track progress. Diagnostic assessments help identify prior knowledge and learning gaps. Self-assessment encourages independence and critical thinking.	4, 5, 6 and 7.



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This data-driven approach will support the early identification of learning gaps and ensure that interventions are timely, targeted, and effective, helping to close attainment gaps and raise outcomes for all learners.		
Ensure consistency, fidelity, and effectiveness in the delivery of Phonics and Early Reading approaches. Continue to monitor the quality of phonics instruction across all classes, ensuring it remains high-quality and aligned with the Little Wandle scheme. Where pupils do not meet expected benchmarks despite consistent, high-quality teaching, targeted interventions will be implemented using resources that are fully aligned with the phonics programme. The school will maintain its subscription to Little Wandle Letters and Sounds, including access to intervention materials and Collins online EBooks to support pupil progress.	<i>“Phonic approaches develop pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them.</i> <i>Teaching phonics is a statutory requirement in primary schools in England, with most schools using a systematic synthetic phonics teaching programme (SSP). This strand highlights the strong evidence base for phonics as a highly effective approach to supporting early literacy development, and the importance of ensuring that all children receive high-quality phonics instruction.”</i> EEF Toolkit Research highlights a clear correlation between the number of books a child owns and their socio-economic background, particularly among pupils eligible for Pupil Premium. Reading for pleasure has a demonstrable impact on progress in writing and oracy. As a result, we are committed to accelerating pupil progress in reading by adopting a holistic approach to English. We aim to sustain and further enhance the amount of reading our children do for pleasure, recognising its vital role in developing confident, articulate learners.	5, 6 and 7



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	Pupils benefit from carefully targeted sessions that focus on developing essential foundational skills. These sessions use an overlearning approach and break learning into small, manageable steps, delivered within small group settings to maximise impact and ensure progress.	
Deliver targeted, whole-school continuing professional development (CPD) focused on writing to support the progression and development of writing across all year groups. Strengthening Long-Term Overviews and ensuring an effective teaching sequence. This will ensure consistency in approach, strengthen teacher subject knowledge, and enhance the quality of writing outcomes for all pupils.	High-quality CPD is one of the most effective ways to improve teaching and pupil outcomes. EEF recommends focusing on mechanisms such as revisiting prior learning, goal setting, feedback, and action planning. <i>“Well-designed CPD can narrow the disadvantage gap and improve classroom practice”.</i> EEF Toolkit	5, 6 and 7.
Introduction of the National Centre for Excellence in the Teaching of Mathematics (NCETM) Mastery Maths approach in Key Stage 1 then followed by Key Stage 2.	The Mastery Maths approach helps pupils build a deep, lasting understanding of maths. This method encourages all pupils to move through concepts together, ensuring no one is left behind and everyone develops confidence and fluency. The approach means every child can succeed in maths by developing a strong foundation and understanding—not just memorizing procedures.	4

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep Up and Catch Up phonic groups will be implemented as needed, based on ongoing assessment data.	<i>“Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five</i>	5 and 6



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These targeted interventions are informed by regular phonics assessments and teacher observations. Pupils who show signs of falling behind in their phonics progression will receive additional support through Catch Up sessions, which revisit key sounds and blending skills from earlier phases. Pupils who are at risk of not keeping pace with the current phonics programme will be supported through Keep Up sessions, which reinforce the week's learning and provide extra practice to secure understanding. Both types of sessions are delivered in small groups and are designed to be short, focused, and responsive to individual learning needs, ensuring that all children have the opportunity to become confident, fluent readers.	<i>months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read".</i> EEF Toolkit Basic skills need to be securely in place before children can move their learning on. Research shows that regular short sessions are most effective for delivering interventions and an over-learning approach will help children to remember skills for reading long-term. Constructive, purposeful and immediate feedback to pupils works alongside this.	
Small targeted English intervention groups. These groups are informed by ongoing assessments and teacher observations, ensuring that support is tailored to each child's needs.	Pupils benefit from specifically targeted sessions that develop key basic skills through over learning and small steps within small groups	5, 6 and 7.
Speech and Language Therapy (SALT) support to be provided for children who require additional help with communication skills. This targeted intervention is delivered based on individual needs identified through assessments and referrals. Support can include one-to-one sessions, small group work, or classroom strategies guided by a speech and language therapist.	Our aim is to ensure every child can communicate confidently and access learning effectively. <i>"Children with speech, language and communication needs (SLCN) who receive therapy show better progress in reading and writing compared to those without support".</i> RCSLT	1, 4, 5, 6 and 7
Targeted booster sessions designed to help pupils	<i>"High-quality small group and one-to-one tuition can accelerate</i>	4, 5, 6 and 7



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strengthen key skills, close learning gaps, and build confidence in core subjects. These groups are delivered both during the school day and as part of after-school provision to maximise impact and flexibility.	<i>progress by up to 4 months over a year</i> ". EEF Toolkit	
Targeted maths interventions, including in-class catch-up support, small group sessions focused on number facts, dedicated reasoning groups to develop mathematical thinking, and misconception groups to address specific gaps in understanding.	Research shows that targeted maths interventions—including in-class catch-up, small group support, reasoning groups, and misconception-focused sessions—can accelerate pupil progress by up to 4 months over a year when delivered effectively.	4
ELSA (Emotional Literacy Support Assistant) sessions to help children develop emotional resilience, build self-esteem, and manage social and emotional challenges in a safe, supportive environment.	ELSA helps support the emotional needs of pupils. Research shows that children learn better and are happier in school if their emotional needs are addressed. ELSA supports pupils with difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient	1 and 2
Extra input for children at key transition points - at entry, end of KS1/KS2 to ensure pupils feel confident, supported, and prepared for the next stage of their learning journey.	The EEF highlights that effective transition strategies help pupils start confidently in new settings and reduce the risk of a dip in attainment, particularly in literacy and numeracy.	1

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through our partnership with Passion for Learning, trained volunteers work with identified pupils to provide dedicated nurture time and support their	Volunteering programmes like Passion for Learning have a proven impact on pupil confidence, aspiration, and engagement—especially when focused on	1, 2 and 3



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involvement in aspirational, career-focused, and celebratory events—helping to build confidence, raise aspirations, and enrich their learning experience.	nurture, enrichment, and career awareness. Studies show that pupils benefit socially, emotionally, and academically from consistent, meaningful interactions with trained volunteers.	
We work in partnership with our feeder high schools to raise pupil aspirations, improve confidence, and strengthen engagement through enrichment activities, transition support, and exposure to higher education and future career pathways.	Raising aspirations is central to engaging pupils and elevating their expectations of what they can achieve. Many disadvantaged pupils may hold low perceptions of their own potential. By working in partnership with our feeder schools, we aim to broaden horizons, provide access to enrichment opportunities, and challenge limiting beliefs—encouraging both pupils and staff to reassess what is possible. This collaboration supports a culture of ambition, confidence, and future-focused learning.	1, 2, 3 and 4.
Access to a qualified Play Therapist who works with identified children to support emotional wellbeing, build resilience, and help them process difficult experiences through therapeutic play in a safe and nurturing environment.	<i>“Play therapy helps children express emotions, understand experiences, and develop coping skills using creative tools like toys, games, and storytelling”.</i> One Education External agencies offer us advice and provide necessary resources and reports so that pupils access the appropriate services. This ensures that the interventions and strategies used will best match their emotional needs.	1 and 2
We are committed to ensuring all children have access to a rich and varied curriculum beyond the classroom. Educational visits and residential are subsidised to make them accessible to all families, and we offer Forest School experiences to promote outdoor learning and wellbeing. Pupils are encouraged to take part in sporting events both within	Enrichment activities—such as educational visits, residentials, Forest School, clubs, and in-school visitors—have a proven impact on pupil engagement, wellbeing, and academic achievement, particularly for disadvantaged pupils. Subsidising these opportunities ensures equitable access, allowing all pupils—regardless of background—to benefit from rich,	1, 2 and 3



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and beyond school, and we provide opportunities to engage in sport, music, languages, art, cooking, and swimming through a wide range of clubs—many of which are subsidised to remove financial barriers. In addition, we welcome visitors into school who link directly to curriculum topics, helping to bring learning to life. Where costs are involved, we ensure subsidies are available so that every child can participate fully and benefit from these enriching experiences.	holistic learning experiences that support both academic and personal development.	
Rigorous tracking and monitoring of pupil attendance, working closely with the attendance working group to identify patterns and provide targeted support—particularly for disadvantaged pupils—to improve attendance, engagement, and overall outcomes.	The EEF highlights that systematic tracking of attendance data helps schools identify patterns, target interventions, and monitor progress effectively. Tracking (e.g. by pupil group, sibling links, or time of day) enables early identification of risk factors, particularly for disadvantaged pupils.	2

Total budgeted cost: £86,500



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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.

The impact of the Pupil Premium spending is measured in terms of the progress made by the children in their English and Maths across the year. The aim is that, whilst all children will make good progress, the gap between the Pupil Premium children and their peers will steadily close.

At Overleigh, we use our whole-school, online tracking system to measure the progress made by our children.

In terms of progress

- **Reading:** 80% of Pupil Premium pupils are making expected or better progress. Targeted reading interventions and additional 1:1 reading sessions have supported fluency and comprehension.
- **Writing:** 79% are making expected or better progress, with phonics and spelling groups showing positive impact.
- **Maths:** 75% are making expected progress, supported by maths reasoning and misconception groups.

In terms of attainment

- **Reading:** 56% of Pupil Premium pupils are working at age related expectations. Targeted reading interventions and additional 1:1 reading sessions have supported fluency and comprehension.
- **Writing:** 47% are working at age related expectations with phonics and spelling groups showing positive impact.
- **Maths:** 53% are working at age related expectations, supported by maths reasoning and misconception groups.

During the academic year of 2024-2025 the data shows that Pupil Premium children are still working below children who are not on the Pupil Premium register in English and Maths. However, the gap between Pupil Premium and non-Pupil Premium is narrowing for attainment.

There has been a notable improvement in progress, with the gap between the two groups narrowing significantly. In some cases, Pupil Premium pupils have made more progress than non-Pupil Premium children, reflecting the positive impact of targeted interventions and high-quality teaching.

This shows the school's Pupil Premium entitlement is being well spent and the Pupil Premium children, on the whole, are getting value for money.



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Externally provided programmes

Programme	Provider
Little Wandle	Little Wandle
Power Maths	Power Maths
Mastery Maths	National Centre for Excellence in the Teaching of Mathematics (NCETM)
Educational Library service	Educational Library Service
Play Therapist	Play Therapist
Passion for Learning	Passion for Learning
Mad Science	Mad Science
Theatre Train	Theatre Train
Craft	Mrs Gregory
Judo	Judo
Coding	Digital Wizzards
Music	Mrs Walton

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We recognised that frequent school moves can create gaps in service children's education, and we have responded with targeted academic support to address these challenges. In addition, we offer dedicated emotional and wellbeing groups to ensure service children feel secure, supported, and ready to thrive both socially and academically.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Additional information

Additional activity
We recognise that every child faces unique challenges, and as such, we continually review research, data, and pupil feedback to ensure that the support we provide is both effective and tailored to individual needs.



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Our staff remain committed to offering a wide range of extra-curricular clubs at no cost, alongside fully funded sports clubs, to promote inclusion and enrichment for all pupils.

The progress and engagement of disadvantaged learners are closely monitored, with personalised interventions and support put in place based on each child's circumstances.

We draw on evidence from the Education Endowment Foundation (EEF), alongside insights from educational literature and our own professional experience, to shape a provision that is both thorough and responsive.