



Diamond Wood Community Academy

Pupil Premium Strategy

2025 - 2026



This statement details our school’s use of pupil premium (and recovery 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	208 Year 1 and 2 (100 pupils are PP) Based on DfE GIAP October 2025 294 Year Reception to Year 2 (EYPP Autumn 2025 is £2235)
PROPORTION (%) OF PUPIL PREMIUM ELIGIBLE PUPILS	34.54% - From IDSR 2025 – ‘Above Average’
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	2025-2026
DATE THIS STATEMENT WAS PUBLISHED	2.12.2025
DATE ON WHICH IT WILL BE REVIEWED	Termly
STATEMENT AUTHORISED BY	Neil Hopwood
PUPIL PREMIUM LEAD	Becki Price
GOVERNOR / TRUSTEE LEAD	Neil Hopwood

Detail	Amount
Pupil premium funding allocation this academic year	£148,470
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year (PP only)	£148,470

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At Diamond Wood Community Academy, our intention is that all pupils, regardless of their background or the challenges they face, make strong progress and achieve high attainment across all subject areas. Our Pupil Premium strategy focuses on supporting disadvantaged pupils to achieve this goal, including those who are already high attainers (DfE Using Pupil Premium Guidance, 2025).

We recognise the specific challenges faced by our disadvantaged pupils, including limited communication and language skills, poor attendance, cultural and linguistic barriers, limited parental engagement, restricted life experiences, and health deprivation (Best Start in Life; Using Pupil Premium). We also consider the needs of vulnerable pupils, such as those with SEND and those with social workers, ensuring our approach supports all pupils equitably (DfE Using Pupil Premium Guidance).

High-quality teaching is at the heart of our strategy. We focus on areas where disadvantaged pupils require the most support, as this has the greatest impact on closing the attainment gap while benefiting all pupils (EEF Guide to Pupil Premium). Our approach is rooted in robust diagnostic assessment and is responsive to the individual needs of pupils rather than assumptions about disadvantage (DfE Using Pupil Premium Guidance).

Our strategy is informed by the EEF's three-tiered approach:

- **Teaching:** We prioritise high-quality teaching of language, reading, phonics, and maths, ensuring staff have the skills and knowledge to meet the needs of disadvantaged pupils (Best Start in Life; DfE Reading Framework; EEF Improving Literacy in KS1).
- **Targeted Academic Support:** We provide timely, evidence-based interventions such as tutoring and oral language programmes to accelerate progress for pupils who need it most (Using Pupil Premium; Tutoring Guidance; EEF Promising Programmes).
- **Wider Strategies:** We address non-academic barriers including attendance, parental engagement, wellbeing, and cultural factors that impact learning (Using Pupil Premium; Working Together to Improve School Attendance; EEF Attendance Toolkit).

To ensure effectiveness, we will:

- Challenge disadvantaged pupils with high expectations and rigorous work (DfE Using Pupil Premium Guidance).
- Act early to intervene at the point of identified need using robust assessment (DfE Using Pupil Premium Guidance).
- Adopt a whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve (EEF Guide to Pupil Premium).

Our intended outcomes include improved oracy, phonics attainment, reading fluency, spelling and grammar, attendance, and wellbeing for disadvantaged pupils. We are committed to ensuring that non-disadvantaged pupils' progress is sustained and improved alongside their peers (DfE Using Pupil Premium Guidance).

CHALLENGES	
(This details the key challenges to achievement that we have identified among our disadvantaged pupils.)	
Challenge Number	Detail of Challenge
1	<p>Limited Communication and Language Skills (Early Years and EAL)</p> <p>A high proportion of pupils start school with underdeveloped communication and language skills, contributing to a significant early word gap. This is influenced by inconsistent early years provision take up, irregular nursery attendance, and developmental factors such as prolonged dummy use. The school continues to serve a linguistically diverse community, with 75.6% of pupils identified as EAL in 2025 (well above national), rising from 72.2% in 2024. This significantly exceeds both local and national comparators. Many pupils require intensive language support on entry to access phonics, early reading, writing, and the wider curriculum. Limited early vocabulary remains a key barrier to attainment throughout key stages.</p>
2	<p>Poor attendance and high persistent absenteeism:</p> <p>Attendance remains a persistent barrier. Despite improvement, overall attendance was 93.9% in 2024/25, remaining below the national average of 94.9%. Persistent absenteeism is particularly pronounced among disadvantaged pupils. FSM6 attendance in 2024/25 was 92.6%, in line with national (92.6%) but following a period of significantly lower-than-national attendance in previous years (90.2% in 2023/24 and 88.9% in 2022/23). Barriers to attendance include cultural expectations, health issues, limited engagement with school systems, and socio-economic pressures. Poor attendance contributes to lost learning time, reduced curriculum access, and negatively impacts progress and wellbeing.</p>
3	<p>Limited Parental Engagement, Particularly for EAL Families:</p> <p>Many families have limited English proficiency, impacting their ability to support learning at home and engage confidently with school communication. With EAL pupils forming 75.6% of the school population in 2025, the school’s parental community reflects similar linguistic diversity. Language and cultural barriers reduce confidence in supporting reading, homework routines, and school systems. This affects home-school relationships, pupil consistency, and the capacity for parents to reinforce expectations around attendance, behaviour, and learning.</p>
4	<p>Cultural Barriers Affecting Engagement and Behaviour:</p> <p>Cultural perceptions around education, routines, behaviour norms, and expectations can differ significantly across the school’s diverse community. This affects pupil engagement, parental involvement, and understanding of school expectations. The school context reflects notable levels of deprivation and vulnerability:</p> <ul style="list-style-type: none"> • School pupil base deprivation: Above average (2023–2025) • Location deprivation: Well above average • Children in Need: fluctuating but close to/above average over time <p>These contextual factors contribute to varied expectations of behaviour, attendance, and parental engagement.</p>

CHALLENGES Continued

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

Challenge Number	Detail of Challenge
<p>5</p>	<p>Limited Life Experiences and Enrichment Opportunities: Disadvantaged pupils often have fewer opportunities for enrichment beyond school, limiting their social, emotional, and cultural development. Contributing factors include:</p> <ul style="list-style-type: none"> • Above-average levels of pupil deprivation (2023–2025) • Limited access to positive role models • Increasing exposure to Adverse Childhood Experiences (ACES) in the local area <p>These issues affect resilience, confidence, readiness to learn, and the breadth of experiences pupils bring to their learning. Limited enrichment reduces cultural capital, impacting vocabulary development and writing outcomes.</p>
<p>6</p>	<p>Health-Related Barriers to Learning: Health deprivation is a significant issue within the school’s context. Although SEN support has risen steadily, from 10.9% (2023) to 18.8% in 2025 (above average), there remain unmet health needs not formally recorded or addressed.</p> <p>Frequent absences relate to:</p> <ul style="list-style-type: none"> • Poor dental health • Untreated or recurring illness • Limited engagement with health services • Some families choosing to take their children abroad for medical treatment, resulting in prolonged periods of absence • Cultural understanding of when to seek medical advice <p>There is often no evidence of medical intervention, suggesting that families may face barriers accessing healthcare. These health factors contribute to recurring absence, low attendance, and inconsistent engagement with learning, hindering academic progress and emotional wellbeing.</p>

INTENDED OUTCOMES

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

Intended Outcomes	Success Criteria
<p>Improved oracy, language development and communication for all pupils</p>	<ul style="list-style-type: none"> • Teachers and support staff consistently model and promote higher-order oracy through high-quality back-and-forth talk, use of varied media, and interactive teaching strategies, in line with the DfE Reading Framework. • Pupils confidently engage in discussions around curriculum ‘big questions’ and subject vocabulary, demonstrating growing fluency, accuracy, and confidence in speaking and listening. • Observations, assessments and book scrutiny show measurable improvement in pupils’ spoken language, vocabulary breadth and communication skills, with particular gains for EAL and SLCN pupils. • External Trust reviews and school improvement partner visits validate improved oracy, increased pupil engagement and more effective use of language across the curriculum.
<p>Improved Year 1 Phonics Screening Check outcomes for disadvantaged pupils, reducing the gap with national benchmarks and non-disadvantaged peers</p>	<ul style="list-style-type: none"> • The current 26% gap between disadvantaged (74%) and non-disadvantaged pupils (90%) is significantly reduced. • Disadvantaged pupils move closer to, or exceed, the national average for the Phonics Screening Check. • Read Write Inc. (RWI) is delivered with fidelity, consistency and rigour across the school. • Daily phonics sessions are fast-paced and focused, supported by high-quality group coaching, professional development and peer support. • Pupils at risk of falling behind are identified early and receive timely, daily, evidence-based keep-up and catch-up interventions. • All pupils read fully decodable books matched to their phonics knowledge in school and at home. • Parents access high-quality guidance and online resources to support reading and decoding at home.
<p>Improved reading fluency by the end of KS1, enabling pupils to transition successfully from decoding to comprehension-focused learning</p>	<ul style="list-style-type: none"> • By the end of the Spring term in Year 2, pupils are securely off phonics and ready for comprehension-led reading lessons. • Reading fluency improves so that pupils develop automaticity in word reading, enabling deeper comprehension. • Teaching and tutoring shift from phoneme-level decoding to rapid, accurate word recognition for pupils who have progressed beyond early phonics. • Progress improves from last year’s outcomes (61% off phonics), with targeted support for disadvantaged pupils who were over-represented in the “not yet off phonics” group (42%). • Pupils continue to receive systematic phonics teaching until decoding becomes automatic, supported by regular reading of matched decodable texts. • Reading lessons combine decoding, fluency, vocabulary, comprehension, and reading for pleasure, following EEF and National Curriculum guidance.

INTENDED OUTCOMES - Continued

(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 Outcomes	Success Criteria
<p>Improved spelling and grammar attainment for disadvantaged pupils by the end of KS1</p>	<ul style="list-style-type: none"> • Improved outcomes from the previous year’s GPS results, where 60% of disadvantaged pupils met the expected standard. • Pupils are securely off phonics and able to fully access the RWI Year 2 spelling programme. • Pupils receive explicit, systematic teaching of spelling patterns, common exception words and grammar rules aligned with National Curriculum expectations. • Teaching routinely provides opportunities for pupils to apply grammar and spelling within meaningful writing contexts. • Early identification and targeted intervention support pupils who require additional help, ensuring timely progress. • Improvements are visible in independent writing, pupil workbooks, and termly assessments.
<p>Improved attendance and a significant reduction in persistent absence for disadvantaged (FSM6) pupils, supported by a whole-school culture shift towards high attendance</p>	<ul style="list-style-type: none"> • FSM6 attendance continues to rise, building on recent IDSR improvements (88.9% → 90.2% → 92.6%) and remains at least in line with national averages. • By 2027/28, disadvantaged attendance is above the DfE AIBE minimum of 93%, moving towards 95%+ and closing the gap with national. • Persistent Absence for FSM6 pupils reduces significantly each year and no longer disproportionately affects disadvantaged learners. • A whole-school culture shift is evident, with attendance understood and prioritised by pupils, families, and staff, especially within disadvantaged and EAL communities. • The Head of School, Safeguarding and Inclusion Officer, and the Trust EWO work together to deliver a coherent, early-intervention attendance strategy with strong family support and challenge. • Fewer avoidable absences occur, including a reduction in prolonged overseas medical trips and unexplained absences.
<p>Improved wellbeing for all pupils, particularly disadvantaged pupils</p>	<ul style="list-style-type: none"> • The One Life curriculum is fully embedded, taught consistently, and evidenced through planning, pupil work, and lesson observations. • Pupil, parent and staff voice shows improved confidence, emotional literacy and resilience, particularly for disadvantaged pupils. • A significant reduction in bullying, behaviour incidents and safeguarding concerns over the three-year period. • Increased participation of disadvantaged pupils in enrichment, clubs, leadership roles and wider school opportunities. • Regular monitoring (surveys, wellbeing scales, observations) demonstrates sustained improvements in wellbeing and engagement across the school.

ACTIVITY IN THIS ACADEMIC YEAR

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

TEACHING (for example, CPD, recruitment and retention)		
Budgeted cost:	£ 38,174.92	
Activity	Evidence that supports this approach	Cost and Challenge Areas
<p>Purchase and use high-quality diagnostic assessments to identify learning gaps and inform teaching for disadvantaged pupils.</p> <p>NFER – Year 1 - Maths - Summer Term</p> <p>Insight subscription</p>	<p>Diagnostic assessments help teachers precisely identify misconceptions and barriers, particularly for disadvantaged pupils.</p> <p>EEF – Diagnostic Assessment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/diagnostic-assessment</p>	<p>Cost: Insight - £1,140– NFER - £250</p> <p>Challenges addressed: 1, 2</p>
<p>Embedding high-quality dialogic and language-rich practice.</p> <p>Widgit</p>	<p>Oral language interventions deliver high impact, especially for disadvantaged pupils, EAL learners and those with low language on entry.</p> <p>EEF – Oral Language Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>Widgit £300</p> <p>Challenges addressed: 1, 3, 4, 5</p>
<p>Implementation of DfE-validated SSP programme (Read Write Inc.)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	<p>Cost: Books - £3500 Online Subscription - £545 (O.Owl) (RWI Portal) £990</p> <p>Challenges addressed: 1, 2, 3</p>

TEACHING – Continued		
Activity	Evidence that supports this approach	Cost and Challenge Areas
<p>Leadership Time – Middle Leaders – Released from teaching responsibilities (1 day per week for middle leaders) 1 day per half term for subject leaders)</p>	<p>Strong school leadership improves teaching quality and ensures effective implementation of strategies for disadvantaged pupils.</p> <p>EEF – School Leadership (Evidence Review): https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/school-leadership</p> <p>High-quality professional development, led and monitored by middle and subject leaders, has a strong positive impact on pupil outcomes.</p> <p>EEF – Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>Cost: £5970 – English – £2985 – Maths – £5970 – Subject Release</p> <p>Challenges addressed: 1, 2, 3, 4</p>
<p>RWI Development Days and remote progress consultancy</p>	<p>High-quality professional development has a strong positive impact when focused on improving teaching for disadvantaged pupils.</p> <p>EEF – Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>Cost: £3000</p> <p>Challenges addressed: 1, 2, 3</p>
<p>Training for staff in administering and interpreting assessments (Pupil Progress)</p>	<p>Effective use of assessment enables teachers to adapt instruction and support disadvantaged pupils to keep up.</p> <p>EEF – Diagnostic Assessment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/diagnostic-assessment</p>	<p>Cost: £806</p> <p>Challenges addressed: 1, 2</p>
<p>Implementation and embedding of the One Life PSHE/SEL curriculum</p>	<p>SEL programmes deliver high impact, improving behaviour, wellbeing and academic outcomes for disadvantaged pupils.</p> <p>EEF – Social and Emotional Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>Cost: £1500</p> <p>Challenges addressed: 2,4,5,6</p>
<p>High-quality CPD for teachers and support staff (The Key, Chartered College, Trust CPD)</p>	<p>Improving teaching quality is the most effective strategy for improving outcomes for disadvantaged pupils.</p> <p>EEF – Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>Estimated cost: The Key - £914.92 Support Staff - £2200 T&L - £1000 Teachers - £2000</p> <p>Challenges addressed: 1, 2, 3, 4</p>

TEACHING – Continued

Activity	Activity	Activity
Release time for teachers, subject leaders and senior leaders (monitoring, moderation, curriculum development)	<p>Strong leadership and structured professional collaboration support high-quality teaching and improved outcomes for disadvantaged pupils.</p> <p>EEF – School Leadership (evidence review): https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/school-leadership</p>	<p>Cost: £5104</p> <p>Challenges addressed: 1, 2, 3, 4</p>

TARGETED ACADEMIC SUPPORT

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

Budgeted cost: £67,923

Activity	Evidence that supports this approach	Cost and Challenge Areas
One-to-one and small group tuition for pupils at risk of falling behind (including handwriting intervention and Maths booster sessions)	<p>Targeted tuition is highly effective for disadvantaged pupils when delivered by trained staff and linked to classroom learning.</p> <p>EEF – One-to-one Tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF – Small Group Tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>DfE – Tutoring Guidance: https://www.gov.uk/government/publications/tutoring-guidance-for-schools-and-local-authorities</p>	<p>Cost: 4 hours/day × 2 ETAs × 5 days/week × 38 weeks ≈ 760 hours × £19.30 = £14,475</p> <p>Challenges addressed: 1, 2</p>
Targeted phonics tuition (RWI 1:1 tutoring) for pupils who require additional support	<p>Phonics has high impact, particularly for disadvantaged pupils. Intensive, targeted phonics interventions delivered in short, regular sessions over 12 weeks show the strongest outcomes.</p> <p>EEF – Phonics: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>Cost: 4 hours/day × 2 ETAs × 5 days/week × 38 weeks ≈ 760 hours × £19.30 = £14,475</p> <p>Challenges addressed: 1, 2, 3</p>

TARGETED ACADEMIC SUPPORT - Continued (for example, tutoring, one-to-one support structured interventions)		
Activity	Evidence that supports this approach	Cost and Challenge Areas
<p>Purchase and delivery of language and communication interventions (WellComm; Locala Speech & Language programmes)</p>	<p>Oral language interventions have very high impact (+6 months), particularly for disadvantaged pupils with weak spoken language skills or limited early vocabulary.</p> <p>EEF – Oral Language Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>Cost: 3 hours/day × 1 SEN ETA × 5 days/week × 38 weeks ≈ 570 hours × £19.30 ≈ £11,100 (plus resources already included under teaching) Wellcomm – £204</p> <p>Challenges addressed: 1, 2, 4</p>
<p>Purchase and delivery of Motional – SEMH support intervention</p>	<p>EEF evidence highlights that structured SEL programmes:</p> <ul style="list-style-type: none"> • Improve pupils’ ability to manage emotions and behaviour • Support positive relationships and engagement in learning • Are especially beneficial when targeted at pupils with identified SEMH needs <p>Social and Emotional Learning – Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>Cost: £719</p> <p>Challenges addressed: 1, 4, 5, 6</p>
<p>Educational Psychologist (EP) support – 6 sessions</p>	<p>Targeted specialist assessment and early intervention improve outcomes for disadvantaged pupils with complex needs by ensuring timely, coordinated support and evidence-based strategies.</p> <p>EEF – Special Educational Needs in Mainstream Schools (support for accurate identification & targeted intervention): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>Cost: £3,490</p> <p>Challenges addressed: 4, 6</p>

WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing)		
Budgeted cost:	£98,964	
Activity	Evidence that supports this approach	Cost and Challenge Areas
Whole-staff training on behaviour, anti-bullying and relational practice (One Life, external behaviour consultant, LTS training)	Both universal behaviour approaches and targeted interventions improve learning and safety for disadvantaged pupils. EEF – Behaviour Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	Cost: £1345 – External £750 – One Life additional training Challenges addressed: 2, 4, 6
Implementing DfE’s ‘Working Together to Improve School Attendance’ guidance (training, systems, leadership capacity)	DfE attendance guidance is based on schools that have significantly reduced absence and persistent absence, especially for disadvantaged pupils. DfE – Working Together to Improve School Attendance: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	Estimated cost: <i>£14,621 (1 day per week)</i> Challenges addressed: 2, 3, 4, 6
Attendance rewards	EEF Behaviour Review highlights attendance as a key predictor of attainment; positive reinforcement can support improved routines. EEF – Improving Behaviour in Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	Cost: <i>£1640</i> Challenges addressed: 2
Wild Passport programme (weekly sessions)	Evidence: Research shows Forest School enhances wellbeing, resilience and engagement—beneficial for disadvantaged pupils with social/emotional barriers Cambridge Forest Schools research: https://www.cambridgeforestschoools.co.uk/research	Cost: <i>£5104 (Cover)</i> Challenges addressed: 4, 5, 6

WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing)		
Activity	Evidence that supports this approach	Cost and Challenge Areas
Safeguarding and Inclusion Officer	Whole-school behaviour approaches, early intervention and multi-level support reduce exclusion and improve outcomes for disadvantaged pupils. EEF – Improving Behaviour in Schools (Evidence Review): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	Cost: £36,000 Challenges addressed: 2, 4, 6
Educational trips, enrichment experiences and positive opportunities	Enriching experiences strengthen curriculum access and engagement; disadvantaged pupils benefit most from widening life experiences. Ofsted – <i>The curriculum in successful primary schools</i> (2002)	Cost: £5,250 Challenges addressed: 5
Breakfast Club (staffing and food)	EEF trial found free breakfast provision improves reading, writing and maths (equivalent of +2 months). EEF – Breakfast Clubs: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	Cost: Catering Consumables: £850 Staffing: LM – 5 hours MN – 3.45 hours £8,569 Challenges addressed: 2, 5, 6
Business Support Officer – Attendance (calls, coding, home visits)	Consistent attendance follow-up improves outcomes, particularly for disadvantaged pupils most at risk of PA. Studies link low attendance to reduced attainment, antisocial behaviour and later disadvantage. EEF Review – Attendance & Attainment link: https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/attendance	Estimated Cost: £8340 (7.5 hours) Challenges addressed: 2, 3, 6
Trust EWO (attendance and family support)	Targeted attendance intervention is most effective when multi-agency and focused on disadvantaged pupils. EEF Review – Attendance: https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/attendance	Estimated cost: £1654 Challenges addressed: 2, 3, 6

WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing)		
Activity	Evidence that supports this approach	Cost and Challenge Areas
Digital systems: Arbor attendance, CPOMS safeguarding, online licenses	EEF – Digital Technology: Effective when used for diagnosis, feedback and targeted intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/digital-technology	Cost: Cpoms - £963 Arbor - £1558 Challenges addressed: 2, 6
Mobile phone and contract – linked to attendance	Improved communication with families—particularly those facing disadvantage—supports early intervention, rapid follow-up and stronger relationships, all of which are highlighted as effective strategies in improving attendance. DfE – Working Together to Improve School Attendance: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	Cost: £231 Challenges addressed: 2, 3
Pupil Leadership Team/ Eco Council resources	Providing structured leadership roles builds confidence, belonging and aspiration, helping disadvantaged pupils develop social, emotional and cultural capital. Encouraging responsibility can improve behaviour and engagement. EEF – Improving Behaviour in Schools (Evidence Review) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	Estimated cost: £500 Challenges addressed: 4, 5
New Starter Reception Packs (jumper, book bag, water bottle)	Reducing financial barriers supports participation, belonging and readiness to learn. (Aligned to DfE Pupil Premium guidance.)	Estimated cost: £315 Challenges addressed: 1, 5
Translators / Bilingual staff overtime for parental engagement	EEF – Parental Engagement: Communication tailored to families improves engagement for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	Cost: £800 Challenges addressed: 3, 4

WIDER STRATEGIES
(for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Cost and Challenge Areas
Curriculum Club – extended school day (resources)	EEF – Homework and Extending School Time show benefits when linked to targeted support and structured learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	Estimated cost: £250 Challenges addressed: 1, 5
Additional technology as don't have access at home. I pads/ Laptops – used weekly for golden time/ curriculum club	Access to technology reduces digital poverty, enables home learning, and ensures disadvantaged pupils can access high-quality online resources. EEF notes digital tools are effective when supporting feedback, structured tasks and inclusion. EEF – Digital Technology https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/digital-technology	Cost: £7124 Challenges addressed: 3, 5
In Harmony Music Company	Participation in high-quality music programmes improves wellbeing, engagement and social development, with particular benefits for disadvantaged pupils. EEF – Arts Participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	Cost: £800 Challenges addressed: 5
School Nurse	Access to school-based health support improves attendance, wellbeing and engagement in learning for disadvantaged pupils by addressing health-related barriers early. EEF – Special Educational Needs in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	Cost: £2300 Challenges addressed: 6

TOTAL BUDGETED COST:	£205,061.92
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PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

**Pupil Premium Strategy Outcomes for
2025-2026**

**(Will be reviewed and completed in July
2026)**

1. Improved oracy, language development and communication for all pupils.
2. Improved Year 1 Phonics Screening Check outcomes for disadvantaged pupils, reducing the gap with national benchmarks and non-disadvantaged peers.
3. Improved reading fluency by the end of KS1, enabling pupils to transition successfully from decoding to comprehension-focused learning.
4. Improved spelling and grammar attainment for disadvantaged pupils by the end of KS1.
5. Improved attendance and a significant reduction in persistent absence for disadvantaged (FSM6) pupils, supported by a whole-school culture shift towards high attendance.
6. Improved wellbeing for all pupils, particularly disadvantaged pupils

EXTERNALLY PROVIDED PROGRAMMES

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read, Write Inc Phonics	Read, Write Inc
NFER	NFER Testing
White Rose Maths	White Rose Education
One Life	Kelly Wood Consultancy
Speech and Language Programmes	Locala
Wellcomm	GL Assessment
Motional	Motional