Pupil Premium Strategy Statement – St. Philip's RC 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	352 on roll including Nursery
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027 Reviewed annually
Date this statement was published	12th October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Ruth McNamara (Headteacher)
Pupil premium lead	Ruth McNamara
Governor / Trustee lead	Clare Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,925.00
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*	£85,925.00

Pupil premium Long term Strategy Plan 2024- 2027

Statement of intent

Pupil Premium Strategy Statement of Intent 2026 - 2027

Our ultimate objective for all pupils, particularly those who are disadvantaged, is to ensure that every child is given the opportunity to reach their full potential and make the most of their God-given talents. We are committed to creating an inclusive, nurturing and supportive environment where every child feels happy, safe, secure, valued and respected, and where everyone is welcomed, included and able to thrive. We aim to develop resilience, self-belief, confidence and a strong sense of belonging, ensuring that all pupils, regardless of their background, circumstances or individual needs, have equal opportunities to succeed. We believe that learning should be a pathway to success for every child, both at school and at home, enabling them to flourish academically, socially, emotionally and personally.

Our current Pupil Premium Strategy is designed to provide effective and carefully targeted support for disadvantaged pupils, helping them to overcome barriers to learning and achieve the high aspirations we hold for every child. We recognise that pupils may experience different barriers and that these must be understood and addressed through an inclusive, responsive and individualised approach. By prioritising high-quality teaching, targeted interventions and an ambitious, inclusive curriculum tailored to the needs of our pupils, we aim to ensure that all children, regardless of background or starting point, are supported, challenged and enabled to experience success.

The key principles of our strategy include:

1. High-Quality Teaching: Our priority is to provide excellent, inclusive and consistently high-quality teaching in every classroom. We believe that outstanding classroom practice has the greatest impact on improving outcomes for disadvantaged pupils. This includes ensuring that all staff have access to ongoing, high-quality professional development so that they continually develop their practice, adapt teaching to meet individual needs and remove barriers to learning. We are committed to ensuring that every pupil feels included, supported and appropriately challenged.

2. Targeted Support: We make effective use of Pupil Premium funding to provide carefully planned, targeted and personalised support for disadvantaged pupils. This includes bespoke tutoring, structured interventions and enrichment opportunities delivered by skilled practitioners who have a deep understanding of our pupils and their individual needs. Our aim is to ensure that support is inclusive, purposeful and responsive, enabling pupils to make strong progress, develop confidence and access the same opportunities as their peers.

3. Responsive and Data-Driven Approach: Our approach is informed by robust diagnostic assessment, ongoing monitoring and a clear understanding of individual pupils' needs, rather than assumptions. We recognise that every child is unique and that barriers to learning can vary. We therefore use assessment information, professional knowledge and pupil voice to identify both common challenges and individual needs, ensuring that the right support is provided at the right time. This enables us to adapt our provision, measure impact and ensure that all pupils are making progress academically, socially and emotionally.

4. Partnership with Families: We recognise the vital role that families play in supporting children's learning, development and wellbeing. We are committed to building positive, trusting and supportive relationships with parents and carers, working in partnership to identify and overcome barriers to learning. Through open communication and collaboration, we aim to ensure that pupils have access to the resources, encouragement and support they need both at school and at home. We believe that strong partnerships between home and school are essential in helping every child develop the knowledge, skills and confidence needed to succeed throughout their education and beyond.

Through these principles, we are committed to ensuring that disadvantaged pupils not only overcome barriers and close gaps in attainment but are fully included in all aspects of school life and are given every opportunity to thrive. We want every child to leave our school feeling valued, confident and proud of their achievements, equipped with the academic knowledge, personal skills and resilience needed for the next stage of their education and future life.

The Pupil Premium Strategy aligns closely with the 2026–27 School Development Plan, ensuring funding is strategically targeted to remove barriers to learning, improve outcomes and promote equality of opportunity. Its impact will be measured through continued strong attendance, engagement, wellbeing, participation and attainment, with a clear focus on narrowing the disadvantage gap and enabling all disadvantaged pupils to thrive.

Priority 1: Inclusion, SEND and Vulnerable Pupils - Strengthen inclusive practice through CPD, ensuring disadvantaged pupils and those with additional needs receive high-quality, evidence-informed provision. Improved access to learning, increased engagement, reduced barriers to achievement and improved outcomes for disadvantaged and vulnerable pupils.

Priority 2: Enrichment, Personal Development and Aspirations

Develop an inclusive Enrichment Framework that ensures disadvantaged pupils have equitable access to wider opportunities, cultural experiences and aspirational partnerships. Increased participation in enrichment, improved confidence, aspirations and cultural capital, and stronger preparation for future education and adulthood.

Priority 3: Attainment and Achievement in Core Subjects

Mathematics: Improve the consistency of teaching, assessment and targeted intervention to secure foundational knowledge, fluency and confidence. Improved attainment and progress, with fewer disadvantaged pupils working below age-related expectations.

Oracy: Develop a progressive whole-school oracy approach, strengthening early language development through NELI and explicit teaching of vocabulary and spoken language. Improved communication, vocabulary, confidence and language skills, supporting stronger reading, writing and wider curriculum outcomes.

Phonics: Strengthen early identification, assessment and targeted keep-up and catch-up provision to secure phonics knowledge. Improved phonics screening outcomes, reduced gaps in early reading and increased numbers of disadvantaged pupils achieving the expected standard.

Priority 4 SEMH (Social, Emotional and Mental Health): Prioritise emotional wellbeing, resilience, self-esteem and belonging through proactive support and targeted provision. Improved emotional wellbeing, attendance, engagement and readiness to learn, enabling disadvantaged pupils to access learning and achieve their potential.

In delivering our strategy, we are guided by evidence-informed approaches and the recommendations of the Education Endowment Foundation (EEF). Our key areas of focus include:

- High-quality first teaching, recognising the EEF's evidence that improving the quality of classroom teaching has the greatest potential to improve outcomes for disadvantaged pupils.
- Systematic synthetic phonics, following EEF guidance on early reading, phonics and the development of language skills to ensure that all pupils establish secure foundations in reading.
- Targeted interventions in English and maths, using structured, evidence-based programmes to address gaps in learning, strengthen understanding and enable pupils to make accelerated progress where needed.
- Speech, language and communication development, recognising the importance of oral language, vocabulary development and communication skills in supporting learning across the curriculum.
- Daily reading and pre-learning opportunities, supporting the development of reading fluency, comprehension, confidence and subject knowledge through regular practice, repetition and appropriate scaffolding.

- Behaviour and wellbeing support, informed by evidence around social and emotional learning, positive relationships and relational approaches to behaviour, ensuring that pupils feel safe, understood and ready to learn.

- Access to enrichment opportunities, ensuring that disadvantaged pupils are included in a broad range of experiences beyond the classroom, developing cultural capital, confidence, interests and aspirations.

- Staff professional development (CPD), enabling excellence in classroom practice through sustained, purposeful training and collaboration, reflecting the EEF's implementation guidance on the importance of effective professional development.

Ultimately, our Pupil Premium Strategy is rooted in our belief that every child matters, every child belongs and every child deserves the opportunity to succeed. We are committed to removing barriers, promoting inclusion and ensuring that disadvantage does not determine a child's future. Through high expectations, excellent teaching, targeted support and strong partnerships with families, we aim to ensure that every pupil is able to flourish and make the most of their God-given talents.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment and Progress:** Assessment data indicates that some disadvantaged pupils are not achieving age-related expectations, highlighting gaps in attainment and progress.
2	**Social, Emotional and Mental Health:** An increase in social, emotional and mental health needs is evident, with disadvantaged pupils disproportionately affected, impacting wellbeing, engagement and readiness to learn.
3	**Early Reading and Phonics:** Disadvantaged pupils experience greater barriers to developing secure phonics knowledge and reading fluency, affecting reading stamina and overall progress.
4	**Speech, Language and Communication:** Increasing numbers of pupils, particularly in EYFS and KS1, enter school with underdeveloped speech, language and communication skills, with disadvantaged pupils disproportionately affected.
5	**SEND and Disadvantage:** There is an increasing overlap between SEND and disadvantage, creating additional barriers to academic achievement, social

	development and emotional wellbeing. This can create additional barriers to pupils' academic progress, social development and emotional wellbeing.
6	**Enrichment and Aspirations:** Some disadvantaged pupils have fewer opportunities to access wider experiences and enrichment activities than their peers, limiting their cultural capital, confidence, aspirations and understanding of future opportunities.

Intended outcomes 2026 – 2027

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
1. Attainment and Progress: Disadvantaged pupils make strong progress and achieve in line with their peers.	Improved attainment and progress data, with an increased proportion of disadvantaged pupils achieving age-related expectations and a narrowing of the disadvantage gap.
2. Social, Emotional and Mental Health: Disadvantaged pupils develop positive mental health, resilience and emotional wellbeing, enabling them to engage positively with learning.	Improved pupil wellbeing, continued strong attendance, engagement and behaviour, with pupils feeling safe, supported and ready to learn.
3. Early Reading and Phonics: Disadvantaged pupils develop secure phonics knowledge, reading fluency and confidence	Improved phonics screening outcomes, reading attainment and fluency, with more disadvantaged pupils achieving the expected standard.
4. Speech, Language and Communication: Disadvantaged pupils develop the language, vocabulary and communication skills needed to access learning successfully.	Improved speech, language and communication assessments, increased vocabulary and confidence in speaking and listening. More pupils demonstrate age-appropriate language skills by the end of Key Stage 1. Pupils actively participate in class discussions, demonstrating confidence in their ability to communicate.
5. SEND and Disadvantage: Disadvantaged pupils with SEND receive effective, inclusive and targeted support to overcome barriers to learning and development.	Improved progress, engagement, wellbeing and participation, with provision effectively meeting pupils' individual needs.

6. Enrichment and Aspirations: Disadvantaged pupils access a broad range of enrichment opportunities that develop cultural capital, confidence and aspirations.	Increased participation in enrichment activities, wider experiences and positive engagement with future opportunities.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** 2024/2025 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£55,934.45**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Avoid mixed age teaching in EYFS and KS1 and ensure single age teaching of Mathematics in KS2. Employ an additional teacher to deliver Mathematics to single age year groups and to deliver keep up and booster sessions.	Allows for: Greater collaborative learning at F.S. despite the restrictions of the school building (+5 EEF Teaching and Learning Toolkit). Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk) Provides flexibility in teaching, allowing staff absences to be covered by high quality school-based teaching staff so children receive quality first teaching. Allows the school approach to mastery and the teaching of CPA (concrete, pictorial and abstract) to be more effective across all classes and year groups and not hindered by mixed age teaching (+5 EEF Teaching and Learning Toolkit). Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)	1
Purchase and maintain Chromebooks to ensure a 1:2 device-to-student ratio for Years 4 to 6, enhancing access to technology, supporting high-quality teaching, and enriching	EEF recommendations for using digital technology to improve learning are embedded to maximise impact. Using Digital Technology to Improve Learning | EEF EEF guidance is based on evidence based research.	1 3 5

learning experiences.	Using Digital Technology to Improve Learning | EEF	
Provide ongoing professional development (CPD) for staff to ensure they are fully equipped with the skills, knowledge, and strategies necessary to deliver high-quality, inclusive teaching that meets the needs of all pupils.	EEF recommendations for effective professional development are embedded to maximise impact. Effective Professional Development | EEF EEF guidance is based on evidence based research. Effective Professional Development | EEF	1 2 3 4 5

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

Budgeted cost: **£20,782**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase the Reading Plus intervention program and assign teaching assistants to deliver it to upper KS2 pupils, providing targeted support to improve students' reading skills. Purchase	Reading Plus enhances reading fluency, comprehension, and vocabulary, helping students develop stronger literacy skills, boost confidence, and make greater academic progress. Reading comprehension strategies | EEF Reading Plus - Adaptive Literacy Program - Hybrid Learning	1 3
Provide one-on-one reading sessions for identified EYFS/KS1and KS2 pupils who did not pass the Phonics Screening Check (PSC), led by a skilled teacher/teaching assistant, using phonetically decodable books to strengthen decoding, fluency, and comprehension skills. (This targeted intervention supports foundational literacy development,	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions should improve decoding skills more quickly for pupils who have	1 3

ensuring pupils gain essential reading skills and build confidence in their ability to read independently.)	experienced these barriers to learning. (EEF Teaching and Learning Toolkit) The phonetically decodable reading books will link to the learning being taught in Phonics sessions. Evidence suggests that tuition is more likely to make an impact if it is additional to, and explicitly linked with normal lessons. (EEF Teaching and Learning Toolkit) Phonics | EEF	
To provide a programme of tuition, booster group and revision groups interventions in reading, writing and mathematics for KS2 pupils. Tuition is based on clear diagnostic assessment to inform short, focussed interventions.	Impact of small group tuition, combined with focused and specific information taken from diagnostic tests Small group tuition | EEF (+4 EEF Teaching and Learning Toolkit).	1 2 3 4
Continue to implement speech and language programs and provide professional support across the EYFS curriculum and KS1, helping pupils articulate key concepts, reinforce understanding, and expand their vocabulary. A Speech and Language Teaching Assistant will deliver regular, targeted interventions to all pupils in need, including those eligible for pupil premium funding. This provision enhances communication skills, promoting deeper learning and vocabulary development, laying a strong foundation for future academic success. To support this, pupil premium funding will be allocated to: • Purchase the WellComm Speech & Language Toolkit for	Studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts. (EEF Teaching and Learning Toolkit) Oral language interventions | EEF Research shows that oral language interventions and high-quality classroom discussions are cost-effective strategies that have a significant impact on reading outcomes. Oral language interventions | EEF WellComm - GL Assessment	1 4

assessing speech and language skills. • Provide CPD for staff to ensure the SHREC approach to child interactions is consistently embedded. • Invest in the NELI Pre School for Nursery pupils. • Implement the DfE funded NELI schools programme. • Invest in CPD time for NELI pre school and school programme to ensure staff are suitably equipped to deliver. These initiatives will enhance staff expertise and resources, fostering improved communication skills and supporting the overall development of speech and language for all pupils.	EEF blog: The ShREC approach – 4 evidence-informed strategies… | EEF Nuffield Early Language Intervention | EEF NELI Preschool | EEF Preparing for Literacy | EEF Supporting oral language development	
Invest in additional Educational Psychologist time to ensure disadvantaged pupils experiencing significant barriers to learning due to complex or emerging needs can access timely specialist assessment, advice and support. This will enable earlier identification and understanding of individual learning needs, support schools in developing appropriate evidence-informed strategies and ensure that interventions are closely matched to pupils' specific barriers to learning. Additional EP capacity will strengthen the ability of schools to respond proactively to complex needs, reduce delays in accessing specialist advice and improve pupils' engagement, inclusion, progress and longer-term educational outcomes.	EEF – Special Educational Needs in Mainstream Schools **EEF – Special Educational Needs in Mainstream Schools (2020):** Recommends developing a holistic understanding of pupils' needs through regular assessment and specialist professional input, supporting additional EP time to identify complex barriers to learning and inform appropriate provision. EEF – Selecting Interventions for Pupils with SEND **EEF – Selecting Interventions for Pupils with SEND:** Highlights the importance of accurately identifying individual needs and matching interventions to specific learning barriers, supporting access to EP expertise to ensure disadvantaged pupils receive appropriate, targeted support. EEF – Guide to the Pupil Premium - **EEF – A School's Guide to Implementation:** Emphasises the importance of	1 5

	understanding the causes of challenges and implementing evidence-informed approaches effectively, supporting EP involvement in developing and embedding appropriate strategies for pupils with complex needs. EEF – Adaptations and Additional Support **EEF – Guide to the Pupil Premium:** Supports targeted approaches that address the specific barriers faced by disadvantaged pupils, including those with SEND, reinforcing the need for specialist assessment to inform effective support.	
ELSA-trained staff deliver ELSA interventions for disadvantaged pupils who require additional emotional support. This will improve the emotional literacy, resilience and wellbeing of disadvantaged pupils by funding ELSA (Emotional Literacy Support Assistant) training and associated TA cover to enable staff member to attend the training. This will increase the school's capacity to identify and address the emotional and social barriers experienced by disadvantaged pupils, particularly those who demonstrate greater levels of need in developing emotional literacy, self-regulation and positive relationships. ELSA training will build sustainable in-school expertise, allowing the school to provide targeted emotional support for disadvantaged pupils who experience barriers to accessing learning.	Improving Social and Emotional Learning in Primary Schools | EEF What is ELSA Intervention? - Elsa Support The EEF's Improving Social and Emotional Learning in Primary Schools guidance report underpins the principles of the ELSA approach, highlighting the importance of developing pupils' emotional literacy, self-awareness, self-regulation and positive relationships. The research recognises that disadvantaged pupils may face additional social and emotional barriers to learning and that targeted support can help improve wellbeing, resilience and readiness to learn.	1 2

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

Budgeted cost: £9,208.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in external specialist provision within music and the visual and performing art to 're-engage' children in collaborative working and a wider creative and cultural educational experience.	Impact of collaborative approaches (+5 EEF Teaching and Learning Toolkit) Widen the range of opportunities for children to experience excellent and success with the curriculum. Promoting children and young people's mental health and wellbeing	1 2 6
Further strengthen the school's enrichment provision by identifying and allocating a member of staff to lead and coordinate opportunities specifically aimed at broadening the experiences and raising the aspirations of disadvantaged pupils. Develop and maximise links with cost-effective external organisations, community groups and providers to create a wider range of opportunities across sport, arts, culture, outdoor learning, leadership and wider life skills. Ensure disadvantaged pupils are individually identified, known and tracked, taking account of their interests, experiences and individual barriers to participation. Use this information to provide bespoke enrichment opportunities and targeted financial support where cost prevents access to experiences available to their peers. Monitor and evaluate participation and impact through individual pupil records, pupil voice and staff feedback, evidencing how opportunities contribute to developing confidence, independence, aspirations, cultural capital and a stronger sense of belonging.	Arts participation | EEF The EEF's Arts Participation evidence highlights the value of providing access to arts and cultural experiences, helping pupils develop confidence, creativity and wider skills. Background supporting the enrichment framework for schools and colleges - GOV.UK The DfE's Enrichment Framework supports providing disadvantaged pupils with a broad range of enriching opportunities to broaden horizons, raise aspirations and remove barriers to participation, ensuring equitable access to wider life experiences.	1 2 6
Develop and offer a wide range of high-quality extra -curricular activities that boost social and emotional wellbeing.	Impact of collaborative approaches (+5 EEF Teaching and Learning Toolkit) Widen the range of opportunities for children to experience excellent and success with the curriculum. Promoting children and young people's mental health and wellbeing	1 2 6

Provide financial support to disadvantaged pupils to access extra-curricular activities, educational visits, enrichment opportunities and additional experiences where cost may otherwise prevent participation. This will ensure that all pupils have equitable access to the wider life of the school, helping to broaden experiences, develop confidence, build social skills and raise aspirations, regardless of family financial circumstances	Promoting children and young people's mental health and wellbeing	2 6

Total budgeted cost: £85,925.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – 2025 - 2026

Pupil Premium funding enabled the school to maintain single-aged maths classes and reduce class sizes significantly in KS2, with many groups having fewer than 20 pupils. This approach enhanced the effectiveness of the mastery curriculum and CPA teaching, leading to improved student engagement and a stronger understanding of mathematical concepts across all year groups.

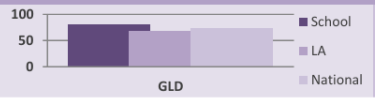
Funding provided 5 hours of additional weekly tuition for Year 6 pupils from September to May, supplementing their core curriculum lessons. This targeted support allowed for focused academic reinforcement, contributing to enhanced preparation for end-of-year assessments and boosting Year 6 pupils' overall academic performance.

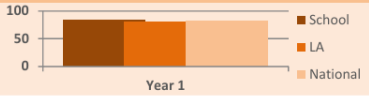
Pupil Premium funding was used to deliver 4 hours per week of one-on-one reading sessions with phonetically decodable books for KS1 pupils, aiming to improve decoding, fluency, and comprehension. This intervention directly supported the development of foundational literacy skills, resulting in measurable progress in reading abilities and improved confidence for KS1 pupils.

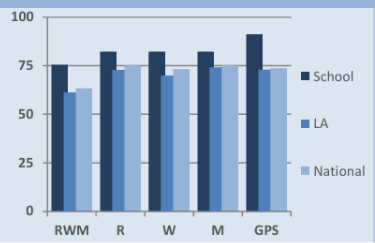
Catch Up Phonics interventions were implemented across EYFS and KS1, funded by Pupil Premium. These interventions focused on improving phonics skills, leading to significant progress for pupils, including those eligible for Pupil Premium. As a result of these interventions, 84% of pupils passed the phonics screening, with the remaining 16% making significant progress towards the expected outcomes from their starting points.

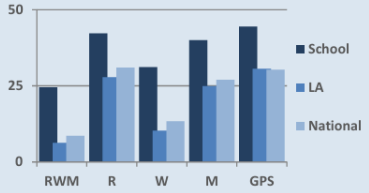
Additionally, pupils in EYFS are now well-prepared to transition into the next phase of phonics as they move into KS1. This success is attributed to the effective delivery of a synthetic and systematic phonics programme, skilfully taught by adults who received focused CPD to enhance their teaching practice.

The information below summarises our EYFSP, Phonics Screening Check, KS1 and KS2 attainment outcomes, demonstrating that pupils' attainment is above national averages across all key stages.

	Subject	Cohort	School	LA	National	EYFSP	LA Gap	National Gap
EYFSP - % Achieving	GLD	44	**80**	67	72		13	7

	Subject	Cohort	School	LA	National	Phonics	LA Gap	National Gap
Phonics % Meeting the Expected Standard	Year 1	51	**84**	79	82		5	2

	Subject	Cohort	School	LA	National	Key Stage 2	LA Gap	National Gap
Key Stage 2 % at the Expected Standard	RWM Combined	45	**76**	61	63		14	12
	Reading	45	**82**	73	75		9	7
	Writing (TA)	45	**82**	70	73		12	9
	Maths	45	**82**	74	75		8	7
	GPS	45	**91**	73	74		18	17

	Subject	Cohort	School	LA	National	Key Stage 2	LA Gap	National Gap
Key Stage 2 % achieving a Higher Standard	RWM Combined	45	**24**	6	9		18	16
	Reading	45	**42**	28	31		14	11
	Writing*	45	**31**	10	13		21	18
	Maths	45	**40**	25	27		15	13
	GPS	45	**44**	31	30		14	14

Expected Levels of Development 2023/2024 for Disadvantaged Pupils			
Year Group	***School***		***National***
Reception GLD – (2 pupils)	*50%*		***54%***
Year 1 Phonics Screening Check	*60%* *Where SEND was not a barrier to learning, pupils achieved the expected standard in the Phonics Screening Check. All disadvantaged pupils made good progress from their individual starting points and they will continue to have interventions to support and consolidate foundational reading skills in Year 2.*		*68%*
Year 6 – KS2 SATs –11 pupils	***Expected*** *Reading - 67%* *Writing – 67%* *Maths- 67%* *GPS – 67%* *Combined: 56%*	***GDS*** *Reading - 11%* *Writing – 11%* *Maths- 22%* *GPS – 11%*	***EXP*** *Reading - 57%* *Writing – 54%* *Maths- 55%* *GPS – 55%* *Combined:49%*

All pupils, including those eligible for Pupil Premium, participated in the TEN:TEN PSHE programme designed to build essential life skills, such as managing friendships, emotional wellbeing, decision-making, and coping with change. The school also has a trained DfE Mental Health Lead who coordinates targeted support for pupils needing additional emotional wellbeing assistance.**:** These programmes helped foster emotional resilience and social skills in students, with parents reporting positive feedback. A wellbeing survey indicated that an overwhelming number of families felt the school made a significant positive contribution to their children's emotional wellbeing.

The school provided a range of targeted interventions, including the Rainbows bereavement group, Brick by Brick and weekly wellbeing check-ins with pastoral support. These interventions supported pupils facing social and emotional challenges. These initiatives offered crucial support to pupils experiencing emotional difficulties, and the interventions were well-received by both pupils and parents, helping to improve pupils' emotional wellbeing and self-confidence.

Pupils from Year 1-6, including those eligible for Pupil Premium, participated in extracurricular activities such as dance, art, music, and school based and non-school based performances. Additionally, Pupil Premium funding supported participation in school trips and residentials, ensuring all children had access to these enriching experiences. These opportunities were highly valued by pupils and families, with parents praising the inclusive nature of the activities. The wellbeing survey revealed that families appreciated the school's efforts in providing enriching experiences that positively impacted their children's social and emotional development.

There is an increasing need for support for children with speech, language and communication barriers, particularly across EYFS and KS1. Pupil Premium funding enabled the delivery of targeted Speech and Language Therapy (SALT) interventions, led by a skilled member of support staff working alongside the link SALT, alongside the implementation of the WellComm Speech and Language Toolkit in EYFS. WellComm supported the early identification and tracking of speech and language needs, enabling targeted interventions to address emerging concerns. Staff also received CPD to ensure the effective and consistent delivery of interventions. As a result, **80% of pupils achieved a Good Level of Development (GLD)**, with **86% achieving the expected level within the Communication and Language prime area**, including Listening, Attention and Understanding and Speaking. Pupils who did not achieve a GLD made good progress from their individual starting points and will continue to receive targeted support as they transition into KS1.

Externally provided programmes

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

Programme	Provider
Dance	Angie Pierre Lewis Reflections Dance Company
Communication and Language	WellComm
Emotional Bereavement Support	Rainbows
Financial Literacy	Foundation 92
5 ways to Wellbeing Workshop	I Thrive
Olive Education	Targeted SATs Booster
ELSA	ELSA
Reading Plus	Dream Box Reading Plus

Service pupil premium funding

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A