Four Marks CE Primary School

Pupil Premium Strategy Statement

2025-2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	8%
1	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Warren Glew
Pupil premium lead	Kelly Pink
Governor / Trustee lead	Sammy Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,985
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*	£42,985

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

At Four Marks Primary, we believe that every child should have the opportunity to be extraordinary and future ready. All children are welcomed and will receive a rounded education, supporting them to thrive academically, socially and emotionally. We aim to provide every child with the opportunity to discover their own talents and interests, regardless of any barriers.

Principles

- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	**Literacy Difficulties** Oral, and speech and language skills in Year R and KS1 are lower for pupils eligible for PP than for other pupils, with an increasing number of children with speech and language difficulties year on year. This slows phonics and reading progress in subsequent years.

	Our disadvantaged children generally have a more limited vocabulary, and exposure to a wide range of literature, in comparison to their peers. This impacts on comprehension & reasoning skills. This is also the case in maths where diagnostic tests show that for many of our disadvantaged pupils, maths difficulties are also associated with vocabulary and the interpretation of mathematical language and questions. This group of children also have a higher level of difficulties with transcription skills within writing (spelling, punctuation, sentence structure). The difficulties in spelling in particular impact their ability to reach Age Related Expectations within their year group.
2	**Readiness to Learn** Our disadvantaged children join us in EYFS with comparatively weaker phonics, early reading and numeracy skills. They also have less developed gross and fine motor skills that have an impact on handwriting and readiness to write. General independence in self-help and care (e.g. toileting, dressing etc) are also less developed on entry to school. As our disadvantaged children go through the school, a larger number of them lack independence and resilience, impacting their engagement with lessons and development of skills. Executive function/ working memory
3	**More frequent behavioural and emotional difficulties**. Our educationally disadvantaged group includes children who have had adverse childhood experiences and trauma. These experiences can have an adverse effect on children in terms of growth mind set, ability to self-regulate, resilience and mental health. The increase in anxiety and trauma driven behaviours, means that the response to behaviour incidents in school needs to adjust to reflect research that supports meaningful change for children. Many children from this group can experience lower self-image and confidence. This can reduce their motivation and impact negatively on their attitude towards learning, behaviour and relationships with their peers. Disadvantaged pupils, particularly those transferring into the school, often have higher levels of turbulence (more than 1 school move), and overlapping vulnerabilities. This can regularly affect self-esteem, attitudes to school, resilience & relationships. This all impacts on their progress and learning.
4	**Attendance and Punctuality** Attendance rates for pupils eligible for PP are historically lower than the target for all children of 96%. There is also a higher-than-average proportion of pupils vulnerable to being persistently absent within this group. This reduces their school hours and causes them to fall behind. There is also an overlap of disadvantaged pupils and children with a traveller background (who are absent for cultural reasons). This can disproportionately affect the overall absence rate for the group as a whole.
5	**Decreased 'Cultural Capital'** Many children lack '**Cultural capital' experiences** out of school that underpin wider development in language and enhance learning. Their home environment (a place/ space to learn) and the resources and tools to learn (e.g. IT hardware and access) can also impact on learning. There is also a higher number of families within this

	vulnerable group who do not place value on education, academic achievement and school attendance which can present as a lack of support at home and lack of engagement with support from school/ outside agencies.

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
Attainment To improve attainment across all year groups so disadvantaged children achieve in line with their peers.	• Combined attainment measures (R/W/M) improving year on year across all year groups. • EYFS children secure in the prime areas of learning at the end of the year • Phonics screening results to remain above national average • Multiplication check scores to improve to above national average
Literacy Skills To improve reading ability and speech and language capabilities for all pupils.	• Reduced behavioural incidents due to inability to communicate needs. • Attainment in reading to improve across all year groups to allow all children to access the wider curriculum. • Increased gains for children on reading interventions. • Consistent modelling of high-quality spoken language from all staff members. • Increased oral participation in lessons, particularly from disadvantaged pupils.
Literacy Skills – writing To secure transcription skills for all pupils.	• Improved scores in spelling tests. • Decreased number of children in receipt of spelling interventions. • Spelling curriculum is delivered consistently across the school and teachers feel confident in doing so. • Handwriting is taught consistently across the school, including clear modelling and addressing errors in letter formation.
Maths Reasoning Children to be able to explain their mathematical thinking clearly, using the correct vocabulary.	• Attainment scores show improvement in answering reasoning questions. • Learning walks, observations and book scrutiny show reasoning built into lessons consistently. • Pupils report increased confidence in communicating their reasoning in maths.

Readiness to Learn Every identified child with weaknesses in executive functioning will have an intervention to develop these skills.	• Learning walks, observations and book scrutiny show that learning is delivered in manageable chunks, to avoid cognitive overload and maximise learning. • Assessment systems in place to support staff with identifying gaps in executive function skills. • Teacher and pupil feedback reports that more children are able to access classroom learning. • Increases in attainment.
More frequent behavioural and emotional difficulties. Children to express their emotions appropriately and have self-regulation strategies.	• Reduction in behavioural incidents. • Children to discuss and communicate their own needs. • Children will be aware of the needs of others and show tolerance of difference. • Children will make pro-social and pro-learning choices more consistently. • Teacher and pupil feedback will show children taking responsibility for their own actions and solving disagreements.
Attendance To increase attendance to 96%, in line with whole school targets.	• Increased attendance for disadvantaged children. • Breakfast Club take-up is good, particularly for those signposted towards it.
Decreased 'Cultural Capital' To provide all our children with experiences to enhance their learning.	• All children to go on at least one school trip per academic year. • All disadvantaged children to take part in at least one enrichment opportunity (sport, music, clubs). • Ensure equity of opportunity for children's leadership roles amongst disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed Let's Think in English into the curriculum to support with reading comprehension, developing strategies to reading and communicating ideas clearly.	Let's Think in English is a Cognitive Acceleration programme developed by King's College London. The expected average gain for children in one year as assessed by the Progress in English tests (i.e. without intervention) is +3.0. The LTE primary classes' average gain exceeded that of the comparison classes by +2.45 (= almost 10 months) The LTE classes therefore made almost double the progress on one year or less than the comparison classes. Dialogic Teaching: Improving children's engagement, learning and attainment by enhancing the quality and power of classroom talk +2 months additional progress Collaborative learning approaches: +5 months	1, 2, 5
Continue to embed R-Time in KS1 to support with social and oracy skills.	Internal evidence – Introduction of R-Time has helped ensure children are ready for starting the Let's Think programmes in English and Maths. Class teachers have reported improved social understanding and awareness since implementation. EEF Dialogic Teaching: Improving children's engagement, learning and attainment by enhancing the quality and power of classroom talk +2 months additional progress EEFT Collaborative learning approaches: +5 months	1, 2, 3, 5

Phonics lead in school to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment for phonics across EYFS and KS1. Planned time released from class teaching to enable this.	From EEF: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Research tells us that high quality teaching can narrow the disadvantage gap. EEF phonics: +5 months	1, 2
Fluency Project training for wider staff across KS2.	Reading comprehension strategies: +7 months Internal data shows an average ratio gain for children on the programme of 4 (children made 4 x the expected progress whilst on the 8 week programme). EEF Small group tuition: +4 months	1, 5
Continue to embed Let's Think in Maths to support with reasoning and understanding of maths vocabulary.	EEF Dialogic Teaching: Improving children's engagement, learning and attainment by enhancing the quality and power of classroom talk +2 months additional progress EEF Collaborative learning approaches: +5 months Metacognition, collaborative learning and self-regulation have a combined impact of +13 months on attainment – Let's Think in Maths	1, 2, 5
Deliver staff CPD on assessing speaking and listening. Implement the oracy curriculum map across the school to support with identifying children who are working below in this area so support can be provided.	EEF Dialogic Teaching: Improving children's engagement, learning and attainment by enhancing the quality and power of classroom talk +2 months additional progress EEF Collaborative learning approaches: +5 months Implementing an effective oracy curriculum in primary schools (EEF): + 6 months	1, 2, 5

Provide training for support staff on oracy strategies to support learning so these can be used consistently across the school.	EEF Implementing an effective oracy curriculum in primary schools: + 6 months EEF Oracy teaching significantly boosts pupil outcomes: + 6 months	1, 2
Explore interventions specifically for executive function skills. Train relevant staff on this.	EEF Supporting the development of Executive Function skills may mean children are more likely to do better later in school	1, 2, 3
Staff CPD on teaching of Place Value of Punctuation to support with sentence structure understanding.	Internal trials in KS2 have shown a positive impact from using this programme in class consistently	1
Implement a consistent programme for spelling from Year 1-6.	EEF evidence shows effective spelling teaching involves **explicit, systematic instruction** linking sounds (phonemes) to letters (graphemes), building **fluency in transcription** (handwriting/typing) through practice, using **meaningful contexts**, and focusing on **morphology** (word parts) and **patterns.**	1
Empowerment Approach training, focusing on having Coaching Conversations with children and Coaching Plans. Continue to embed the teaching of 5C needs, pro-social and pro-learning behaviours.	EEF Behaviour interventions: +3 months The Empowerment Approach is built on the latest research into neuroscience and the factors that sit behind behaviour that is unhelpful to the child and to those around them. It is informed by our understanding of neurodiversity and the impact of attachment and trauma on behaviour difficulties. EEF Metacognition and self-regulation: +8 months EEF Improving Social and Emotional Learning in primary schools: + 4 months	2,3
Staff CPD – universal teaching strategies (e.g. modelling, explanation and cognitive load)	EEF highlights universal teaching strategies like High-Quality Teaching, emphasising explicit instruction, scaffolding, and metacognitive skills (thinking about thinking) within subjects, alongside Communication & Language development	1, 2, 3, 5
Staff CPD – further develop effective assessment for learning in order to adapt and provide challenge for all	EEF Within class attainment grouping: +3 months EEF Feedback: +8 months	1, 2, 3, 5

To provide RSHE education and curriculum that helps children to keep health and safe, take personal responsibility and make positive choices.	EEF Improving Social and Emotional Learning in primary schools: + 4 months	2, 3, 5
Continue to provide breadth of curriculum and experiences including arts- drama, dance, art, music and forest school.	Arts Participation: +3 months Forest School has not been researched for gains by EEF. Gains could be similar to sports participation (+2 months) or outdoor adventure learning (+4 months).	5

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

Budgeted cost: £28,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group boosters in Year 5/6 (in school time) to close the gap for targeted pupils.	EEF Small group tuition: +4 months	1, 2
Booster maths classes (after school) with experienced teachers focusing on next steps and gaps in learning identified through diagnostic tools.	EEF Indicators: Collaborative Learning: +5 months Small group tuition: +4 months Extending School Time (Year 5/6): +2 months	2, 3
Targeted diagnostic assessment of reading	EEF Embedding Assessment: + 2 months	1
Speech and Language therapy support	EEF Speech and language support +7 months	1
Fluency Intervention, targeting Lowest 20% readers. 1 hour per week per group 2 groups per term.	EEF- improving Literacy at KS2 Recommendation 2.	1

Phonics boosters with phonics lead for Year 1 children and Year 2 children who did not pass phonics screening.	EEF phonics: +5 months EEF individualised support: +4 months 1:1 tuition: +5 months Small group tuition: +4 months	1
Targeted small group or 1;1 fine and gross motor coaching.	Prior trial in 2020-21 showed positive impact on confidence measures and increased participation in Sport/ extra-curricular activity. EEF individualised support: +4 months	2, 3
Individual behaviour plans/ coaching plans (with senior staff? Dedicated time to deliver programmes?)	EEF Metacognition and self-regulation: +8 months EEF Behaviour interventions: +3 months EEF Improving Social and Emotional Learning in primary schools: + 4 months	2, 3

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

Budgeted cost: £4,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer of Homework Clubs	EEF homework: +5 months	1, 2, 5
Inclusion team supporting transition into school (attachment/ mental health) and improving attendance	EEF social and emotional learning: +4 months	2, 3, 4
ELSA – 2 trained staff members KS1/KS2	EEF Improving Social and Emotional Learning in primary schools: + 4 months	2, 3, 4

Thrive – 1 staff member completing training	EEF Social and emotional learning: +3 months	2, 3, 4
Safe spaces, workstations, personalised timetables for specific children where needed	EEF Individualised instruction: +4 months	2, 3
Active encouragement to attend after school clubs. Financial support offered if necessary.	EEF Physical activity: +2 months	3, 5
Picture News – opportunity to engage in discussion and develop understanding of wider current affairs	EEF evidence - cultural capital, through enriching activities and experiences, boosts disadvantaged children's attainment, skills, and confidence.	5
Support families through Household Support Fund	Provision of basic (physiological) needs is a fundamental human right. Research shows hungry children do not perform as well.	5
Funded breakfast club places for vulnerable children	Provision of basic (physiological) needs is a fundamental human right. Research shows hungry children do not perform as well.	4, 5
Lunch time support – structured with high quality games and activities to engage pupils	EEF Sports participation: +2 months Behaviour Interventions: +3 months	3, 4, 5
Experiences and visitors planned for all pupils across the year Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children to participate experiences that are not provided within the home environment. Plan experiences into the root of Four Marks curriculum	EEF toolkit: Social and Emotional Development: Average impact +4 months Arts participation: +2 months Behaviour interventions: Moderate impact +3 months	4, 5
The continued provision of Inclusion Team who work with disadvantaged and vulnerable children and families to help them in being ready to learn/ support transition. Behaviour support plans where necessary.	EEF Social and Emotional learning: +4 months EEF Behaviour Interventions: +3 months	2, 3, 4, 5

Total budgeted cost:

Teaching	**£10,040**
Targeted academic support	**£28,760**
Wider Strategies	**£4,185**
Total	**£42, 985**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria
Attainment To improve attainment across all year groups so disadvantaged children achieve in line with their peers.	• Combined attainment measures (R/W/M) improving year on year across all year groups. • EYFS children secure in the prime areas of learning at the end of the year • Phonics screening results to remain above national average • Multiplication check scores to improve to above national average

Results for the end of year for children receiving Pupil Premium are in the table below. For Year 6, SATs results and teacher assessments have been included. For all other year groups, these results are based on teacher assessments. Due to the low numbers of children eligible for funding, these are shown as the number of children rather than percentages.

EYFS

Literacy GLD achieved	Maths GLD achieved
2/2	2/2

	Reading EXS	Reading GDS	Writing EXS	Writing GDS	Maths EXS	Maths GDS
Year 1 1 SEND	1/2	0	1/2	0	1/2	0
Year 2 2 SEND	1/4	0	1/4	0	1/4	0
Year 3 0 SEND	1/1	0	1/1	0	1/1	0
Year 4 0 SEND	3/4	0	2/4	0	3/4	1/4
Year 5 3 SEND	4/7	2/7	4/7	1/7	4/7	2/7
Year 6 TA 1 SEND	3/4	0	3/4	0	3/4	0
Year 6 SATS 1 SEND	2/4	0			3/4	1/4

In the reading SATs results, one child who did not reach the expected standard achieved a scaled score of 99. One child was disapplied from all tests as working below the key stage.

Phonics Screening

Two children eligible for Pupil Premium took the phonics screening check. One achieved 35, one 39 so both passed.

Of our Year 2 children retaking the test, one child was eligible for Pupil Premium. This child achieved 17 correct. This child is on our SEND register and has made progress against their individual targets.

Multiplication Tables Check

The scores in the MTC check for children eligible for Pupil Premium are below:

14
25
24
23

Literacy Skills To improve reading ability and speech and language capabilities for all pupils.	• Reduced behavioural incidents due to inability to communicate needs. • Attainment in reading to improve across all year groups to allow all children to access the wider curriculum. • Increased gains for children on reading interventions. • Consistent modelling of high-quality spoken language from all staff members. • Increased oral participation in lessons, particularly from disadvantaged pupils.

In January 2026, we introduced Reading Plus as an intervention programme from Years 4-6. Within the cohort targeted, 12 (out of 35) were either eligible for Pupil Premium or in our wider disadvantaged group. We have seen a hugely positive impact to attainment and confidence of this group after 6 months on the programme. The average progress in months from December 2025 to July 2026 was 13.17 for reading age and 14.5 months for comprehension. We also saw average gains of 1.9 reading levels within the programme, in which each level represents a year of progress.

Beyond the data, teachers and support staff have reported that children who used Reading Plus were more willing to engage with texts and attempt challenging words, with more confidence in their strategies. They also saw improvements in understanding and general comprehension when working on different texts in class.

The Let's Think in English programme has continued to provide children with opportunities to build their oracy skills and to learn socially through discussion. This also allows all children to build confidence in speaking and debating skills, as well as supporting the development of thinking skills.

From pupil conferencing, all children in Years 3/4 felt they had a chance to contribute to class discussions. Some reported that it could sometimes be hard to make their ideas heard in smaller groups as all children had a lot to say, but they still felt they had the opportunity to share. When asked how they felt when they could share an idea, they reported feeling happy, special, excited and great.

In September 2025, we had a higher number of children on speech and language interventions than in previous years. Within this, 13 had specific difficulties and support from external speech therapists, and 13 (all EYFS) were identified within the school as needing support. All of these children received weekly interventions, following programmes suggested by our link speech therapist. Of the 13 identified by the school, 7 of these are no longer requiring support in September 2026.

Literacy Skills – writing To secure transcription skills for all pupils.	• Improved scores in spelling tests. • Decreased number of children in receipt of spelling interventions. • Spelling curriculum is delivered consistently across the school and teachers feel confident in doing so. • Handwriting is taught consistently across the school, including clear modelling and addressing errors in letter formation.

Spelling has been an increased priority across the school with revised planning and delivery across 2025-26 academic year. After monitoring, this area was still a barrier for many children so we have invested in Spelling Shed. CPD was delivered on 1st September 2026 to all teaching and support staff, ready to be implemented for the start of term.

Handwriting has also been an increased priority. Staff CPD has focused on reminders of our whole school approach and making sure available resources address misconceptions early on. As a result, the majority of children are writing in line with our expectations for their year group and are taking more pride in their work. There is also more consistency in how children have been taught to form and join

letters. In 2026-27, we will be continuing this focus on accuracy beginning in EYFS and building handwriting interventions into our timetables where needed.	
Maths Reasoning Children to be able to explain their mathematical thinking clearly, using the correct vocabulary.	• Attainment scores show improvement in answering reasoning questions. • Learning walks, observations and book scrutiny show reasoning built into lessons consistently. • Learning walks and observations show children using mathematical language and making links across areas of maths. • Pupils report increased confidence in communicating their reasoning in maths.
Across the school, teachers have continued to provide opportunities for reasoning within maths lessons, both during class discussions and in independent work. During learning walks and observations, children have consistently been able to talk through their thinking. To close the gap in understanding of maths vocabulary between our disadvantaged and non-disadvantaged groups, we have explicitly taught more of the language at the start of units and focused on modelling the use of this, encouraging children to do the same in their verbal and written responses. Let's Think in Maths has continued to support children with reasoning and provide opportunities to apply and practise this outside of the usual maths lessons. Staff CPD in 2025-26 revisited the mapping of these lessons to ensure they are timetabled when they have the most impact on children's learning within a unit. In 2026-27, our focus will be supporting children to remember and apply their mathematical knowledge. We have altered our long-term plans so children are consistently using the spaced learning approach, allowing them to revisit topics regularly and apply their knowledge and understanding, including mathematical vocabulary, throughout the year. This will aim to address the gap we are still finding with retention of taught skills with some of our children in the disadvantaged group. When asked how well they can explain their thinking and answers in maths lessons, across KS2 children said that their confidence depends on which subject in maths they are covering. They gave themselves high scores and showed confidence in their reasoning abilities. Some children commented that this was the hardest part of maths as they just know what the answer is and it can be hard to explain, whilst others said they liked the fact there was often more than one correct way to explain their thinking. All children reported that they do lots of practise of 'why' questions in class, are able to use resources to help them explain and that they find it helpful to discuss their answers and reasons with a partner. They also said it was helpful when teachers shared a good example on which to base their own, when they were able to discuss answers before writing them down and when the class teacher guides them through step by step if they were confused about where to start.	
Readiness to Learn Every identified child with weaknesses in executive functioning will have an intervention to develop these skills.	• Learning walks, observations and book scrutiny show that learning is delivered in manageable chunks, to avoid cognitive overload and maximise learning. • Assessment systems in place to support staff with identifying gaps in executive function skills. • Teacher and pupil feedback reports that more children are able to access classroom learning.

	• Increases in attainment.
Staff CPD over 2025-26 has focused on universal teaching strategies to support all learners, and scaffolds for learners with SEND. This has resulted in more visible strategies being implemented which have been seen in observations and learning walks. It has also led to a wider variety of approaches being used in interventions, considering how children learn and their particular barriers. During academic year 2025-26, all teaching and support staff had further training on the Empowerment Approach delivered by Leslea from Changing Chances. This further improved knowledge of executive functioning, how to identify weaknesses in these and how difficulties can impact behaviour and learning. Staff confidence has improved, as shown in the self-completed confidence surveys, but there were still queries about how to address any gaps in skills. Further resources and training on this will be provided in September 2026 providing staff with more strategies to address any gaps children have.	
Behavioural and Emotional Children to express their emotions appropriately and have self-regulation strategies.	• Reduction in behavioural incidents. • Children to discuss and communicate their own needs. • Children will be aware of the needs of others and show tolerance of difference. • Children will make pro-social and pro-learning choices more consistently. • Teacher and pupil feedback will show children taking responsibility for their own actions and solving disagreements.
The introduction of CPOMS in 2025-26 has meant that the leadership team have been able to track behaviour incidents more closely to identify any reoccurring issues, triggers or patterns. This, coupled with the continued embedding of the Empowerment Approach, has enabled us to ensure children are given support as early as possible. We have seen a further shift in more children taking responsibility for their own actions and being able to see the impact this has had on others. We have continued to embed the Empowerment Approach language and Coaching Conversations when issues have arisen. This has given children a consistent structure for talking through events and also provided children with the language to talk through their own feelings and the impact their actions have had on others. As children and adults are more aware of their own needs and those of others, support has been given earlier when children are struggling. Where this has not been possible, we have found that staff have supported children to de-escalate more quickly in the majority of instances. Over 2025-26, we saw a reduction in the number of children referred to SLT following incidents. These tended to be children requiring bespoke support with behaviour. During behaviour conferencing in September 2026, the children showed empathy and understanding towards their peers. When they were asked what might be going on for someone finding it harder to act in helpful ways, they referred to them needing help with something and have several examples of this.	
Attendance To increase attendance to 96%, in line with whole school targets.	• Increased attendance for disadvantaged children. • Breakfast Club take-up is good, particularly for those signposted towards it.

Below shows the attendance data for all our children eligible for Pupil Premium for the whole of 2025-26. For those who were at our school the previous academic year, the previous attendance data is also shown for comparison.

ATTENDANCE 2024-25	ATTENDANCE 2025-26
87.90%	91.70%
88.40%	88.90%
88.70%	94.20%
88.70%	92.90%
81.50%	86.30%
92.60%	97.40%
85.50%	86.80%
93.10%	94.90%
99%	100%
100%	100%
91.80%	97.10%
89.20%	92.50%
93.40%	97.10%
N/A	98.40%
94.50%	90.50%
97.10%	85.70%
98.60%	98.70%
	83.80%
N/A	98.90%
	97.10%
AVERAGE: 93%	**93.71%**

We have increased our focus on whole school attendance, identifying children who are below 90% and offering targeted support in weekly meetings with the HT, DHT and Attendance Officer. Children/ families where attendance is low without a known reason (e.g. illness in autumn term where attendance has taken a while to recover) were sent a supportive letter from our Attendance Officer in the first instance offering a meeting and any help. In most cases this has improved attendance. Where it hasn't, families have been offered further support and absence has been tracked more closely, e.g. asking for doctor's letters and medical appointment letters where this is given as a reason.

To help raise the attendance of our Gypsy/Roma/Traveller community, we have worked with EMTAS to provide staff CPD and improve our understanding of their culture and how this varies between the different groups and where beliefs are rooted. We have maintained good relationships with our Gypsy/Roma/Traveller families and attendance at our Reading Morning was good for all our children, including all families in this group.

'Cultural Capital' To provide all our children with experiences to enhance their learning.	• All children to go on at least one school trip per academic year. • All disadvantaged children to take part in at least one enrichment opportunity (sport, music, clubs). • Ensure equity of opportunity for children's leadership roles amongst disadvantaged pupils.

15/16 children eligible for Pupil Premium in KS2 either held a position of responsibility or engaged with after school clubs/events in 2025/26. Within this, 13/16 children attended extra-curricular clubs/events, and 6/16 children held positions of responsibility (these are not available for all year groups). All of our Year 6 children held a responsibility and attended the residential trip.

Of our children in EYFS/KS1 eligible for Pupil Premium, 2/8 positions of responsibility or attended an extra-curricular club/event.

All of the children in this group accessed school trips and visitors throughout the year. To support with this where necessary, the school subsidised the amount asked for via voluntary contributions.

When asked about the trips and experiences they had taken part in, the children talked excitedly about various different examples, recounting what had happened and why they liked it.

The children enjoyed being able to touch and explore exhibits. Children also talked about attending netball, football, rounders and athletics clubs, and also enjoying taking part in a basketball tournament.