

# Pupil premium strategy statement 2024-2027

## Morelands Primary School

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	Morelands Primary School
Number of pupils in school	319
Proportion (%) of pupil premium eligible pupils	38.2% (122 out of 319 pupils whole school)
Proportion (%) of Pupil Premium pupils with SEND	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	S.Bilbe
Pupil premium lead	N.Poscotis
Governor	Richard Gridley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£142,000</b>

	2023	2024	2025
School number on roll	Close to average 324	Close to average 328	Close to average 319
School % FSM6	Close to average 30.86	Above average 35.37	Above average 35.74
Local area % FSM6	Below average 17.41	Below average 17.98	Close to average 19.45
School % SEN support	Close to average 11.73	Close to average 15.85	Close to average 14.73
Local area % SEN support	Below average 10.02	Below average 11.30	Close to average 12.93
School % EHC plan	Well above average 9.88	Well above average 11.59	Well above average 13.48
Local area % EHC plan	Above average 3.78	Close to average 3.42	Close to average 2.89
School % EAL	Below average 7.70	Below average 7.90	Below average 6.90
Local area % EAL	Below average 6.90	Below average 8.00	Below average 7.70
School % CIN	Well above average 7.72	Well below average 0.00	Well below average 0.00
Local area % CIN	Well above average 6.73	Well below average 0.17	Below average 0.85
School % stability	Close to average 79.79	Close to average 75.80	Close to average 87.50
School pupil base deprivation	Close to average	Close to average	Close to average

# Part A: Pupil premium strategy plan

## Statement of intent

### Our building blocks for tackling educational disadvantage:

#### Our vision:

All children will *Thrive, Create and Achieve* in order to the best they can be. Our values of **resilience, health, curiosity, determination** and **aspirational attitudes** underpin our collective responsibility and approach to tackling educational disadvantage.



#### Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are always held in high regard.

Leaders, teachers and other adults understand their role within the school's strategy in order to best support children and their families.

#### High quality teaching for all

The school places a strong emphasis on ensuring all children, including those who are disadvantaged, receive high quality teaching; responsive on-going formative assessment. Teaching and Learning policy is essential to ensure disadvantaged pupils make excellent progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are sometimes less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

### **Meeting individual learning needs**

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects and take place at each of the three data milestones throughout the academic year.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

### **Addressing behaviour and attendance**

A strong emphasis is placed on developing positive behaviours for learning.

Zones of Regulation is embedded across whole school.

Wellbeing and support with regulating emotions.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance and punctuality are monitored each month by PP Champion, Attendance Officer, Parent Support Assistant and Governors. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued. Support given to families with the Parent Support Assistant is always available along with PP champion

### **Data-driven**

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at four key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

### **Clear, responsive leadership**

A Strategy Group, which includes Senior leadership team and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Strong links with safeguarding team. Pupil Premium champion attends weekly safeguarding meetings and works closely with social workers and Early Help Hub.

### **Deploying staff effectively**

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Speech and language specialists are deployed where the need is greatest

## **Challenges**

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

	<b>Detail of challenge</b>
1	Language acquisition
2	Attainment - Raise attainment to be in line with Non-Pupil Premium
3	Social, emotional and mental health - lack of aspiration + resilience
4	Parental engagement- support at home with Reading, Writing and Maths
5	Punctuality and attendance

## Intended outcomes

Our intention is that all children, irrespective of their background or challenges they face, including financial ones, make the most progress possible and reach their potential. We want all children to *thrive, create and achieve*. Our vision is that all pupils will be happy, healthy, resilient, and aspirational

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. We have used **Sutton Trust** and **Education Endowment Foundation (EEF)**, **National Foundation of Educational Research (NFER)** and Marc Rowland among others along with research carried out from Hampshire's local Authority (**Tackling Education Disadvantage - TED**) networks to ensure equity of access for children in areas of challenge. **Back to Basics** strategy underpins how we support our families.

At Morelands Primary School we aim to be as inclusive as possible and ensure high quality provision for all pupils. We are committed to providing strategic improvement and implementation of considered strategies so that teaching is high quality along with additional support and targeted provision if necessary. It is a whole school approach where a team of people are aware of possible challenges faced by some disadvantaged pupils. The strategies implemented, as evidence suggests, will benefit all children regardless of whether they are disadvantaged or not. It is closely linked to our whole school improvement plan and is in line with EEF evidence.

- **A rigorous focus on high quality teaching and learning for all pupils, including those who are disadvantaged, ensures pupils are supported to make excellent progress and meet outcomes.**
- **Targeted academic support-** additional support is provided through targeted provision.
- **Whole school strategies-** we believe that there is no single strategy which will provide a complete solution.

	<b>Details of challenge</b>
1	<p><b>Language acquisition-</b></p> <p>Teacher assessment, observations, advice from SENCO and discussion with pupils indicate low starting points and underdeveloped communication, oral language skills and gaps with vocabulary and understanding. Baseline assessments on entry to EYFS demonstrate how disadvantaged pupils are lower than their peers.</p>
2	<p><b>Attainment - Raise attainment to be in line with Non-Pupil Premium-</b></p> <p>Internal data by teacher assessment and milestone data, Learning-walk observations and discussion with pupils indicate there is a gap between outcomes of disadvantaged pupils and their non- disadvantaged peers in Reading, Writing and Maths.</p>
3	<p><b>Social, emotional and mental health - lack of aspiration + resilience-</b></p> <p>Teacher assessment, observations and discussion with pupils suggest some disadvantaged pupils require more support for the development of social, emotional and resilience skills. There are gaps in Learning behaviours sometimes mental health and wellbeing.</p>
4	<p><b>Parental engagement- support at home with Reading, Writing and Maths-</b></p> <p>Some disadvantaged pupils experience more turbulent and chaotic family situations which impact home learning being a priority. <i>Back to Basics</i> underpins how we approach support with our families.</p>
5	<p><b>Punctuality and attendance-</b></p> <p>Monthly analysis of punctuality and attendance indicates that since COVID there is a 2% difference between disadvantaged pupils and their non- disadvantaged peers.</p> <p>A higher % of persistent absences are disadvantaged pupils.</p>

Intended outcome	Success criteria
<p><b>Diminish the gap</b> between PP and Non-PP groups across the whole school for Reading, Writing and Maths.</p>	<p>* The gap in attainment decreases between Pupil Premium + Non- Pupil Premium children, and is consistent across the whole school in line with national data ( when this is submitted) .</p> <p>* EYFS and KS1 supports EEF aim in reducing the gap at an early age. SLT to further develop knowledge and use of data of PP children. Higher % of cohort will reach ARE + GDS</p>
<p>Teachers and leaders use <b>data</b> analysis confidently for vulnerable groups to improve provision and narrow gaps.</p>	<p>All teaching staff can access key data and can analyse gaps. Targeted children identified. Data demonstrates narrowing of gaps for groups of children in each year group.</p>
<p><b>Precise teaching</b> enables all pupils with low prior attainment including PP and boys to develop fluency, independence and resilience to achieve Key Stage goals.</p>	<p>Teaching is consistently good when monitored, across the whole school. Targeted children are suitably challenged with teaching being consistently effective and interventions are carefully considered where some children need to catch up. Assessment of different groups of children ( eg,PP without SEN + boys make good progress in line with National data.</p>
<p>Ensure <b>Teaching Assistants</b> support teachers to raise attainment of pupils whilst promoting pupils' independence self-esteem.</p>	<p>TAs complete INSET CPD to implement skills from training to best participate in the learning experience in order to raise attainment across all curriculum areas.</p>
<p><b>Early years provision</b></p>	<p>Baseline assessments on entry to Year R indicate low beginnings with development including language which has a detrimental impact on learning and ability to access EYFS curriculum.</p>
<p>Ensure that <b>attendance</b> continues to be at least in line for national average for all groups of children.</p>	<p>Children will not miss any of their learning journey. The gap between PP + Non-PP children's attendance has decreased since COVID.</p>

Activity in this academic year

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

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

Budgeted cost: £ 68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Teacher-led small, focussed learning groups within class setting and interventions.</p> <p>We have also employed a teacher with dyscalculia specialism to tutor and support learners in KS2 in order to fill gaps in learning and best enable pupils to access the Maths curriculum and keep up with their peers.</p> <p>3. HLTA small group for targeted children across KS1 + KS2.</p> <p>4. Daily AFL + flexible groupings -catch up groups after lunch.</p> <p>5. TA led interventions across all year groups in the afternoons.</p>	<p>Tuition and small group intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind their peers.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://publishing.service.gov.uk">Deployment of teaching assistants in schools (publishing.service.gov.uk)</a></p> <p>The use of standardised tests to identify gaps in retained knowledge and next steps in children's learning.</p> <p>English and Maths leads working closely with HIAS and attending all core group sessions which is then fed back to staff.</p>	<p>1,2,3</p>

<p>Raise expectations with the continuous drive to improve standards and outcomes for all pupils. High quality teaching which includes variation, scaffolding, effective feedback so that all children know their next steps in learning journey.</p> <p><u>School Improvement Plan</u></p> <p>I.1. For all data to rise to approach National averages.</p>	<p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3</p>
<p>Coaching school→ implement quality first teaching + CPD training for staff on Teaching and Learning Policy, questioning and modelling.</p>	<p>The National Strategy materials (DfES, 2003), which advocated coaching as a means to embed the developments in teaching and learning across the various strategy strands</p>	<p>2</p>
<p>CPD associated with Pupil Premium and specialist provision for some of the disadvantaged children, including HIAS support, SEN advisors, EYFS advisors and LLP</p> <p>Pre- teach vocab</p> <p>English and Maths leads are attending Core provision and Assessment</p> <p>Whole school CPD - IN-SET training + development</p>	<p>Big Inclusion Project - staff including SLT and Middle leaders completing training programmes including <i>School-Wide Advocate for Neurodiversity (SWAN)</i></p> <p>Trauma aware, Autism awareness</p> <p>Teach First</p> <p>Mark Rowland webinars and training How to support disadvantaged children</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Back to Basics programme. (Headteacher and Pupil Premium Champion completing the training and implementing with SLT and whole school staff including Office staff)</p>	<p>1,2,3,4</p>

	<p>PP champion attends regular Network groups run by Hampshire</p> <p>HIAS support</p> <p>EEF Guide to Pupil Premium</p>	1,2,3,4,5,
HLTA support	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Effective teaching is the best lever for improving outcomes (Addressing Educational Disadvantage in schools and colleges, Ed. Rowland, 2021) Great Teaching Toolkit (EEF)</p>	1,2,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop whole school Mastery approach for teaching Maths</p> <p>Improve outcomes for KS1 and KS2 end of year data in Reading</p>	<p><a href="https://publishing.service.gov.uk">Using Pupil Premium: Guidance for School Leaders (publishing.service.gov.uk)</a> Feb 2024</p> <p><a href="https://publishing.service.gov.uk">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p><a href="https://www.gov.uk">The reading framework - GOV.UK (www.gov.uk)</a></p>	
EYFS early intervention/communication and language support.	<p>Improve progress in EYFS and Year 1. Outcomes for Pupil Premium children in Year 1 phonics will be in line with National.</p>	1,2,3

<p>Embed DfE validated Systematic Synthetic phonics to ensure stronger and consistent teaching of phonics for all pupils.</p>	<p>Preparing for Literacy: Improving communication, land and literacy in the Early Years. (EEF, 2018)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/news/validated-systematic-synthetic-phonics-programme-providers-contact-details">Validated systematic synthetic phonics programme providers: contact details - GOV.UK (www.gov.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/early-years-toolkit">Early Years Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>SALTA → support communication difficulties across the school ( predominantly EYFS + Yr 1)</p>	<p>Assessments, observations and discussion with pupils highlight the gap in language. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3,4</p>

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

Budgeted cost: £ 40,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not obviously translate to reading or maths scores.</p>	<p>Fewer children will become dysregulated and be able to self-regulate in order to not miss any learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Zones of Regulation Mental Health Assemblies My Happy Mind PSHE curriculum Back to Basics</p>	<p>3, 1, 2</p>

<p>The Pupil premium Champion works as part of the senior leadership support, SEND/Disadvantaged team and works on PP monitoring through Learning walks, support staff, lunchtimes, weekly safeguarding + child protection meetings, Social services referrals, parents progress and attainment.</p>	<p><a href="#">guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p><a href="#">reports/implementation/EEF Implementation Guidance Report 2019.pdf</a></p> <p><a href="#">The ongoing impact of the cost-of-living crisis on schools - NFER</a></p>	<p>1,2,3,4,5,</p>
<p>Mental Health and Well-being lead liaises with Pupil Premium Champion and builds on strong relationships with families.</p> <p><a href="#">School Improvement Plan</a></p> <p><i>2.4_To support using back to basics campaign which is delivered where appropriate to families by PP lead, PSA, SENCO and MHWB lead.</i></p>	<p><a href="#">Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk)</a></p> <p>My Happy Mind</p> <p>Zones of Regulation</p> <p><a href="#">EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	
<p><b>Emotional Literacy Support Assistants (ELSA )</b>→ Part of the timetable -two members of staff are to support the emotional literacy of children across the school. ( supporting with language skills to express themselves, strategies for self-regulation, enabling children to make better use of classroom time post challenging situations. )</p> <p>We also have a <b>Therapeutic Active Listening Assistant (TALA)</b> who is a specialist teaching assistant who has been trained by</p>	<p>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):</p> <p>Impact of Thrive, thriveapproach.com, <a href="#">Impact of Thrive   The Thrive Approach</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools, ELSA Network</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Implementation of Zones of regulation</p>	<p>1,2,3,4</p>

<p>educational psychologists to support children experiencing emotional or social difficulties.</p>		
<p>Parental engagement PP Champion to continue to support and engage with parents. Encourage structured conversations  Check ins regarding attendance, challenging behaviour at home Liaise with Parent Support Coordinator, SLT and SENCO</p>	<p><a href="https://www.eef.org.uk/primary/homework">Homework   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.eef.org.uk/primary/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>  Back to Basics Structured Conversations with parents with regular updates</p>	<p>2,3,4</p>
<p>Parent Support Coordinator Liaises with staff at weekly safeguarding meetings, supports parents with children's wellbeing + behaviour and provides advice to school staff.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental%20Engagement%20-%20Evidence%20from%20Research%20and%20Practice.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental Engagement - Evidence from Research and Practice.pdf</a></p>	<p>2,6</p>
<p>Focus on self-awareness: expand children's emotional vocabulary and support them to express emotions.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. This affects academic performance, attitudes to learning, behaviour and relationships.  Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions and support them in how maintain good relationships with strong communication skills.  <a href="https://www.eef.org.uk/primary/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>  Zones of Regulation Trauma aware school whole school training.</p>	<p>3</p>

<p>Attendance Monitoring</p> <p>Return to there not being a difference between Pupil Premium children's attendance and non-Pupil Premium children. This was the same before COVID. A higher % of persistent absence is Pupil premium.</p>	<p>Simms manager works closely with PP Champion and monitors attendance and punctuality. Attendance meeting where analysis using bandings is shared with Headteacher</p> <p>PP Champion attends weekly safeguarding meetings where attendance is discussed and actioned.</p> <p>Parents Support Coordinator works alongside Attendance Champion to support and challenge families with persistent absences.</p> <p>Attendance is celebrated each week in assembly and termly special trips/ experiences for children with good attendance.</p> <p>Class attendance is promoted each half term with SAM attendance competition</p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</a></p>	
<p>Behaviour support -</p>	<p>EEF's Improving Behaviour in Schools guidance report</p> <p>Robin's Oak</p> <p>Primary Behaviour Service including training for lunchtime supervisors, INSET + Twilight CPD for teaching staff</p>	<p>2,4</p>
<p>Enrichment</p> <p>Years 4 + 6, Residential subsidised</p> <ul style="list-style-type: none"> <li>*Day visits to enhance foundation curriculum</li> <li>*Clubs resourcing- extra curricular</li> <li>*Support disadvantaged children to attend after school clubs/ breakfast clubs</li> <li>*Financial support with school uniform/ shoes if needed</li> <li>*Transport costs</li> <li>*School Hens</li> </ul>	<p>Financial support for school trips, clubs, after school clubs and swimming mean that our children are not disadvantaged by not being able to participate in these activities.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also <a href="#">Metacognition and self-regulation</a>) may also be involved.</p> <p>Forest School on site</p>	<p>2,3,4,5</p>

*Music tuition		
*Reading resources		
*Uniform		
*Foodbank		

**Total budgeted cost: £ 134,350**

## Part B: Review of outcomes in the previous academic year

### Key Challenge 1: Language Acquisition

Assessments and observations indicate speech, language and communication skills among disadvantaged learners is improving year on year. The *Language links* interventions, pre-teach sessions in each year group and vocabulary development is evident across the curriculum resulting in improved engagement and outcomes. Interventions by the Speech and Language Assistant and *Language Links* intervention demonstrates accelerated progress in EYFS, Key stage 1 and Resourced Provision. It will remain a priority at Morelands with robust assessment and tracking of all pupils.

### Key Challenge 2: Attainment - Raise attainment to be in line with Non-Pupil Premium

Key Stage 2 SATs results for pupils achieving expected standard															
	ARE 2025 % Disadvantaged			GD 2025 %			National average ARE % 2025	ARE 2024 % Disadvantaged			GD 2024 %			National average ARE % 2024	
	Disadvantaged without SEN							Disadvantaged without SEN							
	All children							All children							
RWM	13	29	43	0	0	4	61	33	50	55	8.3	12.5	7.5	61	
Reading	25	57	61	0	0	22	75	50	75	58	25	37.5	23	74	
Writing	25	57	61	0	0	8	72	50	75	61	8.3	12.5	7.5	72	
Maths	25	55	55	6	14	18	74	33	50	58	8.3	12.5	10	73	

Early Years End of year Assessment- Good level of Development (GLD)							
2025			2024			Hants average GLD 2024	National average GLD 2024
Disadvantaged			Disadvantaged				
Disadvantaged without SEN			Disadvantaged without SEN				
All children			All children				
57	80	58	44	58	58	52	50-52%

Year 1 Phonics screening							
2025 %		Hants average		National average		2024 %	
Disadvantaged		All children		All children		Disadvantaged	
Disadvantaged without SEN		2025 %		2025 %		Disadvantaged without SEN	
						Hants average	
						All children	
						2024 %	
						National average	
						All children	
						2024 %	
56	69	81	80	75	89	81	80

Year 2 Phonics Screening Retake			
2025		2024	
Disadvantaged		Disadvantaged	
Disadvantaged without SEN		Disadvantaged without SEN	
33	100	57	100

Areas of development	Next Steps	Actions, responsibilities, timescales
Writing in year 5	Composition and effect, Text structure and organisation	Adaptation of planning to ensure children work on writer's voice- linking with reading, as well as structuring planning
Reading in year 5	Select and retrieve and monitor and summarise made least gains across the year	Targeted reading program based on revision HiAS model, fluency reading program, book banded groups, one to one reading
Maths in year 5	Focus on basic maths facts, application into division and multiplication	Targeted groups for maths, pathway to progress intervention
Girls within year 4 in writing	Language for effect	Adaptation of planning to ensure a focus on language
Girls within year 4 in maths	Fraction and multiplication and division	Pathway to progress intervention. Adaptation of planning
Writing in year 3	Spelling, sentence structure	Embedding more writing opportunities within a learning journey, getting more than one writing outcome out of a learning journey
Reading in year 3	Focus on themes and convention and summarise	Embedding fluency tasks, more focus on eyes on page and oracy
Maths in year 3	Fractions and measurement	Pathway to progress intervention. Adaptation of planning
Writing in year 2	Spelling, sentence structure	Embedding more writing opportunities within a learning journey, getting more than one writing outcome out of a learning journey
Writing in year 1	Spelling, sentence structure	Embedding more writing opportunities within a learning journey, getting more than one writing outcome out of a learning journey

SLT and the Assessment lead have analysed our end of year data and identified areas of development for 2025-2026 so we can continue to strive for the gap between disadvantaged and non-disadvantaged children be closed. It remains our priority and we, as a whole school, are determined to improve outcomes for all pupils and especially our disadvantaged children.

Interventions are being monitored closely with entry and exit data analysed. All Pupils progress and barriers are discussed throughout the year after each Milestone data drop. Targeted pupils have been identified for each class with next steps highlighted. Priority readers are read with 1:1 each day along with Reading interventions taking place across all year groups. Data analysis highlights how sustained reading across KS2 has been an area of need and Guided Reading has been adapted to address this with more opportunities for pupils to access activities which promote fluency in reading. Whilst there is still a gap between disadvantaged and non-disadvantaged pupils, disadvantaged without SEND are achieving well and catching up with their peers.

All Targeted Pupil Premium children have a profile which is shared in a structured conversation with PP champion. This has resulted in better identification of any barriers at home and improved engagement with homework, reading and attendance.

It remains our priority to see increasing progress being made across both KS 1 and KS2. A rigorous focus on high quality teaching and learning for all pupils, including those who are disadvantaged, ensures pupils are supported to make excellent progress and meet learning goals.

### Actions in place during this academic year

#### Key stage 2

- Greater focus on attainment this year in all year groups
- Focus on attainment at INSET for all teachers and support staff
- Flexibility of staff throughout the year in changing groupings in all year groups (particularly Yr 5/6) and in teaching the right things to the right children at the right time;
- Greater use of HLTAs and more focussed interventions to target attainment of key children in different subjects and at different times of the year in all year groups
- Change to marking in Year 5/6 to make it more effective in driving up standards
- More frequent and effective Pupil Progress Meetings. Targeted children tracked closely and reviewed at key points throughout year.
- More focussed targets set for teachers in performance management

- More effective monitoring and delivery of effective feedback across the school
- More effective CPD delivered with raising of outcomes as central to the message
- Close links with HIAS; acting upon advice from Maths and English advisors and implementing recommendations from improving data course including following Guided Reading revision plan etc.
- Adopting revision programs for Reading and Maths, following from Hampshire's advice and guidance
- Attending second year of HIAS data course
- Revision/ booster groups in school time/ after school targeting specific children
- Homework clubs throughout spring and summer terms

## EYFS

- The focus for many children has greatly been on PSED in order to achieve ELG
- This was achieved in a year group with very challenging learning behaviours
- This figure has been achieved in part due to new leadership structure of AHT overseeing EYFS and KS1 and more effective monitoring than in the past
- Both HT and AHT took part in HIAS course for leaders who haven't taught in EYFS
- This course enabled more effective internal monitoring and together with advice sought from learning walks with HIAS have enabled us to adapt how the year group are being taught eg more effective groupings in phonics and maths together with introduction of NCTM in maths
- AHT working with new EYFS lead has enabled flexibility of approach and responses to challenges throughout the year enabling more children to be successful than otherwise would have been
- We aspire to be above national and Hampshire and so will hit the group running again next year in terms of supporting the year group with behaviours/parents but also challenging them about groupings/timings/teaching etc.

## Key Challenge 3: Social, emotional and mental health – lack of aspiration and resilience

Whilst overall the social, emotional and mental health of our pupils remains positive, there have been increasing numbers of children who have struggled to regulate their emotions. Middle leaders have completed SWAN Training (*School Wide Advocate for Neurodiversity*) a program offered by the Hampshire Educational Psychology service which equips staff within a school setting to become advocates for neurodiverse individuals and create more inclusive environments. SLT have taken advice from Primary Behaviour Service and whole school training for teachers and Support staff has been completed. *Zones of Regulation* and journaling has become an important start to the school day. Trained ELSA and TALA assistants support pupils with ongoing trauma and challenges and work with children in order to raise resilience. Links with parents to share targeted PP pupil voices engages parents in raising the aspirations of our pupils. As a school, we ensure that disadvantaged pupils attend workshops and local cluster events for sports, subject areas and drama etc more than their non- disadvantaged peers. We plan to increase our offer of extra-curricular activities to provide more opportunities for a range of clubs so that our disadvantaged pupils can experience wider events and be exposed to increased variety of experiences.

## Challenge 4: Parental engagement

Parental engagement has been positive with increasing numbers who attended Parents evening. Weekly coffee mornings with PP champion has enabled a core group of parents to attend sessions and discuss challenges/ barriers. This has provided a safe, non-judgemental environment where parents can discuss any challenges, seek advice or be sign-posted to support workshops and organisations in local area. This has

been based on the *Back to Basics* initiative on five strands of wellbeing, where the Head Teacher and PP Champion attended a 6-session course with HIAS prior to establishing sessions in school. The SENCO has been available for support, as one of the common themes for this group of parents has been neurodivergence and SEND. Our governors are also on hand and are invited to attend being available to support the engagement of parents within school. Events across the year such as Family Arts and Crafts sessions have had an excellent number of families attending (80 in attendance).

A newly appointed Parent Support Coordinator has worked alongside the PP champion and as part of the safeguarding and attendance team. Her role with parents has been on 'front of House' to support our parents with any enquires, explores any issues and builds relationships so that they stay connected and resolve any issues together

## Challenge 5- Attendance and punctuality

### Attendance 2024-2025

Whole School		FSM		Not FSM		Persistently absent	
School	National	School	National	School	National	School	National
94.2%	94.5%	92.5%	92.1%	95.1%	95.5%	16.2%	18.7%

Attendance is an ongoing priority with a robust approach using government data platforms to track, support and challenge persistent absence. Disadvantaged pupils and those with SEN are targeted as this group displays higher cases of lower attendance. The school's reviewed Attendance Policy reflects the ongoing concern with implemented strategies in place to address any gaps between disadvantage and non-disadvantage attendance.

There is a raised profile in school with a team who support all staff to help support pupils' attendance. There is a culture of *sympathise but do not tolerate* as we recognise the significant impact poor attendance has on educational outcomes as well as on mental health and well-being. A clear action plan for the Attendance Team details how we monitor daily, weekly, half-termly and termly can be found on the Attendance section on the school website. If there are concerns about individuals' attendance, it is discussed at the weekly Attendance meeting, and Safeguarding meeting.

We are proud that our FSM attendance data is above National data, but there is still a slight gap between our FSM and non-FSM pupils' attendance data which was not the case before Covid. When examining groups and attendance bandings using FFT our Persistent absence is our key area of focus as data shows that 25.2% were FSM as opposed to 11% non-FSM. Within this, the highest percentage of persistent absence are pupils with an EHCP. The PP Champion, Attendance team, Head teacher, teacher in charge of resourced Provisions and SENCO continue to monitor, support and challenge in order to improve persistent absence.

We, as a whole school approach, remain determined to support these groups during their time with us to ensure that our disadvantaged pupils close any gaps and perform as well as their non-disadvantaged peers.

Further Information:

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Lexia	Core 5
Speech and Language	Language Links
<i>Listen to Me</i> Music lessons	Hampshire Music Service
<i>Six strands</i> curriculum	Primary Behaviour Service
Reading assessment and tracker	FFT

## Further information

### Looking ahead Continue with:

- **Targeted pupils + structured conversations** with parents. Support targeted PP children in lessons
- Robust **monitoring** and tracking progress with **data milestones and Pupil progress meetings**
- Strong links with Whole School Improvement Plan. SLT involved in decision making
- **Continue to embed Back to Basics** programme to support wellbeing for families
- **CPD** to support teachers and support staff including *Big Inclusion Project*
- Robust monitoring of **attendance, especially persistent absence**
- Privileged places on school bus
- **food donations** available to support families at times of need,
- Subsidised breakfast + after school club places at CM Sports childcare provider on sight
- Learning packs provided to support children at home
- Increase number of licenses for Learning apps ( ICT software eg Spelling Shed, SPAG.com, LEXIA)
- HW club with teachers to support children in how they catch up. Use of School computers etc for learning packages
- Regular communication with **school governors**
- Financial support - discounted rates for **residential** in Year 4 and 6
- Address gap between **Maths and Writing**