# Pupil Premium Strategy Template
# Overdale Junior School

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 | 486 |
| Proportion (%) of pupil premium eligible pupils | 77<br>**15%** |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2023-2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | T. Cross<br>Head of School |
| Pupil premium lead | T. Cross |
| Governor / Trustee lead | T. Smith<br>(Chair of Govs) |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £102743 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £22139 |
| Total budget for this academic year<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £132, 265 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Overdale Junior School, our Pupil Premium strategy is designed to eradicate the attainment and progress gap between our pupil premium children and their non-pupil premium counterparts. We recognise that this goal will take time; therefore, we are committed to this aim and ensuring that our strategies are research-based and sustainable.

**This document outlines year 3 in our 3-year plan.**

For many years, as reflected in last year's report, our unwavering intention has been to ensure that every pupil (regardless of background or the challenges they may face) makes excellent progress, receives consistently high-quality teaching, and achieves strong outcomes across all subject areas. This includes ensuring that pupils who are already high attainers continue to be challenged and supported to excel.

A central element of our strategy is to guarantee that all pupils eligible for the Pupil Premium have access to a rich range of opportunities that broaden their experiences and raise their aspirations. These opportunities are closely aligned with our whole-school curriculum intent and are further enhanced through a variety of extra-curricular activities.

This Pupil Premium Strategy sets out how we support pupils who are considered disadvantaged and how we work collaboratively with families to secure the best possible outcomes. Our focus remains firmly on improving attainment and progress in Reading, Writing, and Mathematics. We aim to achieve this through a whole-school commitment to Quality First Teaching, underpinned by evidence-informed approaches tailored to the needs of disadvantaged pupils. We place particular emphasis on language development, vocabulary acquisition, and reading, with the clear expectation that this will positively influence the progress and attainment of disadvantaged pupils and their peers.

At Overdale Junior School, we also recognise the additional challenges faced by vulnerable pupils, including those with a social worker. We implement targeted strategies to reduce barriers to learning and ensure equitable access to high-quality education. The actions outlined in this statement are designed to support these pupils effectively, whether or not they are classified as disadvantaged.

High-quality teaching remains the cornerstone of our approach. We invest in robust, ongoing professional development for staff so they are equipped to enable all pupils, particularly those who are disadvantaged—to achieve their full potential. Our CPD programme is deliberately focused on raising expectations and strengthening practice in the areas where disadvantaged pupils require the greatest support. This approach has the most significant impact on closing the attainment gap while also benefiting non-disadvantaged pupils.

Key principles:

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We ensure that teaching and learning opportunities meet the needs of all the pupils through prioritising high quality CPD for our staff
- We provide appropriate provisions for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We also recognise that not all pupils who are socially disadvantaged are registered for 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.
- Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions or support at one time.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure the attendance of disadvantaged pupils is *at least* in line with National Average
- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
  Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Gaps in knowledge across the curriculum remain evident amongst pupils who are considered disadvantaged, although the difference is continuing to diminish. This challenge has been clearly identified through assessments, data, observations, and discussions with pupils and staff, and it remains central to our ongoing strategy.<br><br>As we move into year 3 of our three year strategy, it continues to be essential that we address these gaps. Although significant progress was made last year, we recognise that the effects of the COVID pandemic are still influencing pupils learning and development. Our focus this year is to build on the strong foundations established in year 1 by implementing targeted interventions and providing carefully planned support to reduce these gaps in knowledge.<br><br>By maintaining a clear emphasis on tailored support and effective teaching approaches, as well as a whole-school focus on curriculum refine and review, we aim to strengthen the educational outcomes of our disadvantaged pupils and ensure that they are able to achieve their full potential.<br>**High standards of evidence informed, whole-class, bespoke and targeted Quality First Teaching is ever more necessary in every classroom.** |
| 2 | There continues to be a high level of SEMH need within the school. A significant proportion of our children have experienced considerable challenges, and the effects of these remain evident across the school. The social, emotional, mental health and overall well being of many pupils, particularly those who are disadvantaged, continues to be a concern. This ongoing challenge has been highlighted through assessments, observations and discussions with children and families, and is further reflected in national studies.<br><br>As we move in to the third year of our three year strategy, addressing these impacts remains a central priority; we have introduced a new element this this strategy which is the inclusion of our new "Resilience Hub", an approached designed to help children to build upon their resilience, support regulation and equip those that need them most with the skills necessary to engage fully with their learning through a tailored pastoral approach.<br>Our strategy for this year builds on the foundations established previously, with a clear focus on strengthening support for pupils recovery and development and ensuring that their needs are met in a thorough and effective way.<br>**Highly effective Pastoral support is ever more necessary, in particular for those children and families who are considered as disadvantaged.** |
| 3 | There has been a noticeable decrease in pupils taking part in wider enrichment opportunities beyond the school day, and this continues to be an important area of focus for us. Our assessments, contact with families during and after school closures, |

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| | observations and discussions with pupils have shown that increasing access to enrichment will strengthen cultural capital and broaden the range of experiences available to our children. We also recognise that widening these opportunities will support pupils social and emotional development, particularly for those who are disadvantaged.<br><br>Addressing this area gives us a valuable opportunity to ensure that all pupils, especially those who are disadvantaged, can benefit from enrichment activities that contribute to their wider growth and development. This year, we will continue to build on the progress made previously, with a clear intention to expand access to enrichment and further strengthen the social and emotional well being of our pupils.<br>**A rich and varied programme of enrichment opportunities is ever more necessary, in particular those who are disadvantaged.** |
| 4 | Attendance for pupils who are considered disadvantaged continues to be below that of their non disadvantaged peers, and a proportion of these pupils are still classed as persistently absent. As we move into year 2 of our three year strategy, it is evident that the wider effects of the COVID 19 pandemic continue to shape attendance patterns. Improving attendance remains essential to ensuring that every pupil has full access to education and the opportunities it provides.<br><br>This year, we will continue to build on the strategies introduced previously, with a clear focus on targeted interventions and strengthened support systems to improve attendance for disadvantaged pupils. By maintaining a consistent and proactive approach to monitoring and intervention, we aim to reduce the attendance gap and further enhance the overall educational experience for these pupils.<br><br>**Strengthened Attendance procedures with closer tracking and communication is required for all pupils with attendance challenges, but in particular for those who are disadvantaged.** |

## 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 |
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| Effective, evidence informed, bespoke Quality First Teaching to be planned for and implemented across all lessons. | • QFT to be driven by considering a clear lesson structure (both individual lessons and sequences of lessons over time) based upon research informed practice – as informed by Rosenshein's principles of instruction.<br>• Clear understanding and continued guidance and training around teaching pedagogies as informed by the school's 'Core 10', enabling all teaching staff to confidently and competently deliver QFT, leading to best outcomes for pupils.<br>• Fortnightly coaching sessions designed around the core 10 and targeted specifically towards individuals and their individual practice using 'step labs'.<br>• Weekly drop ins will provide evidence of QFT in every classroom.<br>• Step Lab software and progress logs will demonstrate progress towards 'expert' teaching resulting in improved outcomes for our most disadvantaged pupils.<br>• Secure knowledge base for all students, including disadvantaged students in all areas of the curriculum.<br>• Assessments and observations indicate significantly improved ability to demonstrate knowledge and understanding in all curriculum areas, among disadvantaged pupils. |
| An increase in the proportion of disadvantaged pupils achieving the expected standard or above in Reading. | • Clear understanding and continued guidance and training around the teaching of reading to ensure all teaching staff can confidently and competently deliver Quality First Teaching, leading to the best outcomes for pupils.<br>• Quality First Teaching that is bespoke and targeted, with particular consideration given to disadvantaged pupils within the classroom. |

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| | • Personalised interventions delivered through the Cognition and Learning Hub, led by either the Assistant Headteacher or the SENDCo as appropriate, ensuring that pupils receive tailored support matched to their individual needs.<br>• An expanded intervention offer delivered by trained and experienced support staff, providing additional targeted support to strengthen reading, writing and wider learning.<br>• Improved reading attainment amongst disadvantaged pupils, including increased engagement and interest in reading for pleasure, which in turn supports improved writing outcomes.<br>• KS2 reading outcomes in 2025 to 2026 to show that disadvantaged pupils without an EHCP have met the expected standard.<br>• Continued commitment to the programme Accelerated Reader, which supports teachers in developing pupils reading ability and promotes reading for pleasure. |
| An increase in the proportion of disadvantaged pupils achieving the expected standard or above in Writing. | • Senior member of staff being appointed as Writing Lead.<br>• Redevelopment of the writing curriculum.<br>• High Quality MTP documentation produced for all yeargroups by the Writing Lead to ensure consistence<br>• New SOW for Spelling<br>• New SOW for handwriting<br>• Training and development for all staff in relation to the new 'Writing curriculum' including clear TAFs for each year group.<br>• Ongoing understanding and continuous training on the teaching of writing, ensuring that all teaching staff can confidently and effectively deliver Quality First Teaching (QFT), thereby achieving the best outcomes for pupils.<br>• QFT to be customised and focused, with particular consideration for disadvantaged pupils within the classroom. |
| An increase in the proportion of disadvantaged pupils achieving the expected standard or above in Mathematics. | • Clear understanding and continued guidance and training around the teaching of mathematics to enable all teaching staff to |

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| | confidently and competently deliver QFT, leading to best outcomes for pupils.<br>• QFT to be bespoke and targeted, particularly considering disadvantaged pupils within the classroom.<br>• Curriculum review and strengthened WAGOLs for the recording of Maths learning using Showbie |
| Highly effective Pastoral support for all children, but in particular, for those who are disadvantaged and inclusive of those with SEMH needs. | • A dedicated pastoral lead is in place and providing effective support for pupils.<br>• A wider range of nurture opportunities is established and targeted specifically at vulnerable children who require pastoral support.<br>• The Resilience Hub is now beginning to be embedded as a supportive space that equips pupils with tools for resilience and emotional regulation, forming an important part of our wider pastoral offer.<br><br>• By 2025/26, we aim to sustain high levels of wellbeing, demonstrated by:<br>  ○ qualitative evidence from pupil voice, pupil and parent surveys and teacher observations<br>  ○ a significant reduction in requests for pastoral support<br>  ○ a significant reduction in behavioural reports<br>  ○ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| A rich and varied programme of wider enrichment opportunities available for all pupils but particularly targeted towards ensuring that those pupils and families who are considered to be disadvantaged can access them. | • Opportunities to engage with clubs and activities through 'Metcalf'.<br>• Opportunities to take part in activities through the HAF project.<br>• Subsidised funding payments towards the End of Year residential for children in Year 6.<br>• A rich and varied programme of wider range of wider opportunities in place.<br>• Children considered to be vulnerable are specifically invited to take part in wider opportunities, for example, team building provided by external provisions. |

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| An increase in school attendance for pupils in the proportion of disadvantaged. | • The attendance gap between disadvantaged pupils and their non disadvantaged peers is reduced.<br>• Strengthened attendance procedures with closer tracking and communication are in place for all pupils with attendance challenges, with particular focus on those who are disadvantaged.<br>• The Resilience Hub provides targeted support for pupils who experience emotionally based school avoidance, offering a safe and structured space that helps them build confidence, resilience and readiness to re engage with school.<br>• The percentage of all pupils who are persistently absent is reduced.<br>• **The percentage of disadvantaged pupils who are considered persistently absent is reduced, with the aim that their attendance reaches 91 percent or above by the end of the year.** |
| An increase in the amount of opportunities for families and children to engage with school to be planned for across the school year. | • A wider range of opportunities for families to engage with school planned. This should be a programme which is open for all but with a particular emphasis on those children and families who are disadvantaged.<br>• Challenges with regards to communication and community engagement are decreased.<br>• Active uptake in the opportunities offered by parents and children. |

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £98,047**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Maintaining a commitment to effective professional development<br><br>The school maintains a commitment to offering high quality effective professional development, in turn leading to the further enhancement of the quality of T&L.<br>The school is able to provide effective CPD for all staff, the impact of which is intended to be skilled and motivated teaching and learning professionals with the ability to inspire and raise achievement for all learners, in particular those who are considered as disadvantaged.<br><br>The school has realised and aims to continue providing this through:<br>• Encouraging all staff to commit to their own CPD through encouraging engagement with external CPD as well as accredited programmes of study such as the NPQs.<br>• Retain skilled members of staff within the school.<br>The school aims to grow and develop as professionals through engaging with professional | Research highlights the importance of supporting staff members to engage in structured and facilitated CPD activities which in turns allow them to increase their teaching ability.<br><br>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217<br><br>High quality teaching:<br>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching<br><br>Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014).<br><br>https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development<br><br>The EEF's Effective Professional Development guidance report highlights essential building blocks – or mechanisms – which can help to bring about changes in teacher behaviours and improve pupil outcomes.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development<br><br>The mechanisms can be divided into four key groups:<br><br>Build Knowledge<br>Motivate teachers | 1,2 |

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| development. Providing cover time so that staff have been able to engage with a range of NPQs and other accredited CPD. | Develop teacher techniques<br>Embed practice | |
| Recruiting and retaining additional highly skilled and motivated teaching and learning professionals (both teachers and also teaching assistants) with the ability to inspire and raise achievement for all learners, in particular those who are considered as disadvantaged.<br><br>In particular, this school is committed to increasing the level of support that new teachers (as well as, for our school, teaching assistants) get, as informed by the ECF. This will take place as part of induction to the school as well as a buddy system to ensure that staff have the tools and support needed to be able to do the best job that they can.<br><br>Further, it is hoped that retaining staff will contribute to the school's efforts in catering for the high level of SEMH needs present through staff having a deeper understanding of the children and their families and their needs. | Given that ensuring access to quality teaching for disadvantaged pupils is expected to be a key mechanism for narrowing the disadvantage gap in attainment, the EEF have built an evidence base around the recruitment and retention of quality teachers.<br><br>https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention<br>and<br>https://d2tic4wvo1iusb.cloudfront.net/production/documents/Teacher-quality-recruitment-and-retention-lit-review-Final.pdf?v=1701989409<br>High quality teaching:<br>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching<br><br>https://www.gov.uk/government/publications/early-career-framework | 1,2 |
| All staff, including support staff, to receive relevant, updated training in reading, writing and maths in order to be able to fully support pupil premium children across the school. | Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants is imperative.<br>Rauch and Coe (2019) explained, 'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed: all teachers can learn to be better (Wiliam, 2016)'. | 1,2 |

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| Continue to develop strengthen the quality of teaching and learning across the curriculum via research-informed practice to include:<br>• Whole school CPD in research-informed practice<br>• Staff training in pedagogy, including the school's 'Core 10'<br>• Further staff training around the specifics of planning and QFT in reading, with an emphasis on engaging reluctant readers and those who are considered to be disadvantaged.<br>• Further staff training around the specifics of planning and QFT in writing, with an emphasis on engaging reluctant writers and those who are considered to be disadvantaged.<br>• Continuing to embed the instructional coaching programme (which is a fundamental aspect of the school's approach to CPD) across the whole school to ensure every member of teaching staff has a coach and is able to access quality instructional coaching in order to improve, sustain and embed bespoke QFT over time.<br>• Continuing to embed the above instructional coaching provisions through utilising the 'Step Lab' platform as a way for all staff to access, record | The EEF states that 'spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'<br><br>Sutton Trust's 2011 report, revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.<br><br>Our Science of Learning CPD is heavily based upon evidence as shared in the following EEF document.<br>Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf (d2tic4wvo1iusb.cloudfront.net) | 1,2 |

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| and monitor their drop ins and CPD.<br><br>• Ensuring that every member of teaching staff, including new staff, have an effective coach as part of the school's instructional coaching programme.<br>High quality CPD for ECTs to support the needs of the most disadvantaged learners. | | |
| Continue to develop confident, competent subject leads.<br>• Curriculum leads who are part of the wider leadership team of the school to be employed and trained.<br>• Training and support for new subject leads.<br>• Further developmental work for staff who have been subject leads for a period of time.<br>• Introduction of cross-subject lead 'hub' work across the trust.<br>• Identification of staff members to lead the network hubs from across the school's in the hub.<br>• Review, and refine MTPs (Curriculum lead and subject leads) to ensure clear progression between year groups (And key stages from Y2-3)<br>• Support to refine and embed the school's knowledge led curriculum, in particular, ensuring that the school's curriculum meets the needs of the children at the school, in particular, those who are considered to be disadvantaged. | Senior leaders may set strategic vision and craft goals for their staff to deliver high-quality instruction but it is the teacher who delivers the curriculum, makes sense of it pedagogically and inspires students to take up the opportunities offered to them, and who therefore ought to have the agency to make it their own (Hargreaves and O'Connor, 2018).<br><br>https://my.chartered.college/impact_article/leading-the-primary-curriculum-developing-subject-leadership-and-expertise/<br><br>Rhodes CP and Brundrett M (2010) Leadership for learning. In: Bell T, Bell L and Middleton D (eds) The Principles of Educational Leadership and Management. London: SAGE, pp. 153–175.<br><br>Young M, Lambert D, Roberts C et al. (2014) Knowledge and the Future School: Curriculum and Social Justice. London: Bloomsbury. | 1,2,3,4 |

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| • Refining and further developing the school's knowledge organisers to support teaching and learning and evidence explicit knowledge to be taught. | | |

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

**Budgeted cost: £23,918**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Increase progress and attainment for pupils across KS2.<br><br>This should be in particular for those pupils who are considered as disadvantaged and who are therefore in receipt of pupil premium funding. This should be achieved through:<br>• Tuition that is carefully targeted to address gaps in learning and strengthen core knowledge<br>• Small group intervention work delivered by trained staff, ensuring pupils receive focused support matched to their individual needs<br>• Coaching approaches that develop pupils confidence, independence and readiness to learn<br>• Engagement with the National Tutoring Programme to provide additional high quality academic support<br>• Personalised intervention programmes delivered through the Cognition and Learning Hub, led by the Assistant Headteacher or the SENDCo, ensuring disadvantaged pupils receive tailored academic support that accelerates progress<br>• Additional nurture, regulation and readiness to | Tuition / coaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br>One to one tuition \| EEF (educationendowmentfoundation.org.uk)<br>And in small groups:<br>Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF<br><br>Targeted academic support<br>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support | 1,2 |

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| learn support through the Resilience Hub, enabling pupils to develop the emotional stability, resilience and focus needed to fully engage with learning and make strong progress | | |
| Increase literacy skills through engagement with a range of communication, language and literacy targeted intervention and support programmes. These will include:<br><br>• Targeted support for dyslexic pupils and those within the lowest twenty percent for reading through the Dyslexia Gold package<br>• Early phonics development delivered through a structured phonics intervention programme, including one to one sessions, small group work and additional support where required<br>• Rocket Phonics, a DfE validated phonics programme, to ensure high quality and consistent phonics teaching<br>• Speaking and listening interventions to be designed to strengthen language acquisition, confidence and communication skills as influenced by the school's commitment to Voice 21.<br>• Increased opportunities for Oracy across the school.<br>• Increased links with OIS to promote a gradual learning journey.<br>• Accelerated Reader to promote reading for pleasure and support pupils | Use of Dyslexia Gold: Formal trials found that pupils reading improved by an average of 12 months in a single term. Spelling improved by 10½ months. 90% of pupils made at least 3 months progress, including the very poorest readers. Dyslexia Gold is used in over 600 schools throughout the UK and is approved by the British Dyslexia Association and Dyslexia Action.<br><br>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:<br>Oral language interventions \| EEF (educationendowmentfoundation.org.uk)<br><br>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:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 1,2 |

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| in developing fluency, comprehension and reading stamina<br>• Personalised literacy interventions delivered through the Cognition and Learning Hub, led by the Assistant Headteacher or SENDCo, ensuring pupils receive targeted support matched to their individual learning needs<br>• Additional literacy based nurture and regulation support through the Resilience Hub, enabling pupils to develop the emotional readiness, focus and confidence needed to fully engage with reading, writing and communication activities | | |

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

Budgeted cost: £10,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Pastoral and inclusion support for pupils relating to mental health, behaviour and wellbeing, including:<br><br>• JLT (Junior Leadership Team) launched to include children from across the school in leading key areas such as eco, anti bullying and sports<br>• Targeted sport and health intervention through Metcalf Coaching<br>• Targeted social interaction activities<br>• Targeted team building workshops<br>• Targeted support and access to SEMH interventions such as music and art therapy<br>• Mental Health Champions training for the pastoral support worker and pupils in Years 5 and 6<br>• ELSA support and supervision for ELSA practitioners<br>• Whole school CPD delivered by the SEMH team on trauma informed practice<br>• Therapeutic interventions to support emotional regulation and wellbeing<br>• Increased support from the SEMH outreach team<br>• Close communication and contact with families to ensure | Both targeted interventions and universal approaches can have positive overall effects:<br><br>Behaviour interventions \| EEF (educationendowmentfoundation.org.uk)<br><br>There is extensive 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):<br><br>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) | 2,3,4 |

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| pupils are fully supported in school<br>• Access to the Resilience Hub, providing a calm and structured space where pupils can develop resilience, emotional regulation strategies and confidence in managing challenges<br>• Close communication and contact with families in order to better and fully support children in school.<br>• Both the Resilience Hub and the Cognition and Learning Hub are staffed by well trained practitioners who provide high quality, targeted support for pupils.<br>• Staff working within the hubs have received specialist training to ensure they can deliver effective interventions that promote emotional regulation, resilience and positive learning behaviours.<br>• The Assistant Headteacher, SENDCo and trained support staff lead personalised programmes within the Cognition and Learning Hub, ensuring pupils receive tailored academic and pastoral support.<br>• The Resilience Hub is supported by staff skilled in SEMH approaches, enabling pupils to develop confidence, coping strategies and improved wellbeing. | | |

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| Whole staff training on behaviour management and linked approaches with the aim of developing our school ethos and improving behaviour across school:<br><br>DfE Behaviour Hub project (January 2023) SEMH Team delivery of 'Restorative Practices' Training – Whole staff CPD | Both targeted interventions and universal approaches can have positive overall effects:<br>Behaviour interventions \| EEF (educationendowmentfoundation.org.uk) | 2,3,4 |
| Access to alternative provisions. | Research shows that having access to Alternative provisions has a positive impact on children who are at risk of exclusion or who are likely to go on to become NEET in the future. Being NEET has a pronounced impact on health and well-being, with young people at an increased risk of depression (Siegrist et al. Citation 2010).<br><br>Through accessing APs, 'young people gain meaningful experiences in physical education such as social interaction and fun' (Beni, Fletcher, and Chroinin Citation2016), all of which have a positive impact on children through enriching their 'human existence and encourage-ing] success'<br><br>'In provisions with appropriate resources and experienced staff, improvements in confidence and well-being can be achieved by balancing physical activity with academia. Such programmes acknowledge individual abilities, interests and aspiration (DfES Citation2002; Maguire and Rennison Citation2005; Seddon, Hazenberg, and Denny Citation2013).' | 2,3,4 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice.<br>• Training and release time for staff to develop and implement new procedures.<br>• SLT members (HT and DHT) of staff identified as Attendance champions and to oversee | https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment<br><br>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1,2,3,4 |

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| attendance alongside administrative support from members of the office team | | |
| Increase and extend meaningful learning opportunities and cultural capital for disadvantaged pupils including:<br>• Peripatetic music lessons<br>• Sports clubs and opportunities to represent the school in competition<br>• Partial payment towards Y6 pupils attending a residential trip.<br>• Partial payment towards pupils attending trips/swimming as is appropriate.<br>• Offer a variety of experiences beyond the immediate home environment<br>• Uniform support<br>• Broaden horizons for future aspirations, including some UKS2 disadvantaged students working at GDS participating in any LA competitions on offer.<br>• Support with accessing Milk for schools<br>• Contingency fund included for any arising factors. | Increased participation in the arts is evidenced to directly benefit academic learning as well as enjoyment for school thus increasing and improving attendance.<br><br>Provide music lessons and opportunities to participate in extracurricular activities for some of our most disadvantaged learners will in turn, help to foster positive attitudes to learning and improve self-confidence more generally.<br><br>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.<br><br>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies | 2,3,4 |
| Community engagement work between school staff and the parents of children who require additional pastoral and/or wholistic support.<br>• Retention of Pastoral Support worker<br>*(Member of staff works across the Overdale School site and provide support to Overdale Junior and Infant Schools)* | The importance of parent engagement in children's learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017). A review published over 15 years ago (Desforges and Abouchaar 2003) found that parental involvement at home had a significant | 2,3 |

| | | |
|---|---|---|
| • Targeted social interaction activities.<br>• Targeted team-building workshops, where possible, including inviting family members.<br>• LAC/PLAC coffee afternoons<br>• Parent workshops and parent coffee afternoons | positive effect on children's achievement after adjusting for other factors influencing attainment.<br><br>The authors concluded that in the primary school age range the impact on achievement caused by parental involvement was larger than differences associated with variations in the quality of schools. Furthermore, the scale of this impact was evident across all ethnic groups and social classes.<br><br>Engagement – wider opportunities checklist – engaging in home learning: https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parents_and_carers_engaging_in_home_learning_-_A_checklist_for_schools.pdf?v=1701982644<br><br>The EEF suggests that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.<br><br>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1701961515 | |
| Engagement of parents in their children's learning, including consideration of any additional family challenges arising post pandemic and during cost of living crisis:<br>• Retention of the Pastoral Support Worker to provide consistent, trusted support for families and to strengthen communication between home and school.<br>• Increased opportunities for parents to engage with their children's learning through | The importance of parent engagement in children's learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017). A review published over 15 years ago (Desforges and Abouchaar 2003) found that parental involvement at home had a significant positive effect on children's achievement after adjusting for other factors influencing attainment. | 2,3 |

| | | |
|---|---|---|
| workshops, drop ins and targeted support sessions led by the Pastoral Support Worker.<br>• Enhanced pastoral outreach to identify and respond to emerging family needs, ensuring that barriers linked to wellbeing, finance or home circumstances do not limit pupils engagement in learning.<br>• Regular communication with families to build strong relationships, promote early intervention and ensure parents feel confident in supporting learning at home.<br>• Collaboration with external agencies where appropriate to provide additional guidance and support for families experiencing ongoing challenges. | The authors concluded that in the primary school age range the impact on achievement caused by parental involvement was larger than differences associated with variations in the quality of schools. Furthermore, the scale of this impact was evident across all ethnic groups and social classes.<br><br>Engagement – wider opportunities checklist – engaging in home learning: https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parents_and_carers_engaging_in_home_learning_-_A_checklist_for_schools.pdf?v=1701982644<br><br>The EEF suggests that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.<br><br>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1701961515 | |

Total budgeted cost: **132,565**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Below is an assessment and evaluation of our previous years' pupil premium strategy plan

| Outcome |
|---|
| 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.<br>The data demonstrates the below: |

Data – 2023-2024 and 2024-2025 comparison

| **Summer 2024 Data** | | OJS 24-25 data | OJS 24-25 data % | OJS 23-24 data ( for comparison) | National EXS |
|---|---|---|---|---|---|
| Reading | EXS | 93 | 79% | 97/120 | 75% |
| | GDS | 50 | 42% | 39/120 | |
| Writing | EXS | 85 | 72% | 89/120 | 72% |
| | GDS | 14 | 12% | 24/120 | |
| Maths | EXS | 96 | 81% | 100/120 | 74% |
| | GDS | 33 | 28% | 38/120 | |
| Reading, Writing and Maths | EXS | 73 | 62% | 82/120 | 62% |
| | GDS | 10 | 8% | 13/120 | |
| Grammar, Punctuation and Spelling | EXS | 98 | 83% | 104/120 | 73% |
| | GDS | 43 | 36% | 58/120 | |

The 2024–2025 outcomes for Year 6 demonstrate a strong and secure performance across the curriculum, with attainment in all subjects either matching or exceeding national averages. This reflects the continued impact of high quality teaching, targeted intervention and a consistent whole school focus on improving outcomes for all pupils.

Headline Strengths

- Reading, Maths and GPS remain significant strengths, with outcomes well above national averages at the expected standard.
- Reading at greater depth has risen notably, increasing from 39 pupils to 50 pupils, showing strong challenge for higher attainers.
- GPS outcomes are particularly impressive, with 83 percent achieving EXS+ compared to 73 percent nationally.
- RWM combined remains in line with national outcomes, demonstrating secure consistency across subjects.
- Girls continue to perform exceptionally well, particularly in GPS and writing.
- EAL pupils show very strong attainment, outperforming whole cohort averages in almost every area.

As the above data illustrates, outcomes for children in Year 6 were in line with or in excess of the National average in all subjects.

Positive Trends and Notable Improvements

- Greater depth outcomes in reading and maths have increased, showing that more pupils are being stretched and challenged effectively.
- The gap between disadvantaged pupils and their peers is narrowing in several areas, particularly in reading and maths at EXS+.
- EAL pupils continue to thrive, with outcomes significantly above national expectations and above the whole cohort in many subjects.
- Boys' attainment in maths and reading remains strong, demonstrating effective curriculum engagement.
- These trends reflect the impact of targeted intervention, improved assessment practice and the strengthening of Quality First Teaching across the school.

Although this data does indicate overall positive attainment, it is our aspiration that attainment, particularly in writing, is enhanced this academic year. This would further increase the overall attainment % for children achieving National expectations or above in RWM combined.

2024-2025 Data and groupings – closer look:

| Y6 Groups | Reading | Writing | Maths | RWM | GPS |
|---|---|---|---|---|---|
| % EXS+ (118) | 79 | 72 | 81 | 62 | 83 |
| % GDS (118) | 42 | 12 | 28 | 8 | 36 |
| PP % EXS+ (21) | 62 | 62 | 62 | 52 | 67 |
| PP % GDS (21) | 33 | 10 | 24 | 10 | 24 |
| Boys % EXS+ (67) | 78 | 69 | 81 | 61 | 76 |
| Boys % GDS (67) | 42 | 9 | 33 | 6 | 36 |

| | | | | | |
|---|---|---|---|---|---|
| Girls % EXS+ (51) | 80 | 76 | 82 | 63 | 92 |
| Girls % GDS (51) | 43 | 16 | 22 | 12 | 37 |
| SEND % EXS+ (27) | 48 | 30 | 56 | 22 | 44 |
| SEND % GDS (27) | 7 | 4 | 4 | 4 | 7 |
| EAL % EXS+ (54) | 81 | 78 | 89 | 65 | 87 |
| EAL % GDS (54) | 41 | 11 | 37 | 9 | 46 |

While the overall picture is strong, the data also highlights clear opportunities to further enhance outcomes:

- Writing remains a key area for development, particularly at greater depth. This presents a valuable opportunity to refine writing pedagogy, strengthen consistency and build on the progress already made.
- RWM combined will naturally rise as writing improves, meaning that gains in writing will have a positive multiplier effect across the curriculum.
- Disadvantaged pupils continue to make progress, and the next step is to ensure more of them reach EXS+ and GDS, particularly in writing and RWM combined.
- SEND outcomes show clear strengths in maths and reading, and the next phase of support will focus on raising writing outcomes and increasing the proportion achieving EXS+ across subjects.
- Children who are PP eligible underperformed when compared to their non-PP eligible counterparts.

***Combined***

| Whole School | | Below | | Age Related | | Above Related | | Age Related & Above | |
|---|---|---|---|---|---|---|---|---|---|
| PP | | | | | | | | | |
| Yes | TA Autumn 2024/25 | 43 / 65 | 66.2% | 20 / 65 | 30.8% | 2 / 65 | 3.1% | 22 / 65 | 33.8% |
| | TA Spring 2024/25 | 37 / 65 | 56.9% | 26 / 65 | 40% | 2 / 65 | 3.1% | 28 / 65 | 43.1% |
| | TA Summer 2024/25 | 35 / 66 | 53% | 26 / 66 | 39.4% | 5 / 66 | 7.6% | 31 / 66 | 47% |
| No | TA Autumn 2024/25 | 180 / 408 | 44.1% | 198 / 408 | 48.5% | 30 / 408 | 7.4% | 228 / 408 | 55.9% |
| | TA Spring 2024/25 | 175 / 409 | 42.8% | 207 / 409 | 50.6% | 27 / 409 | 6.6% | 234 / 409 | 57.2% |
| | TA Summer 2024/25 | 150 / 412 | 36.4% | 222 / 412 | 53.9% | 40 / 412 | 9.7% | 262 / 412 | 63.6% |

***Reading***

| Whole School | | Below | | Age Related | | Above Related | | Age Related & Above | |
|---|---|---|---|---|---|---|---|---|---|
| PP | | | | | | | | | |
| Yes | TA Autumn 2024/25 | 27 / 63 | 42.9% | 19 / 63 | 30.2% | 17 / 63 | 27% | 36 / 63 | 57.1% |
| | TA Spring 2024/25 | 28 / 65 | 43.1% | 25 / 65 | 38.5% | 12 / 65 | 18.5% | 37 / 65 | 56.9% |
| | TA Summer 2024/25 | 27 / 66 | 40.9% | 28 / 66 | 42.4% | 11 / 66 | 16.7% | 39 / 66 | 59.1% |
| No | TA Autumn 2024/25 | 103 / 406 | 25.4% | 141 / 406 | 34.7% | 162 / 406 | 39.9% | 303 / 406 | 74.6% |
| | TA Spring 2024/25 | 96 / 409 | 23.5% | 204 / 409 | 49.9% | 109 / 409 | 26.7% | 313 / 409 | 76.5% |
| | TA Summer 2024/25 | 87 / 411 | 21.2% | 206 / 411 | 50.1% | 118 / 411 | 28.7% | 324 / 411 | 78.8% |

### *Writing*

| Whole School | | Below | | Age Related | | Above Related | | Age Related & Above | |
|---|---|---|---|---|---|---|---|---|---|
| PP | | | | | | | | | |
| Yes | TA Autumn 2024/25 | 37 / 65 | 56.9% | 26 / 65 | 40% | 2 / 65 | 3.1% | 28 / 65 | 43.1% |
| | TA Spring 2024/25 | 35 / 65 | 53.8% | 28 / 65 | 43.1% | 2 / 65 | 3.1% | 30 / 65 | 46.2% |
| | TA Summer 2024/25 | 31 / 66 | 47% | 30 / 66 | 45.5% | 5 / 66 | 7.6% | 35 / 66 | 53% |
| No | TA Autumn 2024/25 | 158 / 407 | 38.8% | 203 / 407 | 49.9% | 46 / 407 | 11.3% | 249 / 407 | 61.2% |
| | TA Spring 2024/25 | 155 / 409 | 37.9% | 211 / 409 | 51.6% | 43 / 409 | 10.5% | 254 / 409 | 62.1% |
| | TA Summer 2024/25 | 129 / 411 | 31.4% | 227 / 411 | 55.2% | 55 / 411 | 13.4% | 282 / 411 | 68.6% |

### *Mathematics*

| Whole School | | Below | | Age Related | | Above Related | | Age Related & Above | |
|---|---|---|---|---|---|---|---|---|---|
| PP | | | | | | | | | |
| Yes | TA Autumn 2024/25 | 25 / 62 | 40.3% | 29 / 62 | 46.8% | 8 / 62 | 12.9% | 37 / 62 | 59.7% |
| | TA Spring 2024/25 | 24 / 65 | 36.9% | 31 / 65 | 47.7% | 10 / 65 | 15.4% | 41 / 65 | 63.1% |
| | TA Summer 2024/25 | 25 / 66 | 37.9% | 26 / 66 | 39.4% | 15 / 66 | 22.7% | 41 / 66 | 62.1% |
| No | TA Autumn 2024/25 | 99 / 407 | 24.3% | 207 / 407 | 50.9% | 101 / 407 | 24.8% | 308 / 407 | 75.7% |
| | TA Spring 2024/25 | 91 / 409 | 22.2% | 207 / 409 | 50.6% | 111 / 409 | 27.1% | 318 / 409 | 77.8% |
| | TA Summer 2024/25 | 64 / 412 | 15.5% | 216 / 412 | 52.4% | 132 / 412 | 32% | 348 / 412 | 84.5% |

## Year 3 – Combined

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 8 / 14 | 57.1% | 4 / 14 | 28.6% | 2 / 14 | 14.3% | 6 / 14 | 42.9% |
| | TA Spring 2024/25 | 7 / 14 | 50% | 5 / 14 | 35.7% | 2 / 14 | 14.3% | 7 / 14 | 50% |
| | TA Summer 2024/25 | 8 / 15 | 53.3% | 5 / 15 | 33.3% | 2 / 15 | 13.3% | 7 / 15 | 46.7% |
| No | TA Autumn 2024/25 | 47 / 105 | 44.8% | 48 / 105 | 45.7% | 10 / 105 | 9.5% | 58 / 105 | 55.2% |
| | TA Spring 2024/25 | 46 / 105 | 43.8% | 49 / 105 | 46.7% | 10 / 105 | 9.5% | 59 / 105 | 56.2% |
| | TA Summer 2024/25 | 35 / 107 | 32.7% | 59 / 107 | 55.1% | 13 / 107 | 12.1% | 72 / 107 | 67.3% |

## Year 3 - Reading

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 5 / 13 | 38.5% | 3 / 13 | 23.1% | 5 / 13 | 38.5% | 8 / 13 | 61.5% |
| | TA Spring 2024/25 | 6 / 14 | 42.9% | 5 / 14 | 35.7% | 3 / 14 | 21.4% | 8 / 14 | 57.1% |
| | TA Summer 2024/25 | 5 / 15 | 33.3% | 6 / 15 | 40% | 4 / 15 | 26.7% | 10 / 15 | 66.7% |
| No | TA Autumn 2024/25 | 30 / 103 | 29.1% | 22 / 103 | 21.4% | 51 / 103 | 49.5% | 73 / 103 | 70.9% |
| | TA Spring 2024/25 | 31 / 105 | 29.5% | 46 / 105 | 43.8% | 28 / 105 | 26.7% | 74 / 105 | 70.5% |
| | TA Summer 2024/25 | 25 / 107 | 23.4% | 47 / 107 | 43.9% | 35 / 107 | 32.7% | 82 / 107 | 76.6% |

## Year 3 – Writing

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 6 / 14 | 42.9% | 6 / 14 | 42.9% | 2 / 14 | 14.3% | 8 / 14 | 57.1% |
| | TA Spring 2024/25 | 7 / 14 | 50% | 5 / 14 | 35.7% | 2 / 14 | 14.3% | 7 / 14 | 50% |
| | TA Summer 2024/25 | 8 / 15 | 53.3% | 5 / 15 | 33.3% | 2 / 15 | 13.3% | 7 / 15 | 46.7% |
| No | TA Autumn 2024/25 | 42 / 105 | 40% | 51 / 105 | 48.6% | 12 / 105 | 11.4% | 63 / 105 | 60% |
| | TA Spring 2024/25 | 42 / 105 | 40% | 50 / 105 | 47.6% | 13 / 105 | 12.4% | 63 / 105 | 60% |
| | TA Summer 2024/25 | 32 / 107 | 29.9% | 59 / 107 | 55.1% | 16 / 107 | 15% | 75 / 107 | 70.1% |

**Encouragingly, it would appear that the gap is narrowing between those eligible for PP and those not eligible achieving EXS or above in Writing in Year 3.**

Year 3 - Maths

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 6 / 13 | 46.2% | 4 / 13 | 30.8% | 3 / 13 | 23.1% | 7 / 13 | 53.8% |
| | TA Spring 2024/25 | 6 / 14 | 42.9% | 5 / 14 | 35.7% | 3 / 14 | 21.4% | 8 / 14 | 57.1% |
| | TA Summer 2024/25 | 6 / 15 | 40% | 5 / 15 | 33.3% | 4 / 15 | 26.7% | 9 / 15 | 60% |
| No | TA Autumn 2024/25 | 32 / 104 | 30.8% | 44 / 104 | 42.3% | 28 / 104 | 26.9% | 72 / 104 | 69.2% |
| | TA Spring 2024/25 | 28 / 105 | 26.7% | 48 / 105 | 45.7% | 29 / 105 | 27.6% | 77 / 105 | 73.3% |
| | TA Summer 2024/25 | 15 / 107 | 14% | 56 / 107 | 52.3% | 36 / 107 | 33.6% | 92 / 107 | 86% |

Year 4 – Combined

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 7 / 10 | 70% | 3 / 10 | 30% | | | 3 / 10 | 30% |
| | TA Spring 2024/25 | 7 / 10 | 70% | 3 / 10 | 30% | | | 3 / 10 | 30% |
| | TA Summer 2024/25 | 6 / 10 | 60% | 4 / 10 | 40% | | | 4 / 10 | 40% |
| No | TA Autumn 2024/25 | 43 / 106 | 40.6% | 54 / 106 | 50.9% | 9 / 106 | 8.5% | 63 / 106 | 59.4% |
| | TA Spring 2024/25 | 48 / 106 | 45.3% | 53 / 106 | 50% | 5 / 106 | 4.7% | 58 / 106 | 54.7% |
| | TA Summer 2024/25 | 43 / 108 | 39.8% | 57 / 108 | 52.8% | 8 / 108 | 7.4% | 65 / 108 | 60.2% |

Year 4 - Reading

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 3 / 10 | 30% | 4 / 10 | 40% | 3 / 10 | 30% | 7 / 10 | 70% |
| | TA Spring 2024/25 | 4 / 10 | 40% | 6 / 10 | 60% | | | 6 / 10 | 60% |
| | TA Summer 2024/25 | 4 / 10 | 40% | 6 / 10 | 60% | | | 6 / 10 | 60% |
| No | TA Autumn 2024/25 | 19 / 106 | 17.9% | 41 / 106 | 38.7% | 46 / 106 | 43.4% | 87 / 106 | 82.1% |
| | TA Spring 2024/25 | 28 / 106 | 26.4% | 56 / 106 | 52.8% | 22 / 106 | 20.8% | 78 / 106 | 73.6% |
| | TA Summer 2024/25 | 28 / 107 | 26.2% | 58 / 107 | 54.2% | 21 / 107 | 19.6% | 79 / 107 | 73.8% |

Year 4 – Writing

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 7 / 10 | 70% | 3 / 10 | 30% | | | 3 / 10 | 30% |
| | TA Spring 2024/25 | 6 / 10 | 60% | 4 / 10 | 40% | | | 4 / 10 | 40% |
| | TA Summer 2024/25 | 6 / 10 | 60% | 4 / 10 | 40% | | | 4 / 10 | 40% |
| No | TA Autumn 2024/25 | 41 / 106 | 38.7% | 54 / 106 | 50.9% | 11 / 106 | 10.4% | 65 / 106 | 61.3% |
| | TA Spring 2024/25 | 41 / 106 | 38.7% | 54 / 106 | 50.9% | 11 / 106 | 10.4% | 65 / 106 | 61.3% |
| | TA Summer 2024/25 | 40 / 108 | 37% | 56 / 108 | 51.9% | 12 / 108 | 11.1% | 68 / 108 | 63% |

Year 4 - Maths

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 3 / 10 | 30% | 6 / 10 | 60% | 1 / 10 | 10% | 7 / 10 | 70% |
| | TA Spring 2024/25 | 3 / 10 | 30% | 7 / 10 | 70% | | | 7 / 10 | 70% |
| | TA Summer 2024/25 | 3 / 10 | 30% | 5 / 10 | 50% | 2 / 10 | 20% | 7 / 10 | 70% |
| No | TA Autumn 2024/25 | 12 / 106 | 11.3% | 52 / 106 | 49.1% | 42 / 106 | 39.6% | 94 / 106 | 88.7% |
| | TA Spring 2024/25 | 18 / 106 | 17% | 63 / 106 | 59.4% | 25 / 106 | 23.6% | 88 / 106 | 83% |
| | TA Summer 2024/25 | 13 / 108 | 12% | 56 / 108 | 51.9% | 39 / 108 | 36.1% | 95 / 108 | 88% |

Year 5 – Combined

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 14 / 20 | 70% | 6 / 20 | 30% | | | 6 / 20 | 30% |
| | TA Spring 2024/25 | 11 / 20 | 55% | 9 / 20 | 45% | | | 9 / 20 | 45% |
| | TA Summer 2024/25 | 11 / 20 | 55% | 8 / 20 | 40% | 1 / 20 | 5% | 9 / 20 | 45% |
| No | TA Autumn 2024/25 | 48 / 99 | 48.5% | 47 / 99 | 47.5% | 4 / 99 | 4% | 51 / 99 | 51.5% |
| | TA Spring 2024/25 | 46 / 99 | 46.5% | 47 / 99 | 47.5% | 6 / 99 | 6.1% | 53 / 99 | 53.5% |
| | TA Summer 2024/25 | 41 / 98 | 41.8% | 47 / 98 | 48% | 10 / 98 | 10.2% | 57 / 98 | 58.2% |

Year 5 - Reading

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 12 / 20 | 60% | 6 / 20 | 30% | 2 / 20 | 10% | 8 / 20 | 40% |
| | TA Spring 2024/25 | 9 / 20 | 45% | 7 / 20 | 35% | 4 / 20 | 20% | 11 / 20 | 55% |
| | TA Summer 2024/25 | 10 / 20 | 50% | 8 / 20 | 40% | 2 / 20 | 10% | 10 / 20 | 50% |
| No | TA Autumn 2024/25 | 34 / 99 | 34.3% | 41 / 99 | 41.4% | 24 / 99 | 24.2% | 65 / 99 | 65.7% |
| | TA Spring 2024/25 | 24 / 99 | 24.2% | 55 / 99 | 55.6% | 20 / 99 | 20.2% | 75 / 99 | 75.8% |
| | TA Summer 2024/25 | 23 / 98 | 23.5% | 53 / 98 | 54.1% | 22 / 98 | 22.4% | 75 / 98 | 76.5% |

Year 5 – Writing

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 11 / 20 | 55% | 9 / 20 | 45% | | | 9 / 20 | 45% |
| | TA Spring 2024/25 | 11 / 20 | 55% | 9 / 20 | 45% | | | 9 / 20 | 45% |
| | TA Summer 2024/25 | 9 / 20 | 45% | 10 / 20 | 50% | 1 / 20 | 5% | 11 / 20 | 55% |
| No | TA Autumn 2024/25 | 41 / 98 | 41.8% | 44 / 98 | 44.9% | 13 / 98 | 13.3% | 57 / 98 | 58.2% |
| | TA Spring 2024/25 | 40 / 99 | 40.4% | 50 / 99 | 50.5% | 9 / 99 | 9.1% | 59 / 99 | 59.6% |
| | TA Summer 2024/25 | 31 / 98 | 31.6% | 52 / 98 | 53.1% | 15 / 98 | 15.3% | 67 / 98 | 68.4% |

Year 5 - Maths

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 8 / 19 | 42.1% | 9 / 19 | 47.4% | 2 / 19 | 10.5% | 11 / 19 | 57.9% |
| | TA Spring 2024/25 | 7 / 20 | 35% | 9 / 20 | 45% | 4 / 20 | 20% | 13 / 20 | 65% |
| | TA Summer 2024/25 | 10 / 20 | 50% | 6 / 20 | 30% | 4 / 20 | 20% | 10 / 20 | 50% |
| No | TA Autumn 2024/25 | 32 / 99 | 32.3% | 52 / 99 | 52.5% | 15 / 99 | 15.2% | 67 / 99 | 67.7% |
| | TA Spring 2024/25 | 28 / 99 | 28.3% | 39 / 99 | 39.4% | 32 / 99 | 32.3% | 71 / 99 | 71.7% |
| | TA Summer 2024/25 | 24 / 98 | 24.5% | 44 / 98 | 44.9% | 30 / 98 | 30.6% | 74 / 98 | 75.5% |

Year 6 – Combined

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 14 / 21 | 66.7% | 7 / 21 | 33.3% | | | 7 / 21 | 33.3% |
| | TA Spring 2024/25 | 12 / 21 | 57.1% | 9 / 21 | 42.9% | | | 9 / 21 | 42.9% |
| | TA Summer 2024/25 | 10 / 21 | 47.6% | 9 / 21 | 42.9% | 2 / 21 | 9.5% | 11 / 21 | 52.4% |
| No | TA Autumn 2024/25 | 42 / 98 | 42.9% | 49 / 98 | 50% | 7 / 98 | 7.1% | 56 / 98 | 57.1% |
| | TA Spring 2024/25 | 35 / 99 | 35.4% | 58 / 99 | 58.6% | 6 / 99 | 6.1% | 64 / 99 | 64.6% |
| | TA Summer 2024/25 | 31 / 99 | 31.3% | 59 / 99 | 59.6% | 9 / 99 | 9.1% | 68 / 99 | 68.7% |

Year 6 - Reading

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 7 / 20 | 35% | 6 / 20 | 30% | 7 / 20 | 35% | 13 / 20 | 65% |
| | TA Spring 2024/25 | 9 / 21 | 42.9% | 7 / 21 | 33.3% | 5 / 21 | 23.8% | 12 / 21 | 57.1% |
| | TA Summer 2024/25 | 8 / 21 | 38.1% | 8 / 21 | 38.1% | 5 / 21 | 23.8% | 13 / 21 | 61.9% |
| No | TA Autumn 2024/25 | 20 / 98 | 20.4% | 37 / 98 | 37.8% | 41 / 98 | 41.8% | 78 / 98 | 79.6% |
| | TA Spring 2024/25 | 13 / 99 | 13.1% | 47 / 99 | 47.5% | 39 / 99 | 39.4% | 86 / 99 | 86.9% |
| | TA Summer 2024/25 | 11 / 99 | 11.1% | 48 / 99 | 48.5% | 40 / 99 | 40.4% | 88 / 99 | 88.9% |

Year 6 – Writing

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 13 / 21 | 61.9% | 8 / 21 | 38.1% | | | 8 / 21 | 38.1% |
| | TA Spring 2024/25 | 11 / 21 | 52.4% | 10 / 21 | 47.6% | | | 10 / 21 | 47.6% |
| | TA Summer 2024/25 | 8 / 21 | 38.1% | 11 / 21 | 52.4% | 2 / 21 | 9.5% | 13 / 21 | 61.9% |
| No | TA Autumn 2024/25 | 34 / 98 | 34.7% | 54 / 98 | 55.1% | 10 / 98 | 10.2% | 64 / 98 | 65.3% |
| | TA Spring 2024/25 | 32 / 99 | 32.3% | 57 / 99 | 57.6% | 10 / 99 | 10.1% | 67 / 99 | 67.7% |
| | TA Summer 2024/25 | 26 / 98 | 26.5% | 60 / 98 | 61.2% | 12 / 98 | 12.2% | 72 / 98 | 73.5% |

Year 6 - Maths

| PP | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes | TA Autumn 2024/25 | 8 / 20 | 40% | 10 / 20 | 50% | 2 / 20 | 10% | 12 / 20 | 60% |
| | TA Spring 2024/25 | 8 / 21 | 38.1% | 10 / 21 | 47.6% | 3 / 21 | 14.3% | 13 / 21 | 61.9% |
| | TA Summer 2024/25 | 6 / 21 | 28.6% | 10 / 21 | 47.6% | 5 / 21 | 23.8% | 15 / 21 | 71.4% |
| No | TA Autumn 2024/25 | 23 / 98 | 23.5% | 59 / 98 | 60.2% | 16 / 98 | 16.3% | 75 / 98 | 76.5% |
| | TA Spring 2024/25 | 17 / 99 | 17.2% | 57 / 99 | 57.6% | 25 / 99 | 25.3% | 82 / 99 | 82.8% |
| | TA Summer 2024/25 | 12 / 99 | 12.1% | 60 / 99 | 60.6% | 27 / 99 | 27.3% | 87 / 99 | 87.9% |

Our evaluation of the approaches delivered last academic year indicates that targeted interventions such as ELSA support and the introduction of nurturing principles have been particularly effective in supporting our disadvantaged pupils in terms of their pastoral and emotional wellbeing, however, additional measures need to be put in place for the academic year 25-26 in order to increase attainment across the board, with specific consideration required for those who are PP eligible.

The data for 2024–2025 reflects a school that is performing well and with outcomes consistently above national averages. There is evidence of effective teaching, targeted intervention and a well structured curriculum. The strengths in reading, maths and GPS provide a secure foundation on which to build further improvements in writing and RWM combined.

The school is well positioned to continue its upward trajectory, with the Cognition and Learning Hub, the Resilience Hub and high quality teaching all contributing to sustained progress for all groups of pupils.

As is evidenced above, we have reviewed our strategy plan for Pupil Premium spending and made changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

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

| Programme | Provider |
|---|---|
| | |
| | |

## Service pupil premium funding (optional)

| *For schools that receive this funding, you may wish to provide the following information*: How our service pupil premium allocation was spent last academic year |
|---|
| |
| The impact of that spending on service pupil premium eligible pupils |
| |