

Pupil premium strategy statement – Violet Way Academy

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	252
Proportion (%) of pupil premium eligible pupils	
9	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Maria Hamlin
Pupil premium lead	Rebecca Harris
Governor / Trustee lead	Holly Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,320
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Violet Way Academy, we are committed to ensuring that every child, regardless of their background or circumstances, enjoys their time at school, makes strong progress, and achieves high standards across the curriculum.

We use our Pupil Premium funding strategically to remove barriers to learning and close the attainment gap between disadvantaged pupils and their peers. This funding is vital in helping us create an inclusive, equitable learning environment where all children can thrive.

Our Pupil Premium Strategy focuses on supporting disadvantaged pupils—including those who are high attaining—by addressing both common and individual challenges. We also consider the needs of other vulnerable groups, ensuring that support is based on identified needs rather than assumptions.

We believe every child should experience a rich, holistic curriculum that promotes academic excellence, personal development, and a love of lifelong learning. Enrichment opportunities and memorable experiences are central to our offer, helping to build cultural capital and broaden horizons.

High-quality teaching is at the heart of our approach, particularly in areas where disadvantaged pupils require the most support, such as social and emotional development. This benefits all pupils and supports our ethos of “inspiring all to excellence.”

Our strategy is aligned with the Department for Education’s three-tiered **menu of approaches**:

- **High-quality teaching**
- **Targeted academic support**
- **Wider strategies**, including social, emotional, and mental health support

We are committed to developing staff through high-quality professional development to ensure that quality-first teaching is consistently delivered across the school.

Our approach is rooted in **robust diagnostic assessment**, not assumptions, enabling us to identify and respond to pupils’ specific needs. We are developing rigorous systems to track progress and evaluate the impact of our interventions, ensuring that support is timely and effective.

We expect all staff to take collective responsibility for the outcomes of disadvantaged pupils. We are raising expectations of what these children can achieve and ensuring they are consistently challenged and supported to reach their full potential.

Our curriculum and wider provision are underpinned by a strong focus on emotional well-being, equipping children with the resilience and emotional literacy they need to access learning and succeed.

This strategy will be reviewed regularly and published in full on our website using the DfE's required template by 31 December 2025.

Challenges

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

Challenge number	Detail of challenge												
1	<p>Improve Academic Attainment To raise attainment of PP children particularly in reading, writing and maths-</p> <p>Pupil Premium End-of-Year Teacher Assessment-</p> <table border="1" data-bbox="363 1267 1406 1644"> <thead> <tr> <th data-bbox="370 1267 625 1350"><u>Class</u></th> <th data-bbox="632 1267 887 1350"><u>Reading</u></th> <th data-bbox="893 1267 1149 1350"><u>Writing</u></th> <th data-bbox="1155 1267 1398 1350"><u>Maths</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="370 1359 625 1442">Year 1 (2024)(14)</td> <td data-bbox="632 1359 887 1442">47%</td> <td data-bbox="893 1359 1149 1442">39%</td> <td data-bbox="1155 1359 1398 1442">43%</td> </tr> <tr> <td data-bbox="370 1451 625 1644">Year 1 (2025)</td> <td data-bbox="632 1451 887 1644">85.7%</td> <td data-bbox="893 1451 1149 1644">71.4%</td> <td data-bbox="1155 1451 1398 1644">85.7%</td> </tr> </tbody> </table> <p>Phonics results- 2025-</p>	<u>Class</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	Year 1 (2024)(14)	47%	39%	43%	Year 1 (2025)	85.7%	71.4%	85.7%
<u>Class</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>										
Year 1 (2024)(14)	47%	39%	43%										
Year 1 (2025)	85.7%	71.4%	85.7%										

Non-PP slightly outperformed PP by 2.8%, but PP were above the National Average.

Phonics Progress Data:

	Busy Bees	Dragonflies	Ladybirds	Whole Cohort
Sep 24	50%	48%	47%	48%
Dec 24	45%	38%	43%	42%
Mar 25	70%	68%	72%	70%
Actual	78%	79%	76%	78%

Pupil Premium Phonics Progress Data:

	Busy Bees		Dragonflies		Ladybirds		Whole Cohort	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Sep 24	25%	54%	-	-	50%	46%	38%	50%
Dec 24	33%	46%	0%	40%	50%	42%	28%	43%
Mar 25	33%	75%	-	-	100%	68%	67%	72%
June 24	66%	79%	0%	83%	100%	72%	55%	78%

Year 2- phonics resit-

	Kestrels		Owls		Woodpeckers		Whole Resit Group	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Oct 24	1/2 50%	5/9 56%	1/2 50%	4/6 67%	1/2 50%	1/5 20%	3/6 50%	10/20 50%
Dec 24	0/2 0%	5/9 56%	0/1 0%	4/6 67%	0/2 0%	2/5 40%	0/5 0%	11/20 55%
Mar 25	1/2 50%	6/9 67%	1/2 50%	4/6 67%	1/2 50%	1/5 20%	3/6 50%	11/20 55%
Actual	1/2 50%	7/9 78%	1/2 50%	4/6 67%	2/2 100%	3/5 60%	4/6 67%	14/20 70%

At Violet Way Academy, we are pleased to report continued improvement in outcomes for disadvantaged pupils in both English and mathematics. Internal tracking and assessment data show that attainment and progress are increasing, particularly in early reading and number fluency. This improvement is underpinned by the consistent implementation of high-quality, evidence-based interventions.

In English, the **Little Wandle Daily Keep-Up programme** has been used with precision to support pupils at risk of falling behind in phonics. These targeted sessions are delivered by trained staff and are closely aligned with our phonics teaching, ensuring that gaps are addressed swiftly and effectively.

	<p>In mathematics, structured interventions have been introduced to consolidate key concepts and address misconceptions. These are delivered in small groups or one-to-one, depending on need, and are informed by diagnostic assessment.</p> <p>It is important to note that the Year 1 cohort had a smaller proportion of pupil premium - higher-attaining pupils compared to previous years. Despite this, the overall trend in progress remains positive, and the attainment gap between disadvantaged pupils and their peers continues to narrow.</p> <p>Our approach remains responsive to cohort-specific needs, ensuring that all pupils—regardless of starting point—are supported to achieve their full potential.</p>
2	<p>A key challenge for our disadvantaged pupils is ensuring they are emotionally ready to learn and feel safe within the school environment. For many, unmet social and emotional needs can act as a significant barrier to accessing the curriculum and making sustained academic progress.</p> <p>At Violet Way Academy, we are committed to creating a nurturing and emotionally supportive environment. We recognise that emotional security is a prerequisite for effective learning, and we prioritise the development of pupils’ social and emotional well-being as part of our Pupil Premium strategy.</p> <p>To address this challenge, we provide access to high-impact, targeted SEMH support that is tailored to individual needs rather than generic provision. This includes:</p> <ul style="list-style-type: none"> • Wave 1 universal support through high-quality teaching and a strong Personal, Social and Emotional Development (PSED) curriculum. • Targeted interventions such as HOPE mentoring and ELSA (Emotional Literacy Support Assistant) sessions, where appropriate, following careful monitoring and assessment. • Ongoing review and tracking of pupils’ emotional development to identify next steps and ensure timely, responsive support. <p>Once pupils feel emotionally safe and supported, we see a direct positive impact on their engagement, behaviour, and academic outcomes—particularly in relation to priorities 1, 3 and 4 of our strategy. PSED is</p>

	<p>not only valued but used diagnostically to inform planning and intervention.</p> <p>This challenge remains a central focus of our strategy, as we continue to embed a whole-school approach to emotional well-being that benefits all pupils, while ensuring that disadvantaged children receive the bespoke support they need to thrive.</p>
3	<p>Increase attendance and punctuality</p> <p>A key challenge for our disadvantaged pupils is maintaining consistent attendance and reducing the risk of persistent absence. Regular attendance is essential for academic success, emotional well-being, and full engagement in school life.</p> <p>At Violet Way Academy, we are proud that our Pupil Premium attendance for the current academic year stands at 91.18%, significantly above the national average of 79.3% for disadvantaged pupils. While this reflects the impact of our proactive attendance strategies, we remain focused on further reducing the percentage of pupils who are persistently absent.</p> <p>Our approach includes:</p> <ul style="list-style-type: none"> • Early identification and intervention for pupils at risk of falling below 90% attendance. • Close monitoring of attendance data, with regular reviews and follow-up actions. • Strong pastoral support and family engagement to address barriers to attendance. • Collaboration with external agencies where appropriate to support families in need. <p>We recognise that improving attendance is a continuous process and are committed to sustaining and building on this progress to ensure all pupils, particularly those eligible for Pupil Premium, are in school, ready to learn, and able to thrive.</p>
4	<p>Increase engagement</p> <p>A key challenge is to ensure that all Pupil Premium pupils are fully engaged in the wider life of the school, including enrichment activities, clubs and extended learning opportunities. Participation in these experiences plays a vital role in developing confidence, social skills and a</p>

	<p>sense of belonging—factors that directly contribute to improved well-being and academic outcomes.</p> <p>At Violet Way Academy, we are committed to increasing the uptake of enrichment opportunities among disadvantaged pupils. This year, we have seen strong participation in established clubs such as karate, dance and gymnastics, and we are continuing to promote access and inclusion in these areas.</p> <p>To further broaden engagement, we are actively tracking and encouraging participation in a range of newly introduced clubs, including:</p> <ul style="list-style-type: none"> • Christmas Craft • Choir and Christmas Songs • Multisport • Gardening • Languages Club • Computing Club <p>These clubs are designed to appeal to a wide range of interests and talents, and we are monitoring attendance and engagement closely to ensure that Pupil Premium pupils are well-represented and supported to take part.</p> <p>Our aim is to remove barriers to participation—whether financial, logistical or emotional—and to ensure that every child has access to enriching experiences that enhance their personal development and enjoyment of school life.</p>
5	<p>A key challenge is ensuring all staff are equipped to deliver high-quality teaching and targeted support for disadvantaged pupils. This year, CPD has focused on HOPE training, Restorative Practice (Virtual School), and regular review of vulnerable groups through:</p> <ul style="list-style-type: none"> • Half-termly staff meetings • Fortnightly inclusion and attendance meetings with clear actions • Regular discussion of Pupil Premium in year group meetings, pupil progress reviews, and performance management <p>This ensures staff are confident in using assessment for learning (AfL), identifying need and adapting teaching to enable all pupils to achieve their best.</p>

Intended outcomes

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

Intended outcome	Success criteria
For reading, writing and maths: by the end of the academic year we aim for pupil premium children to have narrowed the previous gap in learning	Moderation, assessments
Increase emotional resilience and positivity to school and learning	Inclusion team- fortnightly meetings and coaching to have impact. Behaviour logs, HOPE, ELSA, surveys, pupil conferencing
For pupil premium pupils to achieve an attendance rate of 96%	Attendance will increase and be monitored, parents struggling will be put on a supportive plan, persistent absences will be supported and the gap narrowed. Strategic fortnightly meetings- plans that support in place.
For all pupil premium pupils to have access to extra-curricular activities for free, and to support where needed in trips and activities	List of participation of pupil premium pupils engaging in extra- curricular, percentage increased

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Attainment</u> StepLab used to incrementally coach teachers and teaching assistants. Additional phonics support targeted at disadvantaged pupils who require further phonics	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1

<p>support with CPD for staff delivering this through the Little Wandle portal.</p> <p>Supporting staff training to improve listening, narrative and vocabulary skills for pupils who have relatively low spoken language skills.</p> <p>Wellcomm.</p> <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills. Wellcom</p> <p>Jigsaw Maths to support Reception focus.</p> <p>OTTO handwriting intervention purchased.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p><u>SEMH</u></p> <p>Restorative CPD training by Virtual School- whole school and targeted HT training- completing 2025</p>	<p>There is evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	2
<p><u>Attendance</u> - targeted county support for school to enable clear accountability</p>	<p>Improving attendance, regular county meeting to support attendance, support plans targeted to help. Termly</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
<p><u>Engagement</u></p> <p>Staff to run sessions</p>	<p>Parental engagement EEF</p>	4

<p>throughout the year- increased significantly</p> <p>Free access/discounted to school clubs paid for</p> <p>Free/discounted access to trips</p> <p>Coffee mornings started monthly</p>	<p>Engagement from both Ofsted and EEF is shown to impact when parents feel supported,</p>	
<p><u>CPD</u></p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle</p> <p>Purchase OTTO</p> <p>Purchase Jigsaw in Reception</p>	<p>EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.</p> <p>Policy has been reviewed in line with EEF evidence and teachers will be supported to develop their feedback through CPD</p>	5

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

Budgeted cost: £ 5,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attainment</u></p> <p>Supporting staff training to improve listening, narrative and vocabulary skills for pupils who have relatively low spoken language skills</p> <p>Wellcomm</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Develop teaching techniques that ensure long term retention of knowledge and fluency of skills through a</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is</p>	1

<p>planned programme of CPD (including incremental coaching) with a focus on activating prior knowledge, considering cognitive load and possible misconceptions, effective instruction and questioning.</p> <p>School-funded teacher training and release time.</p> <p>Additional phonics support, targeted at disadvantaged pupils who require further phonics support</p> <p>Keep up, not catch up</p> <p>Jigsaw Maths Reception project</p>	<p>supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reception Jigsaw - trial EEF</p>	
<p><u>SEMH</u></p> <p>Social and emotional support programmes, such as nurture provision, HOPE and ELSA will be implemented for identified pupils, supported by professional development and training for staff.</p>	<p>HOPE and ELSA</p> <p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing and better achievement. Behaviour interventions EEF</p>	2
<p><u>Attendance</u></p> <p>Use of FFT Attendance Tracker and developing the Office Manager in her role as Attendance Champion to improve attendance and readiness to learn for the most disadvantaged pupils.</p> <p>This will involve training and release time for staff to develop and implement support plans and procedures.</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice and school policy.</p>	3

Enrichment activities - linked to Fridays - to support attendance.		
<u>CPD</u> HOPE and ELSA Costing to support official training Phonics- Little Wandle Kapow training OTTO Jigsaw	Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing and better achievement.	5

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attainment	Phonics EEF	1
SEMH Social and emotional support programmes, such as nurture provision, HOPE and ELSA will be implemented for identified pupils, supported by professional development and training for staff. HOPE and ELSA training. Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. VWA well-being approach developed using information and guidance from SMHL training and Trust SMHL Forum.	There is evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	2,5

<p>Attendance</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing Attendance/Support Officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p>	<p>3</p>
<p>Engagement</p> <p>Ensuring disadvantaged pupils have access to high-quality extra curricular activities to boost health, well-being and attendance.</p> <p>Funding extra-curricular activities (after school and lunchtimes) through Pupil Premium (and Sports Premium) as appropriate.</p> <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing and better achievement.</p> <p>HT briefing layoutvFINALvii.pdf (publishing.service.gov.uk)</p>	<p>4</p>

Total budgeted cost: £50,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

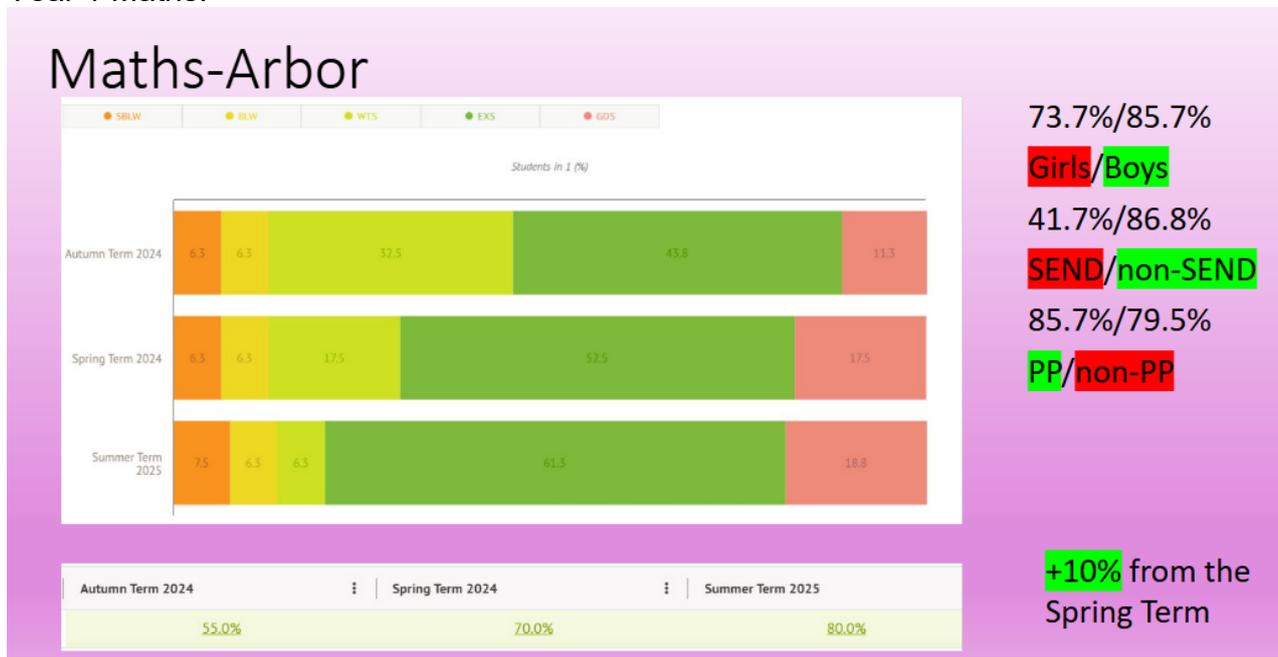
2024-2025

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Reception GLD

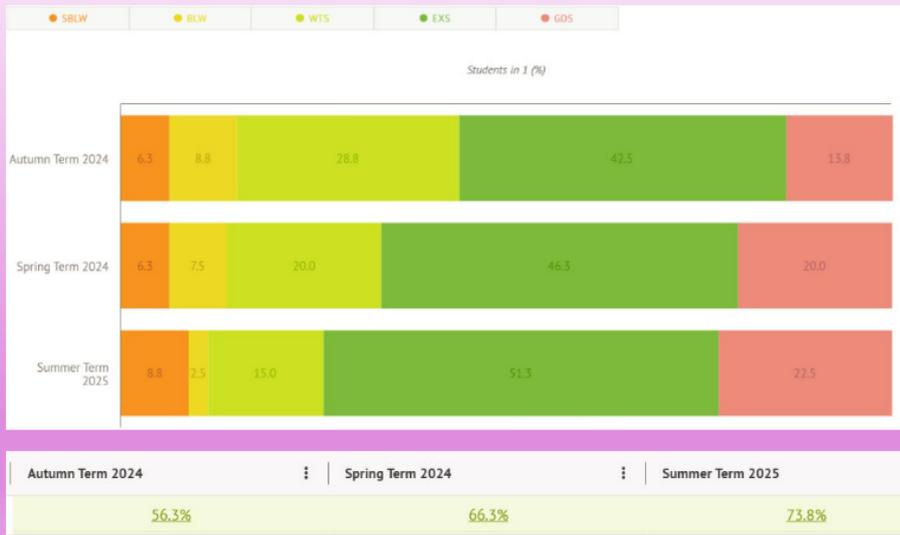


Year 1 Maths:



Year 1 Reading

Reading- Arbor



81.6%/66.7%

Girls/Boys

41.7%/79.4%

SEND/non-SEND

85.7%/72.6%

PP/non-PP

+7.5% from the Spring Term

Year 1 phonics screening:

Phonics screening – Internal Data

- Analysis by lead- [Year 1 Phonics Progress Tracker 2024-2025.docx](#)

Phonics Progress Data:

	Busy Bees	Dragonflies	Ladybirds	Whole Cohort
Sep 24	50%	48%	47%	48%
Dec 24	45%	38%	43%	42%
Mar 25	70%	68%	72%	70%
Actual	78%	79%	76%	78%

+8% from March test point and **+30%** from September on entry test point.

Pupil Premium Phonics Progress Data:

	Busy Bees		Dragonflies		Ladybirds		Whole Cohort	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Sep 24	25%	54%	-	-	50%	46%	38%	50%
Dec 24	33%	46%	0%	40%	50%	42%	28%	43%
Mar 25	33%	75%	-	-	100%	68%	67%	72%
June 24	66%	79%	0%	83%	100%	72%	55%	78%

Year 1 writing

Writing- Arbor



76.3%/66.7%
Girls/Boys

25%/79.4%
SEND/non-SEND

71.4%/71.2%
PP/non-PP

+6.3% from the Spring Term

Year 2 2025

Year 2

57.8%/56.1%

Girls/Boys

22.2%/66.2%

SEND/non-SEND

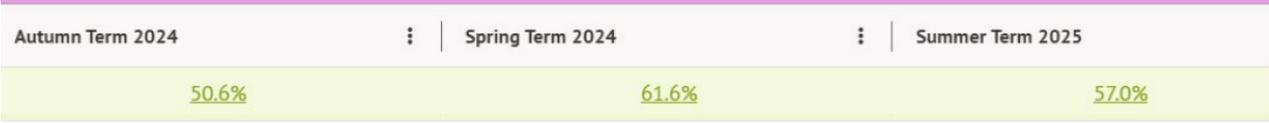
50%/58.1%

PP/non-PP

Context

- 13 pupils PP
- 13 pupils EAL
- 17 SEND
- 41/45 Boys/Girls

Combined ARE+



-4.6% from the Spring Term
+6.4% from the Autumn Term

Year 2 maths

Maths-Arbor



64.4%/87.8%

Girls/Boys

50%/82.4%

SEND/non-SEND

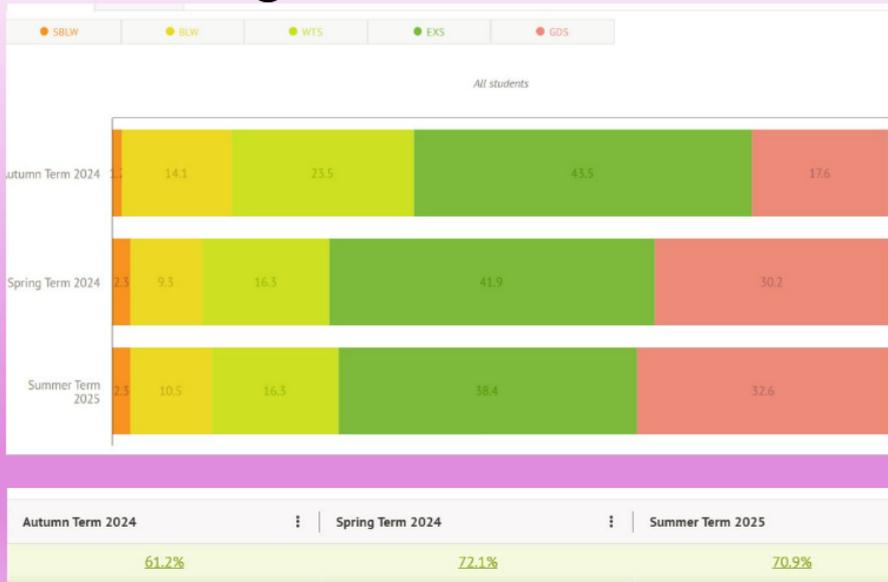
66.7%/77%

PP/non-PP

-4.6% from the Spring Term

Year 2

Reading- Arbor



73.3%/68.3%

Girls/Boys

22.2%/83.8%

SEND/non-SEND

50%/74.3%

PP/non-PP

-1.2% from the Spring Term

Year 2 phonics re-test

Pupil Premium Phonics Retest Data:

	Kestrels		Owls		Woodpeckers		Whole Resit Group	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Oct 24	1/2 50%	5/9 56%	1/2 50%	4/6 67%	1/2 50%	1/5 20%	3/6 50%	10/20 50%
Dec 24	0/2 0%	5/9 56%	0/1 0%	4/6 67%	0/2 0%	2/5 40%	0/5 0%	11/20 55%
Mar 25	1/2 50%	6/9 67%	1/2 50%	4/6 67%	1/2 50%	1/5 20%	3/6 50%	11/20 55%
Actual	1/2 50%	7/9 78%	1/2 50%	4/6 67%	2/2 100%	3/5 60%	4/6 67%	14/20 70%

Year 2 Writing



Based on all the information above, the performance of our disadvantaged pupils [exceeded/met/did not meet] expectations, and we are at present [on course/not on course] to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that [school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year]. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Maths

- **Targeted Implementation of the Jigsaw Programme:** Ensure disadvantaged pupils receive priority access to small-group interventions within the Jigsaw framework to strengthen conceptual understanding.
- **Analysis of Continuous Provision in EYFS:** Review and adapt provision to guarantee that Pupil Premium children have equitable opportunities to develop early mathematical skills. Additional scaffolding and adult-led activities will be introduced where gaps are identified.

Phonics

- **Acceleration of Little Wandle SEND Programme:** Focus on disadvantaged pupils in Years 1 and 2 to close phonics gaps rapidly. Regular progress checks will identify those at risk of falling behind, with immediate intervention.
- **Ongoing CPD:** Prioritise training for staff working with Pupil Premium children, especially those new to the school or moving year groups, to ensure consistent, high-quality delivery.

Writing

- **Enhanced Support from English Lead:** Joint observations and intensified book monitoring will specifically track progress of disadvantaged pupils, raising expectations and outcomes.
- **New Writing Curriculum:** Fully embedded by September, with additional KS1 PPA support focused on strategies for accelerating progress among Pupil Premium children.
- **Writing Framework:** Used as a tool for self-evaluation and targeted support, ensuring disadvantaged pupils are consistently monitored and challenged.

Handwriting

- **Development of OTTO Programme in Year 1:** Disadvantaged pupils will be a priority group for early handwriting intervention, supported through the AIP focus.
- **EYFS Initiatives:** New handwriting strategies will include targeted fine motor activities for Pupil Premium children, tracked rigorously by the EYFS Lead to ensure early skill development.

Attendance

At the end of 2024-2025, attendance for all pupils was 91.8%. There was a gap between the attendance percentage of PP pupils compared to non-PP pupils

This is an improving picture.

However, we recognise that there is still a small gap between PP and non-PP attendance, and an increasing persistent absence in the current year. This is why raising the attendance of our disadvantaged pupils continues to be a focus of our current plan.

Wellbeing and engagement

Pupil Premium funding supported access to extra-curricular opportunities, with 92% of eligible pupils participating in at least one club during 2024-25. In Year 2, all 11 pupils attended between 1 and 5 clubs; in Year 1, 12 of 14 pupils took part in at least one club. To increase engagement and choice, we expanded our offer to include Multisport, Craft, Gardening, Choir, Football, Karate, Languages Club and Dance.

Our whole-school wellbeing strategy continues to support all pupils, including those eligible for Pupil Premium. Phonics remains a key focus, with targeted interventions aligned to Little Wandle ensuring a “keep-up, not catch-up” approach.

Staff development in questioning and feedback—through coaching, policy development and learning walks—has improved classroom practice. PiRA assessments have enhanced formative assessment, helping teachers identify and address gaps. In EYFS, a focus on high-quality interactions and continuous provision has sustained strong outcomes.

Although overall attainment improved, phonics and reading remain priorities. Our strategy and budget have been reviewed and refined to reflect these ongoing needs. Further details on planning, implementation, and evaluation are provided below.

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
Reception Jigsaw trial	EEF
OTTO handwriting intervention	Through the EEF

Further information (optional)

Additional activity

Our pupil premium strategy was supplemented by additional activity that is not being funded by pupil premium or recovery premium. That included:

- carefully planning and supporting transitions to help foster curriculum continuity and ensuring plans are in place to address pastoral needs and academic support [EEF-School-Transitions-Tool.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/media/1000/EEF-School-Transitions-Tool.pdf)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.