



Cherry Hinton C of E Primary - Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cherry Hinton C of E Primary School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027 (this is the 2nd year of this plan)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sally Haiselden (Headteacher)
Pupil premium lead	Suzanne Cooper (Assistant Headteacher and SENCo)
Governor / Trustee lead	Ciara Dangerfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60200



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential in all subject areas. We want to provide all our pupils with a wealth of experiences and opportunities and help them to become courageous, resilient, independent young people who are ready to move on to their next stage of education. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals.

Through assessment, observation and discussion we have identified the challenges faced by our disadvantaged pupils and other vulnerable pupils. We are aware that although the Covid pandemic was some time ago now, the impact of this is still evident. We are also aware of the impact the current cost of living crisis will be having on many families.

Having identified the challenges our children face, we decided on our intended outcomes and how we will know they have been achieved. We then developed our strategy, taking into account evidence of what works well.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils.

We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve. Our approach will be responsive to both common challenges and individual needs. We will intervene when any need is identified and put in place the relevant support required

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with staff and pupils indicate underdeveloped oral language skills and vocabulary gaps for a number of our disadvantaged pupils.
2	Assessments, observations, and discussions with staff indicate that disadvantaged pupils often have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Assessments, observations, and discussions with staff indicate that disadvantaged pupils often have greater difficulties with achieving fluency with number, calculation strategies and understanding of mathematical vocabulary than their peers.
4	Observations and discussions with pupils, staff and families have identified social and emotional issues for a number of our disadvantaged pupils, which affects many things, including their readiness to learn and ability to make progress.
5	Our attendance data indicates that attendance among disadvantaged pupils is below the national target of 97%. At the end of 2024-2025 it was 92.5%. This clearly has a negative impact on their ability to make progress in all areas.
6	Lack of experiences and enrichment opportunities outside of school is another challenge we have identified. The cost of living crisis has further impacted this.
7	Some of our disadvantaged pupils come from homes where their families are not able to support their learning for a variety of reasons.

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.

Challenge number	Intended outcome	Success criteria
1	Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • There will be an increase in the % of disadvantaged children meeting expected standard in all of the Communication and Language elements of the ELG expectations • Pupils will be able to confidently speak to an audience using learnt vocabulary • There will be an increase in the % of disadvantaged children achieving expected standard in reading and writing at the end of KS1 and KS2
2	Improved reading and writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • There will be an increase in the % of disadvantaged pupils passing the phonics check at the end of Y1 (<i>in 2024/2025 the % of disadvantaged pupils passing the phonics check was higher than national – we will aim to sustain this</i>). • There will be an increase in the % of disadvantaged pupils achieving expected standard at the end of KS1 and KS2 in reading and writing.
3	Improved maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • There will be an increase in the % of disadvantaged pupils achieving expected standard in the Y4 multiplication check. • There will be an increase in the % of disadvantaged pupils achieving expected standard at the end of KS1 and KS2 in maths.
4	Improved social, emotional and mental health among our disadvantaged pupils.	<ul style="list-style-type: none"> • Pupils with SEMH needs will be identified and given support. • Scores from baseline assessments will show improvement. • Pupils will grow in confidence. • Pupils will make progress with their learning. • Attendance will improve.
5	Improved attendance for disadvantaged pupils.	<ul style="list-style-type: none"> • There will be an increase in the attendance of disadvantaged pupils, so it is nearer to the target of 97%. • There will be a decrease in the % of disadvantaged pupils who are persistently absent • There will be a reduction in the % of disadvantage pupils who are persistently late.

6	Pupils will have accessed a wide variety of experiences and enrichment activities.	<ul style="list-style-type: none"> • There will be an increase in participation of disadvantaged pupils in enrichment activities (clubs, trips, residential) • Pupil voice highlights enjoyment of trips and visits.
7	Parents are more engaged with school activities and more able to support their children.	<ul style="list-style-type: none"> • There will be an increase in the number of parents of disadvantaged pupils attending school based events, e.g. SEN meetings (if SEN), parents evenings, workshops, trips, assemblies, homework festivals, information events, 'Stay and Play' sessions etc.

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: £3915

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to use Little Wandle Letters and Sounds Revised (a DfE validated Systematic Synthetic Phonics programme) - Renew subscription</p> <p>Little Wandle Letters and Sounds Revised refresher training for all staff</p> <p>Increase range of decodable books to support reading development in line with phonics teaching for KS2 children</p> <p>Increase the range of e-books available</p> <p>Purchase assessment tools for phonics</p>	<p><i>'What's important is that schools take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged.'</i> – DfE 'Choosing a Phonic Teaching Programme'</p> <p><i>'Phonics has a positive overall impact (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Since using 'Little Wandle Letter and Sounds Revised' we have seen an increase in the number of children reaching the expected level in the phonics screening test at the end of Y1.</p> <p><i>'On average, disadvantaged children are less likely to own a book of their own and read at home with family members.'</i> - EEF toolkit – Reading Comprehension Strategies</p> <p><i>'When used effectively diagnostic assessment can indicate areas of development'</i> EEF – Diagnostic assessment</p>	<p>2</p>
<p>Continue to enhance our English teaching and curriculum planning across the school in line with DfE and EEF guidance – with particular emphasis on writing (including handwriting and spelling).</p> <p>Subject lead will do this through training,</p>	<p><i>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</i> EEF Guidance Report – Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF guidance is based on a range of the best available evidence: Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2</p>	<p>2</p>

<p>monitoring and guidance.</p> <p>Purchase subscription for Literacy Shed Plus to support teachers with planning for mixed year groups</p>		
<p>To continue to embed an oracy curriculum and a whole school approach to the teaching of oracy in line with National Curriculum and Voice 21 guidelines.</p>	<p><i>'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.'</i> EEF Toolkit – Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p><i>'We're on a mission to transform the learning and life chances of young people through talk so that all children can use their voice for success in school and in life'</i> Voice 21 Voice 21 Oracy United Kingdom</p>	<p>1</p>
<p>Continue to enhance our mastery approach to maths teaching and curriculum planning across the school in line with DfE, NCETM and EEF guidance.</p> <p>Subject lead will do this through training, monitoring and guidance.</p> <p>Roll out Mastering Number (produced by NCETM) across the school – CPD and guidance from local maths hub</p>	<p><i>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</i> EEF Guidance Report – Effective Professional Development</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches</p> <p>The EEF guidance is based on a range of the best available evidence</p> <p>Mastering Number focuses on helping all children to develop fluency and flexibility with numbers, ensuring they have the necessary skills for future mathematical learning.</p>	<p>3</p>

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

Budgeted cost: £23,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher/TA to deliver Drawing Club to Reception and Y1 children (although this is something all Reception and Y1 children do, it is targeted to their individual needs)</p> <p>Referrals to SaLT to be made as soon as necessary – CTs/TAs to provide follow-up support</p>	<p><i>'The progress children can make through Drawing Club across all areas of the curriculum is exceptional with the added bonus of confidence and joy. Developed with Early Years principles in mind and not KS2, Drawing Club is a fantastic place to start a child's experience of school 'Literacy'. "CAN I GO AND PLAY NOW..?" - Effective Early Years Practice</i></p> <p>Since using Drawing Club, we have found the children's language skills have developed as new vocabulary is introduced and taught each week. We have found that children are using the words they have been introduced to outside of Drawing Club – in their speech and in their writing. We've decided to use it in Y1 too because of the impact we have seen.</p> <p><i>'Oral language interventions can be an effective approach for disadvantaged pupils.'</i> - EEF Toolkit – Oral Language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1 and 2
<p>Teachers/TAs to deliver targeted support to address gaps in knowledge and understanding - using pre and post teaching opportunities, live-marking, 1:1 feedback, 1:1 and small group phonics (Little Wandle), reading, writing and maths interventions relevant to their needs</p>	<p><i>'Targeted academic support can support pupil progress and can be employed to boost language development, literacy or numeracy as well as other subject areas.'</i> EEF Guide to The Pupil Premium</p> <p><i>'Research which focuses on teaching assistants who provide one to one or small group targeted intervention shows a stronger positive benefit of between four and six additional months on average.'</i> - EEF Toolkit – Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2 and 3
<p>Study club for Y6 pupils after school – to provide children with additional teaching time and a quiet space to work outside of school hours (<i>identified pupils targeted to attend</i>)</p>	<p><i>'There is some evidence to suggest that disadvantaged pupils might benefit from additional school time.'</i> - EEF Toolkit – Extending School Time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p><i>'Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space.'</i> – EEF Toolkit – Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	7

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

Budgeted cost: £32,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed principles of Cambridge Therapeutic Thinking (previously known as Steps)</p> <ul style="list-style-type: none"> Tutors to attend refresher training and share updates with staff <p>Whole staff training on 'Recovery Through Relationships' (Trauma-informed practice for schools and settings) to increase everyone's awareness (Autumn 2024)</p>	<p>This approach is in line with CCC - <i>'Cambridgeshire County Council is committed to embedding a therapeutic understanding of the development and education of children and young people.'</i></p> <p><i>'Cambridge Therapeutic Thinking (CTT) is a school led ethos that is characterised by an inclusive culture and underpinned by best practise, policies and planning.'</i></p> <p><i>'Universal approaches to classroom management can help prevent disruption, but often require professional development to administer effectively.'</i> EEF Toolkit – Behaviour Intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p><i>'Recovery through Relationships is Cambridgeshire's trauma-informed training designed to help relevant adults in schools and educational settings meet the needs of children and young people who have experienced significant adversity and complex (relational) trauma. The focus is to mitigate and reduce harmful impacts with an evidence-based, trauma-informed approach offered by practitioners who understand complex trauma and are supported to carry out this work.'</i> Cambridgeshire Learn Together</p>	4
<p>Emotional Literacy Support Assistant (ELSA) to work with identified children on a 1:1/small group basis to increase resilience, self-esteem, self-regulation etc. Also to provide additional pastoral support, as required, for pupils across the school.</p>	<p><i>'Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils.'</i> - DfE: Mental Health and Behaviour in Schools 2018 Mental health and behaviour in schools - GOV.UK</p> <p><i>'Social and emotional language interventions in education are shown to improve social and emotional language skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i> - EEF Toolkit – Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><i>'ELSA is an initiative developed and supported by educational psychologists, who apply their professional</i></p>	4

	<p><i>knowledge of children's social and emotional development to areas of need experienced by pupils.</i> - ELSA Network https://www.elsanetwork.org/</p>	
<p>We will embed the principles of good practice set out in the DfE's guidance on 'Working Together to Improve School Attendance'</p> <p>School Based Family Support Worker to continue working with families to increase engagement and improve attendance/punctuality in a variety of ways including:</p> <ul style="list-style-type: none"> Monitoring attendance and working with families to set targets Working with parents around routines, managing behaviour and supporting their child's health and well-being. Meeting with parents to encourage engagement with school and with services which support their own well-being. Signposting parents to relevant services/resources available in the local area Referring to, liaising with and work alongside other agencies working with pupils and their families Creating opportunities for parents to be involved in school life, e.g. stay and play, coffee mornings etc 	<p><i>'Regular attendance is linked to improved academic attainment'</i> - EEF Guidance Report – Working with Parents to Support Children's Learning</p> <p>The DfE attendance guide (August 24) has been informed by engagement with schools that have significantly reduced levels of absence.</p> <p><i>'Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.'</i> EEF Guidance Report – Working with Parents to Support Children's Learning</p> <p><i>'More intensive approaches, which target particular families or outcomes, are associated with larger learning gains.'</i> - EEF Guidance Report – Working with Parents to Support Children's Learning https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	4, 5 and 7
<p>Literacy lead to meet with new parents to ensure they are clear about phonics and reading approach taught in school –</p>	<p><i>'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.'</i> EEF Toolkit –</p>	2 and 7

<p>signpost to materials and resources</p> <p>Personally invite parents of disadvantaged children to parents evenings/SEN meetings (offer alternatives to face to face)</p>	<p>Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Access to Breakfast club (part-fund places for disadvantaged children)</p>	<p><i>'The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'</i> Taken from the DfE Breakfast Clubs Programme 2021-2023</p>	<p>2, 3 and 5</p>
<p>Provide (and part-fund for disadvantaged children) a range of extra-curricular activities, e.g. day trips, visitors to school (including during 'science week'), residential visits, after school clubs, music lessons (piano and Rock Steady) etc</p>	<p>We have found that participation in these activities increases independence, confidence, motivation to work, willingness to try something new, resilience, social skills, team work, aspirations etc.</p> <p><i>'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'</i> EEF Toolkit – Outdoor Adventure Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p><i>'There is an intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.'</i> EEF Toolkit – Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p><i>'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs.'</i> EEF Toolkit – Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>6</p>

Total budgeted cost: £60200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Desired outcomes	Success criteria 2024-2025	Impact of actions taken in 2024-2025																								
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> There will be an increase in the % of disadvantaged children meeting expected standard in all of the Communication and Language elements of the ELG expectations Pupils will be able to confidently speak to an audience using learnt vocabulary There will be an increase in the % of disadvantaged children achieving expected standard in reading and writing at the end of KS1 and KS2 	<ul style="list-style-type: none"> In Reception 67% (2/3) of our children entitled to PP funding met all of the Communication and Language elements of the ELG expectations. Staff report that a wider vocabulary is being used by children in Reception. 'Drawing Club' continues to be successful at introducing new vocabulary and embedding the words in orally rehearsed and written sentences. Children have also been using the vocabulary outside of 'Drawing Club' – in speech and in writing. Across the school there has been an increase in children's spoken language following trips. We have seen increased confidence when speaking in sharing assemblies. See below. 																								
Improved reading and writing attainment among disadvantaged pupils.	<p>There will be an increase in the % of disadvantaged pupils passing the phonics check at the end of Y1.</p> <p>There will be an increase in the % of disadvantaged pupils achieving expected standard at the end of KS1 and KS2 in reading and writing.</p>	<p>1. Phonics We have compared our phonics data for our children entitled to PP funding with our children not entitled to PP funding, and with National data:</p> <table border="1"> <thead> <tr> <th colspan="3">Comparing our end of Y1 Phonics data for PP with Non-PP (and with National data for disadvantaged)</th> </tr> <tr> <th></th> <th>PP (PP National)</th> <th>Non-PP (non-PP National)</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>83% (67%)</td> <td>83% (84%)</td> </tr> </tbody> </table> <p><i>Our data for children entitled to PP funding is in-line with our children who are not entitled to PP funding, it is also higher than national and increased from 60% last year.</i></p> <p>2. Reading and writing As there is no longer any National data for the end of KS1, in table 2a we have compared our end of KS1 data for our children entitled to PP funding with our children who are not entitled to PP funding, and with our data from 2024.</p> <table border="1"> <thead> <tr> <th colspan="3">Table 2a – Comparing our end of Key Stage 1 data for PP with Non-PP (and with our previous KS1 data)</th> </tr> <tr> <th colspan="3">KS1 2025</th> </tr> <tr> <th></th> <th>PP (PP 2024)</th> <th>Non-PP (non-PP 2024)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38% (0%)</td> <td>75% (73%)</td> </tr> <tr> <td>Writing</td> <td>25% (0%)</td> <td>58% (60%)</td> </tr> </tbody> </table>	Comparing our end of Y1 Phonics data for PP with Non-PP (and with National data for disadvantaged)				PP (PP National)	Non-PP (non-PP National)	Phonics	83% (67%)	83% (84%)	Table 2a – Comparing our end of Key Stage 1 data for PP with Non-PP (and with our previous KS1 data)			KS1 2025				PP (PP 2024)	Non-PP (non-PP 2024)	Reading	38% (0%)	75% (73%)	Writing	25% (0%)	58% (60%)
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		<p><i>The % of children entitled to PP funding who achieved expected standard in Reading and Writing at the end of KS1 increased this year, but was significantly lower than for children not entitled to PP. Four of the children entitled to PP funding who did not achieve expected standard in reading and writing had SEN (one had an ECHP) – all in the area of C&L.</i></p> <p>In table 2b we have compared our end of KS2 data for our children entitled to PP funding with our children who are not entitled to PP funding (and with National data).</p> <p>Table 2b – Comparing our end of Key Stage 2 data for PP with Non-PP (and with National data for disadvantaged)</p> <table border="1"> <thead> <tr> <th colspan="3">KS2 2025</th> </tr> <tr> <th></th> <th>PP (PP National)</th> <th>Non-PP (non-PP National)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33% (63%)</td> <td>72% (81%)</td> </tr> <tr> <td>Writing</td> <td>0% (59%)</td> <td>61% (78%)</td> </tr> </tbody> </table> <p><i>The % of children entitled to PP funding who achieved expected standard in Reading and in writing was lower than National this year. However there were only three children entitled to PP this year, one of the two children who did not achieve expected standard in reading had an EHCP and was disapplied from SATs and the other was only just below.</i></p>	KS2 2025				PP (PP National)	Non-PP (non-PP National)	Reading	33% (63%)	72% (81%)	Writing	0% (59%)	61% (78%)						
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<p>Improved maths attainment among disadvantaged pupils.</p>	<p>There will be an increase in the % of disadvantaged pupils achieving expected standard at the end of KS1 and KS2 in maths.</p>	<p>As there is no longer any National data for the end of KS1, in table 3a we have compared our end of KS1 data for our children entitled to PP funding with our children who are not entitled to PP funding, and with our data from 2024.</p> <p>Table 3a – Comparing our end of Key Stage 1 data for PP with Non-PP (and with our previous KS1 data)</p> <table border="1"> <thead> <tr> <th colspan="3">KS1 2025</th> </tr> <tr> <th></th> <th>PP (PP 2024)</th> <th>Non-PP (non-PP 2024)</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>38% (16%)</td> <td>69% (80%)</td> </tr> </tbody> </table> <p><i>The % of children entitled to PP funding who achieved expected standard in maths at the end of KS1 was higher this year, but was significantly lower than for children not entitled to PP funding. Four of the children entitled to PP funding who did not achieve expected standard had SEN (one had an EHCP) – all in the area of C&L. The other child was only just below.</i></p> <p>In table 3b we have compared our end of KS2 data for children entitled to PP funding with our children not entitled to PP funding (and with National).</p> <p>Table 3b – Comparing our end of Key Stage 2 data for PP with Non-PP (and with National data for disadvantaged)</p> <table border="1"> <thead> <tr> <th colspan="3">KS2 2025</th> </tr> <tr> <th></th> <th>PP (PP National)</th> <th>Non-PP (non-PP National)</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>33% (61%)</td> <td>72% (80%)</td> </tr> </tbody> </table> <p><i>The % of children entitled to PP funding who achieved expected standard at the end of KS2 was lower than last year and lower than for children entitled to PP Nationally. However there were only three children entitled to PP this year, one of the children who did not achieve expected standard had an EHCP and was disapplied from SATs, the other was only just below.</i></p>	KS1 2025				PP (PP 2024)	Non-PP (non-PP 2024)	Maths	38% (16%)	69% (80%)	KS2 2025				PP (PP National)	Non-PP (non-PP National)	Maths	33% (61%)	72% (80%)
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<p>Improved social, emotional and mental health among our disadvantaged pupils.</p>	<p>Pupils with SEMH needs will be identified and given support.</p>	<ul style="list-style-type: none"> Vulnerable pupils across the school have been identified at the earliest opportunity and their SEMH needs have been addressed in a variety of ways. Teacher's have discussed concerns with the SENCos and/or school based Family Support Worker (who is ELSA trained) and where necessary support has been provided by our school based Family Support Worker/ELSA – see below. ELSA: Our school based FSW/ELSA worked with 38 children, 15 on a 1:1. She worked on a range of things including: increasing emotional literacy, resilience, self-esteem, managing anxiety, managing feelings, social skills and friendships etc. In addition she supported 18 families with a variety of issues, including; health issues, behaviour management, toileting, eating, routines, positive 																		

	<p>Pupils will grow in confidence</p> <p>Pupils receiving support for SEMH needs will make progress with their learning.</p> <p>The attendance of pupils receiving support for their SEMH needs will improve.</p>	<p>parenting, attendance, as well as supporting families having external agency support. She also supported 10 children to access education regularly.</p> <ul style="list-style-type: none"> For children receiving support, teachers reported seeing progress in a number of areas, including the following: general mood – children were happier, improved language to talk worries through, increased confidence, reduced anxiety, more able to understand the opinions and feelings of others (therefore friendship issues were more easily resolved), readiness to learn, more able to stay in the classroom, more able to manage/regulate emotions etc. Attendance was a concern for 3 of the children our school based FSW/ELSA worked with – attendance improved for 2/3 children.
Improved attendance for disadvantaged pupils.	<p>There will be an increase in the attendance of disadvantaged pupils, so it is nearer to the target of 97%.</p> <p>There will be a decrease in the % of disadvantaged pupils who are persistently absent.</p> <p>There will be a reduction in the % of disadvantaged pupils who are persistently late.</p>	<ul style="list-style-type: none"> The attendance for pupils eligible for PP funding has decreased from 93.4% at the end of 2024 to 92.5% at the end of 2025. There has been an increase in the % of persistently absent pupils who are eligible for PP funding. At end of 2023-2024 it was 5.4%, at the end of 2024-2025 it was 8% The % of persistently late pupils eligible for PP funding has remained the same at 3.3%.
Pupils have access to a wide variety of experiences and enrichment activities.	<p>There will be an increase in participation of disadvantaged pupils in enrichment activities (clubs, trips, residential)</p>	<ul style="list-style-type: none"> Teachers report that attending clubs after school, the music group 'Rock Steady' and piano lessons was a huge incentive/motivator for some children, and also boosted confidence. Children have been really proud to perform at termly concerts. Teachers report that the impact of trips continues to be big, particularly whole school trips (beach and pantomime), the Y3 sleepover and the residentials (Grafham and Horstead). Often these experiences are firsts for the children (even the method of transport, e.g. using the London Underground to go and see a musical in the West End). Following residentials, teachers report that they have seen an increase in social skills, confidence, resilience and independence in the children, particularly those who have never stayed away from home before. They report an increase in their willingness to try something new and a sense of pride/achievement when they have. Trips and residentials give an opportunity for children who often find the school environment challenging and don't always feel successful, to flourish.
Parents are more able to support their children.	<p>There will be an increase in the number of parents of disadvantaged pupils attending school based events, e.g. SEN meetings (if SEN), parents evenings, workshops, trips, assemblies, homework festivals, information events, 'Stay and Play' sessions etc.</p>	<p>We have had several events this year for parents to attend, including the following; coffee mornings, reading mornings, sports days, end of year production (Y5/6), class assemblies (all classes), families staying for ACT Active (school's daily mile), Nativity, Advent stay and play, Christmas Carol service and Harvest Festival at the church etc. Several parents of children eligible for PP funding attended these events. We have also had several parents of children eligible for PP funding attend school trips (including the whole school trip to the seaside and the pantomime). Most parents attended SEN Support meetings and parents evenings (either virtually or in person). Most parents who were new to the school met with</p>



		the English Lead to learn how to support their children with phonics and reading at home.
<p>Summary: In order to review the impact of our actions in 2024-2025, we analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using performance data, our own internal assessments and discussions with teachers. We compared our data with National data (where possible). Although some time ago now, Covid-19 undoubtedly had a significant impact on the children and the way in which we were able to provide support to them during that time, and does continue to have an impact. In response to our findings we have reviewed our strategy plan and made some changes to how we intend to use our funding this academic year.</p>		