Pupil Premium Strategy Statement

Edith Cavell Primary School

Academic Year	2025-2026	Total PP budget	£112,110 (based on 74 children)	Amount of PP received per child	£1,515
Total number of Pupils	292	Number of pupils eligible for PP	95	Review of PP strategy	July 2026

1. Strategy Statement

Edith Cavell Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. We are committed to 'Closing the Gap' between vulnerable pupils and their peers; the pupil premium funding forms a vital part of this process.

The Government allocates Pupil Premium, additional funding, to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

2. Current attainment

	KS2 – 2023 Pupils eligible for PP - 8	KS2 – 2024 Pupils eligible for PP -11	KS2- 2025 Pupils eligible for PP- 15	KS2- 2026 Pupils eligible for PP- 17	KS2 – 2023 Pupils not eligible for PP – 29	KS2 – 2024 Pupils not eligible for PP – 28	KS2- 2025 Pupils not eligible for PP- 19	KS2- 2026 Pupils not eligible for PP- 15
	% achieved expected level or above							
Reading	62.5% (5/8)	63% (7/11)	47%	65% (11/17)	75.9%	71%	84%	93% (14/15)
Writing	62.5% (5/8)	45% (5/11)	47%	65% (11/17)	65.5%	61%	74%	80% (12/15)
Maths	62.5%(5/8)	55% (6/11)	53% (8/15)	82% (14/17)	79.3%	75%	89% (17/19)	80% (12/15)
GPAS	75%(6/8)	63% (7/11)	47% (7/15)	76% (13/17)	58.6%	78%	74% (14/19)	93% (14/15)
RWM combined	37.5%	45%	40%	59% (10/17)	82.8%	61%	68%	80% (12/15)

In 2023 – 2 children who are PP are also SEN – 1 with an EHCP

In 2023 – 2 children who are PP are also EAL – 1 arrived in the country this year

In 2024- 3 children who are PP are also SEN; 6 who are PP are also EAL.

In 2023 – 5 children who are PP are also SEN – 1 with EHCP

In 2024- 2 children who are PP are also SEN; 1 is EAL.

In 2025 - 50% of PP children achieving below expected in GPaS have EAL. 100% of PP children achieving below expected in GPaS have SEND.
57% of PP children achieving below expected in maths are EAL. 100% of PP children achieving below expected in maths have SEND.
50% of PP children achieving below expected in reading are EAL. 100% of PP children achieving below expected in reading have SEND.
50% of PP children achieving below expected in writing are EAL. 100% of PP children achieving below expected in writing have SEND.
4/15 PP children in Y6 have both EAL and SEND.

In 2026 – 1 child who is PP is also EAL and has an EHCP. 6 PP children are also EAL. 3 children who are PP are also SEND

3. Barriers to Future Attainment (for pupils eligible to PP)	
In school barriers	
A	The gap between PP children and their peers within school and nationally
B	A higher percentage of pupils with EAL/SENd within this group than the non PP eligible
C	% of children who are PP eligible are working significantly lower in the areas of communication and language on entry than their peers, with low levels of vocabulary
D	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning
E	Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.
External barriers	
F	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit.
G	Parental engagement with school and perceptions and importance of education leads to poor attendance of Pupil Premium eligible children
H	Lack of engagement from parents for home reading and home /school learning as well as parental ability to support learning at home and the need for parents to help children with their daily reading, phonics development, writing and number skills.
I	Low household income restricts the life experiences of children and the opportunity for the extra-curricular, cultural or out of school activities such as holidays, visits to local and national places of interest and so limits the opportunity to develop cultural capital. (Cultural capital is the essential knowledge and experiences that children need to prepare them for their future success)

4. Desired outcomes		
Desired Outcomes and how they will be measured		**Success Criteria**
A	Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.	● The gap between PP and NPP Nationally will narrow so that at least 65% of PP children are working at ARE by the end of the academic year 2025. ● Termly assessment by SLT and Teachers via various assessment methods including formal and informal. ● SLT and Teachers will have a greater awareness of the PP pupils in their class and hold more accountability for PP outcomes for themselves and as a year group. ● PP pupils known to all staff within the year group and across the school. ● PP pupils closely monitored for attainment/progress/attendance by class teachers/TA's and SLT. ● Consistent implementation of excellent practice and high expectations across the school, with all teaching to be consistently good. ● Highly effective teaching leading to good/outstanding progress of PP pupils. ● Increased % of pupils working at or above age related expectations across the school in Reading, Writing and Maths. ● Increased parental engagement, through supporting parents to help their child with their home learning.
B	Pupils coming into school that are PP with weak language levels and restricted vocabulary have daily communication-rich opportunities	● Identified EYFS and KS1 staff to complete word level language training to be disseminated down to other staff in the phase. ● Identified EYFS and KS1 staff to complete on-going training for oral language interventions. ● Pupils taught Sounds Write will gain clear pronunciation and word semantics when reading ● Pupils will engage in regular drama opportunities within English lessons, to gain more expressive writing skills ● All staff will be encouraged to speak using grammatically correct language and re-shape children's responses where necessary so that children's language skills will be increased.
C	All pupils are encouraged and those that want to take part will participate in school trips and other trips that extend their personal experience including	● All pupils who are eligible for PP funding will access half price costs for any trips or visits. Some may access full costs of visits and trips.

	after school clubs and other extra-curricular activities.	• A greater number of Reception and KS1 parents will complete the forms necessary to enable PP funding. • A greater number of PP pupils will have access to residential, school trips and after school clubs.
D	All pupils eligible for PP will receive support in reading at school and support with comprehension of texts. This support will develop a culture of reading for enjoyment.	• Improvements in the provision of reading for PP pupils. • Teacher and TA intervention for reading to be consistent across the whole school. • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils working at ARE or above across the school in reading.
E	Parents are able to support children with home learning, including Reading, Writing and Maths development and remain active partners in their children's learning.	• On-going letters, handouts and emails for parents explain the curriculum and learning opportunities for their children. • On-going letters, handouts and emails for parents on how they can help with their child's learning. • Sharing of children's termly targets • If PP children are SEN, Provision Maps will support parents on focused targets • Open day events and year group learning workshops. • Homework clubs for each phase for children to attend • Targeted parents invited to attend curriculum workshops
G	Attendance of PP children is in line with national averages.	• Attendance officer makes daily contact if PP child is not in school, or continually late leading to improved awareness of importance of good attendance by parents • Importance of good attendance repeatedly highlighted to whole school across the year • Individual attendance meetings with Head teacher if a PP child's attendance falls below 90% to enable HT to fully understand barriers to attendance and punctuality • PP children to be offered FOC places at Breakfast and after school clubs to motivate attendance and punctuality • Siblings of children invited to additional tutoring and boosting, attend Gems or breakfast club to ensure sibling can attend additional tutoring sessions. • Identified child(ren) plus parent supplied with bus pass to ensure financial difficulties is not preventing regular attendance at school

5. Planned Expenditure

The plan below demonstrates how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and enrichment and experiences.

Quality teaching for all

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Staff Lead	Review -
Disadvantaged pupils make progress from their starting points; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards.	Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations] Half termly book trawls by Phase lead and half termly assessment data analysis. Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up. Half termly book trawls by Phase lead and half termly assessment data analysis. Maintain pupil to adult ratios to support PP children by deploying TAs to identified areas of need. Half termly review of deployment	£49,000	Disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard or making accelerated progress to improve on the previous year/KS1 position if this was low.	LS	**Reading (Years 1-6, based on 85 children enrolled in Summer 2. Some data is outstanding as of 13.7.26 so this is subject to change)** Pupil Premium (PP) children made on average +0.5 points progress in Reading, compared to +0.8 points progress for children without Pupil Premium (Non-PP). There was no gap in Y3 for PP and Non-PP children's reading progress, and it was minimal in Y6 too. 93% of Non-PP children achieved the expected standard in Reading in Y6, compared to 71% of PP children. 4/7 pupils (57%) with PP in Y1 passed the Phonic Screener, compared to 80% of Non-PP pupils. This gap was greatly reduced following daily teacher-led interventions and small groups in the Spring term. For pupils with PP, the individual make-up of these cohorts is important: In Y1, out of 7 PP children, 3 have SEN, 1 has EAL and 2 joined the school mid-year. In Y2, 8/15 PP have SEND, 4 have EAL + SEN and 5 are EAL. In Y3, 6/15 children have SEN, 1 has EAL + SEN and 2 are EAL. 10/15 children are matched. In Y4, 4/13 have SEN, 2 are SEN + EAL, 5 are EAL and 7/13 are matched. In Y5, 8/18 pupils have SEN, 2 are EAL + SEN, 6 are EAL and 13/18 children are matched. In Y6, 9/17 pupils are matched, 3 have SEN, 1 has SEN + EAL and 6 are EAL. In Writing, PP pupils made on +0.4 points progress on average, compared to +0.6 points for Non-PP pupils. The smallest gap seen was only a - 2% difference in the number of PP achieving the 'expected' standard for Y4 writing, compared to non-PP pupils. There was a gap of -9% for PP pupils in Y3, compared to Non-PP pupils. This gap was wider in KS1, so this will be the area of focus for next year.

					In Maths, PP pupils made +0.5 points progress on average, compared to +0.7 points for Non-PP pupils. The smallest gap seen was in Y6, where there was a gap of -11% for pupils achieving the 'Expected Standard' in PP vs Non-PP pupils. The gap in other year groups was wider, highlighting the focus needed next year.
Revisit Writing for a Purpose' training, taking into account EEF, CLPE and Literacy Trust research and reports to support disadvantaged pupils to make accelerated progress within their writing and to support their engagement.	Review the 'DfE Writing Framework (July 2025)', 'EEF Report into improving literacy in KS1', 'EEF Report into improving literacy in KS2' and the CLPE report 'Writing in Primary Schools – What we know works' to identify where recommendations are being applied to teaching and learning across the school. This will help to ensure that those who are disadvantaged are able to engage effectively within English lessons and their writing is purposeful and coherent.	£1000	Disadvantaged pupils will engage more within English writing lessons and will make accelerated progress.	HC	The Writing Lead led staff training sessions aimed at reducing cognitive load and improving children's understanding of sentence construction following particular recommendations from the 'Writing Framework'. Oracy was prioritised throughout the school and the ability to compose sentences orally was focused on in EYFS and KS1. Teacher voice suggests that pupils are engaging more within writing lessons and are gaining greater confidence in composing sentences. Schoolwide trips (e.g. BookTastic trips attended by LKS2 & UKS2) provided pupils with a purpose for Writing. It is hoped that continued progress will follow.
Disadvantaged pupils who are behind ARE with language development make accelerated progress within their reading and writing.	A qualified teacher will run a daily English lesson (KS1 in a separate group to KS2) where key aspects of the KS1 curriculum will be revisited. In a small group setting (max 8 children), pupils will have opportunities to develop theirEnglish vocabulary, letter formation and handwriting, phonics knowledge and understanding of sentence structures.	£8,000	Disadvantaged pupils, including those new to English will make increased progress in reading and writing. This will be trackable via phonics screener results, the Insight assessment tool (tracking objectives from the KS1 curriculum), Sounds-Write baseline assessments and writing moderations.	J. Ch	Pupils in this daily intervention group made progress in the Phonics Screener, with an average increase of 12 points progress across the year. Pupils made approximately 19 points progress from their starting 'SEN Step' on Insight. Teacher voice indicated that pupils' fine-motor skills greatly improved, leading to improved handwriting and letter formation (although this is ongoing). Understanding of sentence structure is beginning to improve, following a year of 'Colourful Semantic' intervention.
Disadvantaged pupils who enter school at any stage with oracy issues and less well developed speech, knowledge & understanding of language make rapid progress. This enables them to narrow the gap on achieving the expected standard in their year group	Trained school staff will deliver Poetry Baskets, Talking Success, Lift off to Language, Talk for All, NELI and Five to Thrive interventions to children with identified speech and language issues, or to those identified as disadvantaged. Delivery could be whole class, small group or individuals.	£5,000	Disadvantaged pupils with identified speech and language issues make rapid progress and the gap in achievement is narrowed between identified disadvantaged pupils and their peers.	LS/HC	Each of these interventions have been carried out across the school.

Disadvantaged pupils identified as needing support with reading are supported and challenged via various strategies from the 'Reading Ambition for All: Teaching those who need the most support, including SEN' project.	Staff across all KS implement strategies and ideas from 'Reading Ambition for All' training into their lessons. Intervention groups support specific pupils identified as having poor reading skills. English Lead supports staff members with appropriate training, access to CPD modules/webinars and examples of suitable classroom practice.	£2000	Disadvantaged pupils with identified comprehension and reading fluency needs make rapid progress in Reading, and the gap in achievement is narrowed between the identified disadvantaged pupils and their peers.	JM	English Lead disseminated key information from this training course to staff via half-termly English Staff Meetings. Staff are able to access training videos and slides from this course. All staff highlighted their 'lowest 20%' for reading abilities and these pupils (mostly disadvantaged) received daily reading intervention. The impact from this course is a longer-term impact for those disadvantaged pupils with complex SEND, so cannot yet be tracked.
Disadvantaged pupils identified as needing support with oracy are supported and challenged via various strategies from the Voice 21 oracy project and the 'Supporting Early Language Development' project.	Staff across all KS implement strategies and ideas from relevant Voice 21 and Early Language Development training into their lessons. Intervention groups support specific pupils identified as having poor oracy skills. Voice 21 school lead/oracy champions support staff members with appropriate training, access to CPD modules/webinars and examples of suitable classroom practice.	£1,000	Disadvantaged pupils with identified oracy issues make rapid progress in speaking and listening. The impact on their writing will be greater fluidity/coherence, increased range of vocabulary, and a greater ability to talk about their writing with peers and adults.	C.D/J.Mo	JMo has disseminated key information from Voice 21 training to all staff during regular staff meetings. All classrooms now have an Oracy display, and Learning Walks (with staff from across the Borough) have focused on Oracy & listening. All classes now hold a weekly 'Talk on Tuesday' activity to promote improved oracy, sentence structure, confidence when speaking and listening skills. We are still in the process of assessing oracy, with a school-agreed focus on 'listening skills' and pupils progressing up the 'Listening Ladder'. This school-wide focus will continue next year.
Disadvantaged pupils partake in the Forest school programme that provides them with opportunities to experience the outdoors, problem solving and decision making activities	Each half term, groups of identified children access the Forest school programme within the school grounds.	£1,000	Identified children learn new skills which they can apply in a range of different circumstances. Well-being and mental health of participants is improved	CP	Teacher Voice has indicated improved wellbeing, confidence and mental health of the pupils who partook in Forest School interventions this year.
Y6 children who are unable to swim 25 meters continue to access swimming lessons to develop swimming skills, stamina and stroke technique	Y6 children who are unable to swim 25 meters, continue to access weekly swimming lessons at Trinity Arts Centre. Swimming teachers work in small groups with identified children to develop their swimming abilities	£2,000	Increased number of Y6 children are able to swim 25 meters unaided using a recognised stroke	CP	Y6 were unable to swim this year due to Trinity Pool closing. The PE Lead worked hard to source alternative arrangements for swimming, but there was no availability for this- this will need to be a priority for 2026-27.
	Total	£69,000			

Targeted Support					
Desired Outcome	**Chosen Action/Approach**	**Cost**	**Success Criteria**	**Staff Lead**	
Pupils with additional well-being and mental health needs are supported effectively.	PP Leads and the Learning Mentor will collaborate to produce and deliver 'Barrier Plans' for disadvantaged pupils to identify barriers to their learning in addition to their future aspirations. Learning mentor will support individuals or groups to meet their emotional and well-being needs. Learning mentor develops relationship with parents of identified pupils to ensure that any home issues raised by pupils can be addressed and parental skills to support learning at home and engagement are increased. Targeted children to work with the NHS Mental Health Support Team. Half termly review with Inclusion lead.	£8,000	Pupils who experience a barrier to learning, a dip in well-being or mental health have the opportunity to explore their feelings and address the barriers to learning. This will lead to improved learning and attainment and a narrowing of the gap in achievement to their peers.	T.C, J.M, C.D	This year, the Pupil Premium (PP) Leads have researched effective barrier plans and explored how these could be implemented within our school. Developing and embedding a school-specific barrier plan will be a priority for the next academic year. Due to staffing changes, the team did not have the capacity to implement this work during the current academic year. However, PP Champions have continued to network with Pupil Premium Leads across the borough, recognising that this work will require a wider whole-school approach rather than being led solely by the two PP Leads. Pupils eligible for Pupil Premium have continued to receive targeted support through interventions such as Learning Mentor sessions. In addition, the NHS Mental Health Support Team has provided targeted support for a number of pupils in Upper Key Stage 2 throughout the year.
Concentration levels for disadvantaged pupils are boosted by rehydration and protein.	Children qualifying for pupil premium funding are provided with 189ml of milk (one third of a pint) each day.	£3,367	Pupils are fed and rehydrated so they are better able to concentrate for the second half of the morning.	HC	Achieved. Teacher voice reported that pupils' concentration levels increased for the second half of the morning after receiving their daily milk. Pupils were offered milk from the 'Cool Milk' programme each breaktime.
Vulnerable children have increased life chances by being offered opportunity to access individual instrument or singing lessons	PP children offered the opportunity to undertake group music lessons with a peripatetic music teacher (LKS2 or UK2) or participate in a weekly 'RockSteady' group music lesson (all KS.)	£1000	PP pupils have opportunity to develop their wider skills and interests that may be unavailable to them outside school.	HC/JMo	A total of 25 children across the school have participated in peripatetic music lessons this academic year, 14 of these being PP (56%). In addition, weekly Rock Steady music sessions have taken place, which 32 pupils have been involved in (10 of which were PP - 31%.) Pupils have thoroughly enjoyed their weekly lessons, and confidently performed in end of term concerts across the year.
Attendance levels of disadvantaged pupils is raised to enable consistent and full access to quality whole class teaching and where appropriate	Attendance officer challenges non-attendance and punctuality. Use First Day Contact consistently and effectively to track the absence of vulnerable pupils and those identified as 'Persistent Absenteeism'.	£4,000	Attendance of vulnerable pupils is improved and so they are in class consistently to access high quality learning, teaching and tailored additional support leading to improved outcomes	HC	This year, we have not had a dedicated member of staff responsible for monitoring and improving attendance. In 2024–25, additional funding enabled us to employ a member of staff to follow up on poor attendance and build strong relationships with families. Despite the loss of this role, attendance has remained strong. Compared with schools serving similar demographics, Edith Cavell Primary has maintained attendance above both local authority and national averages. Attendance continues to be a

<table>
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<td>targeted small group and 1 -1 support</td>
<td>Patterns of attendance, punctuality and unauthorised absence shared with parents at each parent consultation meeting.
Scrutinise attendance data for those vulnerable groups where progress is identified as falling below what is expected and take steps to raise attendance levels.
Purchase weekly/monthly bus passes for identified vulnerable children living out of walking distance from the school to encourage improved regular attendance at school.</td>
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<td>Attendance of children being supported with bus pass improves and improvements are sustained.</td>
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<td>whole-school priority. Class teachers, the senior leadership team, and office staff all play an active role in addressing concerns. Parents receive letters when attendance falls below expected levels, followed by meetings where necessary. Attendance is regularly promoted through newsletters, phone calls, whole-school assembly awards, and weekly class attendance awards. Families continue to receive practical support, including bus passes and taxi fares where appropriate. Class teachers also share individual attendance records during parent consultation meetings.

Attendance 2025–26 (YR - 6):
Autumn: 96.1%
Spring: 95.6%
Summer: 95.6%</td>
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<td>Attendance at school of vulnerable pupils does not fall into the persistent absenteeism category (PA)</td>
<td>Identified vulnerable children, who do not live within walking distance to school, and are at risk of becoming PA are provided with a weekly/monthly bus pass for parent and child(ren) to remove cost of travel as a barrier to attending school.
Provision of bus passes to be reviewed each half term through discussion with parents and following review of attendance data.
Identified vulnerable children at risk of becoming PA, who live within walking distance, may be collected by staff members if need arises.</td>
<td>£2,000</td>
<td>Attendance of vulnerable pupils improves and, as a result, achievement of targeted child(ren) accelerates.</td>
<td>HC</td>
<td>Attendance figures - whole school (YR - 6):

Autumn term 2025: 94.9% (PP) vs 96.8% (Non-PP)
Spring term 2026: 95.0% (PP) vs 96.0% (Non-PP)
Summer term 2026: 94.2% (PP) vs 96.4% (Non-PP)

There is a small difference between the attendance of PP children compared to non-PP children.

<table>
<tr><th></th><th>No. of children with 10% or higher absences (PP)</th><th>No. of children with 10% or higher absences (Non-PP)</th></tr>
<tr><td>Reception</td><td>3</td><td>3</td></tr>
<tr><td>Year 1</td><td>1</td><td>1</td></tr>
<tr><td>Year 2</td><td>2</td><td>0</td></tr>
<tr><td>Year 3</td><td>2</td><td>0</td></tr>
<tr><td>Year 4</td><td>1</td><td>2</td></tr>
<tr><td>Year 5</td><td>5</td><td>2</td></tr>
<tr><td>Year 6</td><td>1</td><td>1</td></tr>
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<td>All children will experience and be included to attend</td>
<td>To continue to provide financial support for PP pupils to enable them to attend termly enrichment opportunities linked to the theme's 'bigger picture' and purpose for</td>
<td>£2,000</td>
<td>PP Pupils will access visits and residential that they would not otherwise experience.</td>
<td>HC/Phase Leads</td>
<td>Pupils attended various trips and visits throughout the year, discounted at half price for PP.</td>
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school residential trips with their peers. Other residential or trips made available in order to improve resilience and self-esteem along with team building and cooperation skills.	writing, school trips, residential and after school clubs. Residential and school trips ensure that we are developing the whole child and providing them with opportunities they may not have at home. Financial circumstances should not be a barrier to these experiences. The learning surrounding the school trips is valuable and is an important part of the curriculum.		These visits build cultural capital and opportunities to access experiences outside those of family interest which will open experience and understanding of diverse future employment opportunities.		These included: **KS1** Higgins Museum Castle Mound walk Booktastic event at U.O.B Sir Teach-a-lot **LKS2** Y3 adventure day Y4 camping River walk Sing-On Concert STEM Fair Holdenby House WWII Experience Day Booktastic event at U.O.B **UKS2** Y6 camping STEM Centre Trip Black Voices Music Festival
Booster sessions for eligible and targeted UKS2 pupils to support, reinforce learning and develop assessment craft in preparation for Y6 SAT's.	Teacher- led targeted group booster sessions focus on identified areas for development to ensure identified gaps in knowledge and understanding are addressed, so that pupils may feel confident in their knowledge and skills when approaching Y6 SAT tests. Half termly reviews with phase lead.	£7,000	The gap between the attainment of PP and Non PP children is closed.	HC/LS/ CP/CD HC	A total of 16 pupils were involved in SATS boosters after school. Some pupils participated in both maths **and** English groups. 9 pupils in the group were PP, which is an increase on the number from the previous year.
All pupils attend during SATS week and can perform to their best ability.	Breakfast during SATs week and refreshments during weekly boosters to encourage attendance at booster sessions.	£200	Pupils have a calm and measured start to the day that gives the best opportunity to approach SAT's papers.	HC/CP	Pupils attended the week and were calm and settled ready for the SATS.
The sensory needs of identified pupils are met to enable them to better concentrate in lessons.	Sensory tent sessions and activities provided at identified times and on a needs basis to disadvantaged pupils identified with sensory needs. Half termly reviews with Inclusion Lead	£2,000	Disadvantaged pupils with sensory needs have the opportunity to have their sensory needs met so that they can better access their learning, concentrate and achieve their potential through narrowing the gap in	LS	Due to staff availability, sensory circuit sessions were not held.

			achievement between them and their peers.		
Reception and Year 1 pupils identified with poor language skills make rapid progress to enable them to narrow the gap on achieving the expected standard in their year group	Children assessed using NELI tool to determine eligibility for the programme. 20 week course involving 5 sessions per week, 3 in a group and 2 individual sessions.	£1,500	Children completing the 20-week programme have developed the language, oracy, phonological awareness and vocabulary skills to successfully support their long term progress in reading comprehension.	LS/PH	Targeted children received the support identified using the programme.
Siblings of children invited to additional tutoring and boosting, attend Gems or breakfast club to ensure sibling can attend additional tutoring sessions.	Siblings to Gems club to allow for additional UKS2 after-school tutoring for sibling – parents only need to pick up once.	£1,000	Removing barriers to children attending UKS2 additional tutoring. Identified and targeted children can attend arranged tutoring and booster groups.	CD	Provided where needed.
Pupil premium children have access to additional booster publications that support their learning towards success in KS2 SAT's	Provide CGP booster books for Pupil Premium children in Year 6.	£370	Pupil Premium eligible children's use of targeted CGP study materials supports their learning and confidence as approaching Y6 SAT's	CP	Achieved. CGP revision packs/books were provided to the 17 Y6 PP children.
Specific child to attend a series of 'Stable and Wild' sessions.	Stable and Wild is a natural, wild and supportive environment to help young people to overcome their barriers to learning and help them to grow and thrive. S&W offers a unique combination of experiences with horses, small animals and the natural world. Support with transport costs where needed.	£3000	Named pupil will develop transferrable skills that help them to cope in their everyday life. Weekly reports are sent to Edith Cavell informing about progress, confidence, understanding and knowledge.	T.C	Achieved. The named pupil attended weekly sessions in the Autumn Term. She reported back on several occasions to both the class as a whole and also the class teacher/staff on an individual basis about how much she enjoyed the sessions and how much she had learned. This has developed into the named child wanting to extend her interest in working with horses, e.g. reading books and looking up information about animals.
	Total	£35,437			

Other Approaches					
Desired Outcome	**Chosen Action/Approach**	**Cost**	**Success Criteria**	**Staff Lead**	
Increased/improved parental engagement in supporting homework, home learning and readiness for school	Parents are encouraged through parent evenings, email communication and home school agreement of the need to continue to support children with homework. Text messages and letters sent home. Parent guides to supporting Phonics and reading to be filmed and shared on website for parents to access for guidance on supporting home learning.	£100	Parents become more skilled, more willing to support homework, home learning and support the recovery of missed learning.	JM	All phase leads monitored parental engagement and provided support and guidance to class teachers where needed. Pupils continued to receive appropriately adapted homework, matched to their individual abilities, which supported their engagement in learning. Teachers consistently applied rewards and consequences in line with the school's behaviour policy. The English and EYFS Leads also delivered Phonics Workshops for parents, while the Year 6 team led SATs workshops to support families in preparing for assessments.
All pupils, especially those who are disadvantaged, know how to stay safe online. Staff have access to the latest guidance and regular training.	School will subscribe to the National Online Safety service to ensure that the school meets, and exceeds, the statutory safeguarding requirements to keep pupils safe online.	£1900	All pupils, especially those who are disadvantaged, know how to stay safe online. Staff have access to the latest guidance and regular training.	HC	The school has invested in The National College's National Online Safety subscription, providing staff with regular training and up-to-date safeguarding guidance. Online safety is delivered through planned lessons and assemblies, with pupil feedback showing increased awareness and confidence in staying safe online. Time is dedicated to discussing and responding to online safety concerns as they arise, ensuring issues are managed appropriately and learning is reinforced. The Headteacher and Learning Mentor provide targeted support where needed, helping to safeguard vulnerable and disadvantaged pupils and promote a positive culture of online safety.
Pupil Premium Champion closely monitors the progress both academically and socially of children qualifying for Pupil Premium Grant funding	Short term TLR awarded to 2 x members of SLT for monitoring, supporting and challenging achievement of pupils who qualify for Pupil Premium Grant	£2,833 £2,833	Achievement of children eligible for Pupil Premium Grant is equivalent to that of other children, from their respective starting points	JM & CD	Achieved.
	Total	£7,666			
					Total Budget Cost £112,103

£112,110