The Hermitage Infant School

Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the **2026 to 2027** academic year) 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	The Hermitage Infant School
Number of pupils in school	201 (inc nursery)
Proportion (%) of pupil premium eligible pupils **From September 2026, changes to Free School Meal eligibility introduced Targeted FSM and Expanded FSM categories. This strategy primarily focuses on pupils eligible for Pupil Premium funding (Targeted FSM), while recognising the wider needs of pupils eligible under the Expanded FSM criteria.** **Current FSM profile:** • Targeted FSM: **24 pupils** • Expanded FSM: **6 pupils** • Total FSM: **30 pupils**	12% (24/201) N – 4 child (including 1 PLAC) R – 5 children 1 – 8 children 2 - 7 children
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	Year 3 of 3 years Updated 17-9-2026
Date on which it will be reviewed	Spring Term 2027
Statement authorised by	Clare Spires
Pupil Premium lead	Faaria Sahi
Governor / Trustee lead	Mary Martin

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (budget based on October 2025 Census)	£41,850 PP, £2,553 EYPP
Recovery premium funding allocation this academic year (enter £0 if not applicable)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery funding 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	£44,403

Part A: Pupil Premium strategy plan
Statement of intent

We aim for all disadvantaged pupils to;

- Make better than expected progress annually, meeting at least that of non-disadvantaged peers nationally.
- Attend school regularly.
- Receive support both in school and at home daily through targeted interventions and parental support.
- Have access to all educational and extra-curricular opportunities in line with peers by decreasing financial barriers.
- Feel safe, happy and believe in their own abilities, whilst fostering a love of learning.

How does your current pupil premium strategy plan work towards achieving those objectives?

This strategy plan ensures that all staff continue to thoroughly understand their pupil premium students, allowing them to identify and address any barriers that may hinder each student's academic, social, emotional, mental and physical development. It also encourages all parties to have high aspirations for all pupil premium children. Attendance remains a key priority, so the school provides support to parents to help ensure pupils are regularly attending school. Financial assistance is provided for school trips, either partially or fully funded, and this is monitored to ensure equal opportunities for all students. Additionally, parents are given flexibility in choosing how to use their pupil premium vouchers and our plan will focus on actively promoting the use of vouchers to all pupil premium families.

What are the key principles of your strategy plan?

- Accurately identifying and diagnosing children's individual challenges and needs.
- The three-year pupil premium plan will be reviewed and adjusted annually.
- School leaders will focus on a small number of priorities to ensure effective implementation and impact.
- Approaches adopted by the school will be based on strong educational evidence.
- Support attendance at school to boost attainment where necessary.
- Implement, monitor and evaluate the impact of actions taken.
- Foster a love of learning, progress and opportunities.

Challenges

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

Number	Detail of challenge
1	Low attainment / limited progress
2	Complex needs (SEND, EAL, medical needs, young carer, safeguarding concerns) in addition to low-income household.
3	Limited 'life' opportunities.
4	Poor attendance (missing interventions and lessons) and parental engagement.
5	Emotional literacy and overall wellbeing, as well as mental health issues affecting resilience and being ready to learn.
6	Ensuring more able reach greater depth.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To raise awareness and develop teacher knowledge, understanding and expectations of Pupil Premium within school.	Children will be identified quickly and support targeted swiftly with teachers identifying any potential barriers that could affect each child. Vulnerable Group Venn Diagram registers will be created and regularly updated to ensure teachers have a clear and comprehensive understanding of the needs of their Pupil Premium pupils, including where vulnerabilities and additional needs overlap. This will enable teachers to identify potential barriers to learning and ensure that appropriate, targeted support is put in place to improve progress and outcomes. Staff will be able to verbalise what is in place to support pupil premium children. Children will be meeting targets. Discussion of pupil premium children will be held termly with each class teacher during Pupil Achievement Meetings. Teachers and the leadership team will closely monitor pupil premium children throughout the year. Training and advice on how to support pupil premium children will be regularly provided.
To improve the quality of learning for pupil premium pupils by developing teaching and interventions to maximise impact on attainment, progress and data.	Improved teaching for all, impacting positively on the children in receipt of pupil premium funding. Effective interventions will be continually reviewed and matched to pupils' individual needs. EduKey will be used consistently across the school to record interventions, and a consistent model will be put in place to monitor pupils' progress and evaluate their impact. This whole-school approach will ensure that interventions are targeted and effective, resulting in positive progress and improved outcomes for all pupils.

	Staff will be given CPD to support ordinarily available provision. Pupil premium children will be given additional opportunities to read with an adult in school (including volunteers) and will have more time in the library.
Increased emotional literacy and positive mental health, resulting in higher aspirations (allows children and families to be supported).	ELSA evaluations will show a positive change in 90% of cases. For those children where a positive change is not recorded, alternative support will be sought. The school values will have a positive effect on the personal development of children. Children will show an increase in positive playtimes and a decrease in behaviour incidents. This will be supported by structured play using OPAL. Children will be able to access the Nurture Room when needed to support their wellbeing.
Decrease in financial barriers for families allowing more access to clubs, trips, electronic devices and uniform.	Children will be supported to have access to extra-curricular internal clubs and financial help will be provided to pay towards uniform. If home learning is necessary, a device will be provided if needed.
All pupil premium pupils feel safe, secure and happy and believe in their own abilities.	Pupil questionnaire results will evidence pupils feeling safe and happy in school. Less pastoral support and ELSA will be required as a result of successful interventions. The Pupil Premium Champion initiative will provide every Pupil Premium child with an additional trusted adult mentor in school who knows them well and understands their individual needs and aspirations. Regular mentoring will strengthen pupils' sense of belonging, build confidence and support them in developing high aspirations and achieving positive outcomes.

Barriers to be diminished through planned and well targeted intervention and support.	Children will be selected appropriately for interventions and support. Greater numbers of pupil premium children will reach age related expectations year on year with the gap between them and their peers diminishing. Some pupil premium children, who are working at expected, will be targeted to work towards greater depth. Impact from interventions will show progress of the children taking part. Children who are set targets by outside agencies, will make progress against these or new targets will be set. Teachers will have a clear understanding of who their pupil premium pupils are, their individual barriers to learning and their identified next steps. This will enable provision and support to be carefully targeted, ensuring that barriers are addressed and pupils make positive progress towards improved outcomes Teachers will speak knowledgeably about their pupil premium children throughout the academic year during pupil achievement meetings, PPA and transition meetings. Teachers will use formative and summative assessment to inform them of next steps for pupil premium students. All teachers will regularly read story books to their classes to ensure pupil premium children are exposed to rich vocabulary and gain a love of reading.
Children receipt of PP funding attain and make progress in line with non-PP children nationally.	Attainment and progress measures will show the gap is closing.

Activity in this academic year 2026-2027

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: £33,543 (£1,003 CPD, £10,435 inclusion staffing, £9,386 teaching and £10,166 TA Support, £2,553)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of teaching through targeted, high-quality CPD, ensuring teachers have the skills, knowledge and confidence to provide an inclusive, high-quality education for all pupils. Training will support staff to effectively address pupils' academic, social, emotional and mental health and wellbeing needs.	Improving the educational environment and experience for all pupils through teacher training impacts positively on PP children. 35.4% a popular strategy evidenced in supporting the attainment of disadvantaged pupils - Gov document.	1, 3, 4
Track interventions and support more closely using the EduKey Provision Map for pupils who are SEND and/or Pupil Premium, alongside a consistent whole-school approach to monitoring and evaluating the progress and impact of interventions.	Detailing interventions and support in place for children who are not making progress - 39.4% a popular strategy evidenced in supporting the attainment of disadvantaged pupils - Gov document.	1, 2, 3, 4
To continue to strengthen whole school ethos and vison for disadvantaged.	Raising the PP profile in teaching was a popular strategy evidenced in supporting the attainment of disadvantaged pupils - Gov document 44.4%. EEF- Behaviour interventions +3mths.	1,3, 4, 6

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

Budgeted cost: £500 (£500 PP resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
A targeted sports and / or wellbeing intervention to support identified Pupil Premium pupils to build confidence, raise aspirations, develop positive relationships and improve their wellbeing and engagement in school.	EEF - +2 months: Physical activity, including organised sports and extra-curricular activities, has important benefits for pupils' health, wellbeing and physical development.	1,3,5
Reading volunteers will be targeted to support disadvantaged readers through regular 1:1 reading sessions, providing additional opportunities to practise reading, develop fluency and build confidence.	EEF – Regular opportunities for pupils to read aloud, receive feedback and practise reading can support the development of reading fluency. EEF identifies fluency as an important bridge between word recognition and reading comprehension, helping pupils read accurately, automatically and with expression.	1,2, 6

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

Budgeted cost: £10,359 (£6,072 ELSA Staffing and £2,288 Home Link Worker)
Budgeted trips and clubs: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support through ELSA where needed.	Providing emotional support programmes 78.7 % - a popular strategy evidenced in supporting the attainment of disadvantaged pupils - Gov document.	6
Teachers, inclusion team and SLT working with	EEF - Parental engagement has a positive impact on average of 4 months' additional progress. It is	4

vulnerable families to improve attendance.	crucial to consider how to engage with all parents to avoid widening attainment gaps.	
Supporting families' financially through Voucher Scheme: £25 a term voucher provided to pay towards trips, clubs or uniform.	Arranging or subsidising trips has been a popular strategy evidenced in supporting the attainment of disadvantaged pupils - Gov document 80.9% popularity.	3
Forest school for pupil premium children	EEF - +5mths Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. EEF- Outdoor Education +4mths	4, 6
Engage Pupil Premium pupils in a range of extra-curricular activities and clubs to broaden experiences, develop confidence and raise aspirations.	EEF – +2 months: Participation in structured extra-curricular activities and after-school clubs can have a positive impact on pupils' academic outcomes, while also providing opportunities to develop wider skills, engagement and experiences.	3, 5, 1
Provide pastoral support through HSLW to PP families, where needed to support general parental engagement and wellbeing of children and families.	EEF- Parental engagement +3mths	2, 4, 5, 6, 7
Designated teacher ensures CLA and PLAC children are supported and that their funding is spent effectively.	All of the above.	1,2,3,4,5,6

Total budgeted cost: £44,403

Part B: Review of outcomes in the previous academic year. This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Cohort Context

Analysis of the Pupil Premium cohort within 2025-2026 identified a significant level of overlapping need. Twenty-four per cent of Pupil Premium pupils were also identified as having SEND, 18% were EAL and 6% were Young Carers. The level of overlapping need was particularly evident in Year 2, where 35% of Pupil Premium pupils were also identified as having SEND. As a result, a key focus throughout the year was ensuring that provision remained responsive to individual needs. The overlap between disadvantage and additional needs highlighted the importance of recognising that some pupils faced multiple barriers to learning, which could impact their access to the curriculum, progress and wider school experience. Vulnerable group registers were created by class teachers to ensure that pupils with additional or emerging needs were identified promptly and supported effectively. There was also a strong focus on ensuring that staff had a clear understanding of pupils' individual circumstances, barriers and strengths, enabling support to be tailored across both academic and pastoral provision.

Forecast (updated budget) February 2026 ***Activity***	**Actual spend to date (Sep to 31st Aug 2026)**	**Planned Yearly Budget June 2025**	**Pupil Premium Activity RAG Rating**	**End of Year Impact Report 2025-2026**
£43,458 ***Teaching and Support Staff (including CPD)***	***£40,901***	***£39,491***		
£1,600 **CPD**	**£909**	**£1,401**	Improve quality first teaching through quality targeted CPD for teachers to ensure they have the skills and knowledge, enabling them to provide high-quality education for all.	**Achieved:** Professional development throughout 2025-26 strengthened staff understanding of disadvantaged, SEND and overlapping vulnerabilities. Training in relational approaches, restorative practice and inclusive teaching strategies, alongside external conferences and vulnerable group analysis, supported a more informed and targeted approach to identifying and addressing barriers to learning. Further training has been planned for 2026-27 to continue developing staff expertise in early identification, mental health and inclusion.

				Impact: Staff developed a deeper understanding of the barriers experienced by disadvantaged pupils, enabling more targeted and personalised support. Increased awareness of overlapping needs strengthened adaptive teaching, early identification and intervention and the use of relational approaches. This contributed to a more inclusive learning environment, supporting pupil engagement, wellbeing and access to learning for disadvantaged pupils. **Next steps:** Continue to develop staff expertise through high-quality CPD focused on disadvantage, inclusion, adaptive teaching and early identification, while evaluating impact through pupil outcomes, classroom practice and staff feedback.
£13,750 **Inclusion staffing**	**£14,000**	**£13,895**	To continue to strengthen whole school ethos and vison for disadvantaged.	**Achieved:** The Pupil Premium Champion initiative has become embedded across the school, ensuring disadvantaged pupils have a trusted adult who advocates for and supports them. One-page profiles, Boxall Profiles and regular pupil voice activities have strengthened staff understanding of individual needs, interests and barriers. Vulnerable pupil registers have continued to be used, supporting a consistent whole-school approach to identifying and responding to need. **Impact:** Staff have developed a stronger understanding of disadvantaged pupils and their individual barriers, enabling more personalised support. Positive relationships with trusted adults have supported pupils' wellbeing, confidence and engagement, while regular pupil

				voice opportunities have helped identify barriers and inform support. The initiative has strengthened a whole-school culture of inclusion, high expectations and aspiration for disadvantaged pupils. **Next steps:** Continue to embed and evaluate the impact of the Pupil Premium Champion role, strengthen opportunities for pupil voice, and ensure all disadvantaged pupils have regular access to a trusted adult who can support their wellbeing, aspirations and success. Ensure vulnerable group registers are regularly updated throughout the year.
			Designated teacher ensures CLA and PLAC children are supported and that their funding is spent effectively.	**Achieved and ongoing:** There was one Previously Looked After Child (PLAC) on roll during the academic year. The pupil received targeted support through an Individual Support Plan (ISP), which was reviewed regularly to ensure provision continued to meet their developing needs. Support focused on language and communication, independence and access to learning. The Designated Teacher maintained oversight of provision and funding to ensure support remained targeted and responsive to the pupil's individual needs. **Impact:** Targeted support enabled the pupil to access learning more effectively and make progress from their individual starting point. Personalised interventions and classroom support contributed to the development of language and communication skills, while a focus on independence helped to build confidence and engagement in

				learning. Regular review of the ISP ensured that barriers to learning were identified and addressed promptly, allowing provision to be adapted in response to the pupil's changing needs. The personalised approach supported positive academic and personal outcomes throughout the year.
£10,668 **Teachers**	**£9,650**	**£9,086**		**Achieved:** Teachers used formative and summative assessment to identify learning gaps and provide targeted support. Boxall Profiles, Check-Ins and Check-Outs were used to monitor wellbeing and inform pastoral support, while strong teacher-pupil relationships helped to promote confidence, resilience and engagement. Teaching was adapted to meet individual needs and support pupils' development across the curriculum. One example of this includes the use of Widgit across the curriculum to support language. **Impact:** The use of assessment information enabled teachers to identify barriers to learning promptly and provide targeted support where needed. Adaptive teaching and targeted interventions helped pupils to access learning successfully and make progress from their individual starting points. The use of wellbeing monitoring tools, alongside strong relationships with staff, supported pupils' emotional wellbeing, confidence and engagement in school life.
£14,665 **TA Support**	**£12,199**	**£12,079**		**Achieved and ongoing:** Teaching Assistants continued to play a significant role in supporting disadvantaged pupils through targeted one-to-one, small-group and in-class support. This included support in

				phonics, reading, writing and maths, alongside nurture and pastoral provision to promote confidence, engagement and positive learning behaviours. **Impact:** Regular support enabled pupils to consolidate key skills, address gaps in learning and make progress from their starting points. Opportunities for pre-teaching, reinforcement and guided practice increased pupils' confidence and participation in lessons. **Next steps:** Deploy Teaching Assistants strategically, ensuring support is targeted according to identified need and monitored through pupil progress, engagement and wellbeing measures.
£2,775 **Early Years Pupil Premium (EYPP)**	**£3,894**	**£3,030**		**Achieved and ongoing:** Early Years Pupil Premium funding was used to provide targeted support within the EYFS setting, enabling children to access additional learning opportunities tailored to their individual needs. A strong emphasis was placed on developing positive relationships with key adults, ensuring children felt safe, secure and well supported within the learning environment. **Impact:** Children developed strong relationships with trusted adults, supporting their wellbeing and emotional security enabling them to engage positively with learning. **Next steps:** Continue to use EYPP funding to provide targeted support based on individual needs and further develop opportunities for

				language, communication and early literacy development.
£500 ***Targeted Academic Support (resources and interventions)***	***£403.83***	***£500***		**Achieved and ongoing:** Pupil Premium funding contributed to the development of OPAL (Outdoor Play and Learning) through the purchase of additional resources and equipment. This expanded the range of play opportunities available at lunchtimes, ensuring all pupils, including disadvantaged pupils, could access engaging, creative and physically active play experiences. **Impact:** The introduction of OPAL increased opportunities for active, imaginative and collaborative play, supporting pupils' social development, communication skills and wellbeing. Access to a wider range of resources encouraged independence, resilience and problem-solving, while helping pupils to remain active and engaged during social times. The provision was particularly beneficial in promoting inclusion and ensuring disadvantaged pupils accessed the same high-quality play experiences as their peers. **Next steps:** Continue to develop the OPAL provision through additional resources and play opportunities, while evaluating its impact on pupils' wellbeing, engagement, social development and inclusion through pupil voice and ongoing observation.

			Tracking of interventions and support more closely using the Provision Mapping tool ‘Edukey’ for children who are SEND and PP.	**Ongoing:** Targeted interventions for disadvantaged pupils continued to be reviewed through pupil progress discussions, with teachers identifying barriers, setting aspirational targets and monitoring pupil outcomes. Provision was increasingly recorded on Edukey; however, the tracking and evaluation of interventions was not yet consistent across the school. Year Leaders and teachers monitored interventions using a range of approaches, resulting in variation in the quality and consistency of recording. Phonics progress continued to be tracked closely through the Ruth Miskin Portal. **Impact:** Regular pupil progress discussions enabled staff to identify pupils requiring additional support and make timely adjustments to provision where needed. The increased use of Edukey improved oversight of support being provided; however, inconsistent recording and evaluation meant that the impact of some interventions was not always captured systematically. While the impact of provision is reflected in end-of-year attainment, progress and phonics outcomes, a more robust and consistent approach to monitoring is required to strengthen evaluation and demonstrate the effectiveness of interventions over time. **Next steps:** Implement a whole-school approach to recording, monitoring and evaluating interventions through to ensure consistency across all year

				groups. Establish clear expectations for recording intervention entry and exit data, pupil progress and impact measures. Regularly review intervention records to ensure provision is evaluated effectively and that adjustments are made promptly in response to pupil need.
			Internal interventions – additional reading, phonics and / or maths using comprehensive materials.	**Achieved and ongoing:** Targeted interventions in reading, phonics, writing and maths were planned throughout the year following assessment analysis and pupil progress discussions. Pupil Premium pupils remained a key focus and were prioritised for additional support where gaps in learning were identified. Interventions were adapted regularly to respond to pupils' progress and emerging needs. **Impact:** Additional support helped pupils develop key literacy and numeracy skills, address misconceptions and build confidence in their learning (enabling pupils to make progress from their individual starting points). The overall impact of these interventions is reflected in the end-of-year attainment, progress and phonics outcomes. **Next steps:** Continue to prioritise disadvantaged pupils through intervention planning and pupil progress meetings, ensuring support remains responsive to assessment

				information and that intervention impact is evaluated and recorded consistently across the school. Ensure pupil premium pupils who are meeting or exceeding age-related expectations are appropriately challenged and stretched.
			Reading volunteers targeted to support disadvantaged readers.	**Achieved and ongoing:** Reading volunteers continued to provide regular one-to-one reading opportunities for disadvantaged pupils, helping to develop fluency, comprehension and confidence. The Reading Buddy initiative across the infant and junior school further promoted reading for pleasure and positive reading experiences. **Impact:** Regular reading practice increased pupils' confidence and engagement with reading, supporting the development of fluency and comprehension skills. The valuable additional opportunities for disadvantaged pupils to read with an adult and discuss texts, contributed to positive reading outcomes and fostering a love of reading.
Wider Strategies (related to attendance, behaviour and wellbeing)			Teachers, inclusion team and SLT working with vulnerable families to improve attendance.	**Ongoing:** Attendance remained a key priority for disadvantaged pupils throughout the year. During the Summer Term, overall attendance for Infant pupils was 95.3%, whilst attendance for pupils eligible for Pupil Premium/Free School Meals was 90.9%. This represented a decline from 93.1% in the previous year and continued a concerning downward trend for this vulnerable group. The attendance gap between disadvantaged pupils and their peers was 4.4 percentage

				points, indicating that attendance remained a significant barrier to learning and achievement for some Pupil Premium pupils. Through regular attendance monitoring and detailed analysis, leaders identified the individual pupils whose attendance contributed most significantly to this figure. This enabled the school to understand the specific barriers affecting attendance and implement tailored support where needed. The school worked closely with identified families through regular communication, attendance meetings and pastoral support. These pupils were closely monitored throughout the year, with attendance discussed regularly to ensure concerns were identified and addressed promptly. **Impact:** Targeted support from the Inclusion Team, HSLW, class teachers, SLT and PP Champions continued to address attendance concerns for Pupil Premium pupils. Pupils with the lowest attendance received sustained, individualised support, ensuring that pupils felt listened to whilst families received appropriate guidance and challenge. Attendance patterns were closely monitored to identify specific days, routines or triggers linked to non-attendance, enabling staff to better understand barriers and tailor support accordingly. Although attendance for disadvantaged pupils remained below that of their peers and declined compared to the previous year, the school's detailed monitoring and targeted intervention ensured that

				attendance concerns were identified and addressed promptly. The work undertaken strengthened relationships with families, improved understanding of the complex barriers affecting attendance and enabled appropriate support to be implemented. Whole-school attendance improved significantly to 95.6% in 2024/25, demonstrating the positive impact of the school's wider attendance strategy. Reducing the attendance gap for disadvantaged pupils remains a key priority moving forward. **Next steps:** Continue targeted attendance support and personalised intervention plans for identified Pupil Premium pupils. Strengthen parental engagement and partnership working with families where attendance concerns persist. Monitor attendance data regularly to identify concerns early and provide rapid support. Further investigate barriers to attendance for disadvantaged pupils and work collaboratively with families and external agencies to address these.
			Forest school for pupil premium children	**Achieved:** All Year 1 and Year 2 Pupil Premium pupils participated in Forest School sessions between September and December 2025, ensuring all eligible pupils benefited from regular outdoor learning experiences. Nursery and Reception Pupil Premium pupils also had regular access to the outdoor learning environment throughout the year as part of their continuous provision. **Impact:** Forest School provision ensured that 100% of Year 1 and Year 2 Pupil Premium pupils accessed regular outdoor forest

				school learning opportunities. Through child-led exploration, risk-taking and problem-solving activities, pupils developed confidence, independence and resilience. Opportunities to work collaboratively supported the development of communication skills, teamwork and positive relationships, whilst the outdoor environment promoted wellbeing and positive mental health by providing a calm and nurturing space in which to learn. Practical, hands-on experiences increased engagement and enabled pupils to develop a range of life skills, including perseverance, responsibility and decision-making. The provision also offered valuable enrichment opportunities, helping to broaden pupils' experiences beyond the classroom. For Nursery and Reception pupils, regular access to outdoor learning supported physical development, curiosity, independence and wellbeing, helping to establish positive attitudes towards learning and the natural world from an early age.
			Engage PP children in extra-curricular sports activities	**Ongoing:** Club monitoring showed that 4 of the school's 44 Pupil Premium pupils (9%) participated in sports-related extra-curricular activities during 2025/26, including dance and multi-sports clubs. Several pupils attended across more than one term, demonstrating sustained engagement. Of the pupils attending clubs, 44% accessed a Pupil Premium-funded place, helping to remove financial barriers to participation. The PP Lead and Sports Lead continued to monitor participation levels and identify pupils who were not engaging in

				sporting opportunities. Sports Ambassadors also promoted active play at lunchtimes, whilst active brain breaks remained embedded throughout the school day to encourage regular physical activity. **Impact:** Sports clubs provided disadvantaged pupils with opportunities to engage in regular physical activity beyond the school day, supporting their physical wellbeing and enjoyment of sport. Pupil Premium funding helped to remove financial barriers to participation, enabling some pupils to access opportunities that may not otherwise have been available to them. Participation in clubs supported the development of confidence, resilience, teamwork and social skills, whilst attendance across multiple terms demonstrated sustained engagement for some pupils. The use of pupil voice enabled individual barriers to participation to be identified and addressed promptly, ensuring support could be targeted effectively. Although participation levels remained low overall, the school was able to increase access for some disadvantaged pupils through funded places and personalised support. Increasing participation in extra-curricular sport remains an area for development. **Next steps:** Increase participation rates so that more Pupil Premium pupils access sports clubs and physical activity opportunities. Use pupil voice to identify sports and activities that would be of greatest interest to non-participating pupils. Track participation termly to monitor

				uptake and evaluate the impact that club participation is having on individual pupils.
			Drawing for Talking trained staff deliver interventions to support learners.	**Achieved and ongoing:** There were no pupils accessing the Drawing for Talking intervention during the academic year. The programme remained available as a short-term therapeutic intervention, delivered by trained staff to support pupils who may be experiencing trauma, emotional difficulties or barriers to communicating their feelings. **Impact:** Drawing for Talking remained part of the school's wider pastoral offer and was available to support pupils where appropriate. Historically, the intervention has helped pupils to regulate their emotions, develop resilience and engage more effectively in learning. It has been particularly beneficial for pupils who find it difficult to express emotions verbally, providing an alternative means of emotional expression and processing. During 2025-2026, pupils requiring emotional support were successfully supported through ELSA provision, meaning there was no identified need for Drawing for Talking interventions. This demonstrated the effectiveness of the school's graduated approach to pastoral support, ensuring that pupils accessed the most appropriate provision for their individual needs.
£6,250 **ELSA Staffing**	**£6,000**	**£6,050**	Provide pastoral support through ELSA to PP pupils, where needed.	**Achieved:** During 2025/26, 12 of the school's 44 Pupil Premium pupils (27%) accessed ELSA support. This included three pupils receiving full ELSA interventions, five pupils receiving regular emotional

				wellbeing check-ins, two pupils receiving occasional check-ins and two pupils receiving in-class emotional support. Support focused on emotional regulation, self-esteem, anxiety, friendship skills, resilience and helping pupils to manage challenges that may impact on learning and wellbeing. **Impact:** Pupils were supported to develop greater confidence in talking about their feelings and seeking support when needed, whilst targeted interventions helped pupils to improve emotional regulation and readiness to engage with learning. ELSA provision also supported pupils experiencing social, emotional and family-related challenges, helping to reduce barriers to learning and promote positive wellbeing. Strong communication between the ELSA, class teachers and wider pastoral team ensured that support remained coordinated and responsive to pupils' individual needs. This contributed to a nurturing environment in which pupils felt supported, enabling them to engage more positively with school and learning.
£2,000 **Home Link Worker**	**£2,400**	**£2,237**	Provide pastoral support through HSLW to PP families, where needed.	**Achieved:** The Home School Link Worker (HSLW) provided targeted support to 21 of the school's 44 Pupil Premium pupils (48%) during the 2025/26 academic year. Support was tailored to individual family circumstances and included housing support, attendance intervention, parenting advice, SEND signposting, safeguarding referrals, financial assistance and liaison with external agencies. Families were also

				supported to access food vouchers, school uniform funding, holiday activity programmes and charitable services where appropriate. In addition, 14% of Pupil Premium pupils were registered as Young Carers, with a further pupil awaiting registration. These pupils accessed weekly Young Carer groups, enrichment opportunities and celebration events, ensuring their additional responsibilities at home were recognised and supported. **Impact:** Targeted pastoral support enabled families to access appropriate services and interventions at an early stage, helping to reduce barriers to learning and improve pupil wellbeing. Support provided by the HSLW helped families experiencing financial hardship, housing difficulties, attendance concerns and additional needs to access practical assistance and specialist services. Regular communication and partnership working strengthened relationships between home and school, enabling concerns to be identified and addressed promptly. The coordinated support provided through the HSLW contributed to improved pupil wellbeing, confidence and readiness to learn, whilst ensuring that families received tailored support matched to their individual circumstances. Pupil Premium pupils identified as Young Carers also benefited from dedicated pastoral support, opportunities to build peer relationships and experiences that promoted resilience,

				wellbeing and a sense of belonging.
£1,500 **Voucher Scheme (trips, clubs and uniform)**	**£1,244**	**£2,000**	Supporting families' financially though Voucher Scheme: £25 voucher per term to pay towards trips, internal school clubs and / or uniform. The total across the year is £75 per child.	**Ongoing:** Families were reminded termly about the voucher scheme to encourage uptake and ensure they were aware of their entitlement. The scheme provided up to £75 per eligible pupil across the academic year, with unused balances able to be carried forward between terms but not across academic years. The vouchers were used to support pupils' access to a range of opportunities and essential items, including educational trips (£856.55), school clubs (£158.51), school uniform through Valentinos (£132.86) and nursery fees (£60.00). In total, £1,207.92 of the available £2,800 funding was accessed and spent by families. Only three pupils did not redeem any of their voucher allocation during the year. **Impact:** The voucher scheme helped to reduce financial barriers for families, enabling more pupils to participate in educational visits, extracurricular clubs and wider school opportunities. Funding supported access to enrichment activities that promoted pupils' personal development, wellbeing and inclusion. Assistance with school uniform and nursery provision further helped families to engage fully with school life and ensured that pupils had the resources needed to participate confidently in learning experiences. The funding provided valuable support for disadvantaged pupils by widening access to

				opportunities that may otherwise have been unavailable. Educational trips accounted for the highest area of expenditure, demonstrating the importance families placed on ensuring that children could participate in curriculum enrichment experiences alongside their peers. While the majority of pupils accessed the scheme, overall spending indicates that a significant proportion of the available funding was not utilised. This suggests that some families may not have fully understood how the vouchers could be used or may not have identified opportunities to access their entitlement. Increasing uptake therefore remains a priority to ensure that the full benefit of the funding reaches eligible pupils. **Next steps:** Continue to promote the voucher scheme through regular reminders and clear communication regarding eligible expenditure. Contact families who do not access their entitlement to identify and address any barriers to uptake. Explore additional opportunities for families to use vouchers to support wider participation in school life and enrichment activities.

PP funding 2025-2026 £49,995 **EYPP: £2,775** **Additional CLA / PLAC: £938** **Total Adjustment to Income: £53,708** **Total £53,708**	**£46,805** **£3,894** **£50,699** **£50,699**	**£47,247** **£3,030** **£50,277** **£50,277**		The budget was based on the October 2025 census. The PLAC child did not join until later in the year 2024-2025 so the full funding was not issued.

Summer 2026 Whole School Data

Year 2

	Maths					Reading					Writing				
89 chn	SBLW	BLW	WTS	EXS	GDS	SBLW	BLW	WTS	EXS	GDS	SBLW	BLW	WTS	EXS	GDS
Year 2	3.4% (3)	4.5% (4)	16.9% (15)	69.7% (62)	5.6% (5)	4.5% (4)	7.9% (7)	15.7% (14)	60.7% (54)	11.2% (10)	4.5% (4)	12.4% (11)	21.3% (19)	60.7% (54)	1.1% (1)
Pupil Premium Eligible	4.5% (1)	9.1% (2)	31.8% (7)	54.5% (12)	0% (0)	13.6% (3)	4.5% (1)	27.3% (6)	54.5% (12)	0% (0)	13.6% (3)	18.2% (4)	31.8% (7)	36.4% (8)	0% (0)
Not Pupil Premium Eligible	3% (2)	3% (2)	11.9% (8)	74.6% (50)	7.5% (5)	1.5% (1)	9% (6)	11.9% (8)	62.7% (42)	14.9% (10)	1.5% (1)	10.4% (7)	17.9% (12)	68.7% (46)	1.5% (1)

Year 1

59 chn	Maths					Reading					Writing				
	SBLW	BLW	WTS	EXS	GDS	SBLW	BLW	WTS	EXS	GDS	SBLW	BLW	WTS	EXS	GDS
Year 1	1.7% (1)	3.4% (2)	18.6% (11)	72.9% (43)	3.4% (2)	1.7% (1)	3.4% (2)	27.1% (16)	61% (36)	6.8% (4)	1.7% (1)	6.8% (4)	27.1% (16)	62.7% (37)	1.7% (1)
Pupil Premium Eligible	0% (0)	25% (2)	25% (2)	50% (4)	0% (0)	0% (0)	0% (0)	50% (4)	50% (4)	0% (0)	0% (0)	25% (2)	25% (2)	50% (4)	0% (0)
Not Pupil Premium Eligible	2% (1)	0% (0)	17.6% (9)	76.5% (39)	3.9% (2)	2% (1)	3.9% (2)	23.5% (12)	62.7% (32)	7.8% (4)	2% (1)	3.9% (2)	27.5% (14)	64.7% (33)	2% (1)

EYFS

	Literacy											
	Comprehension				Word Reading				Writing			
	SBLW	BLW	WTS	EXS	SBLW	BLW	WTS	EXS	SBLW	BLW	WTS	EXS
Year N1	0% (0)	0% (0)	16.7% (2)	83.3% (10)	0% (0)	0% (0)	16.7% (2)	83.3% (10)	0% (0)	0% (0)	16.7% (2)	83.3% (10)
Year N2	3.7% (1)	14.8% (4)	18.5% (5)	63% (17)	3.7% (1)	14.8% (4)	25.9% (7)	55.6% (15)	3.7% (1)	14.8% (4)	29.6% (8)	51.9% (14)
Year R	3.8% (2)	0% (0)	13.2% (7)	83% (44)	1.9% (1)	3.8% (2)	17% (9)	77.4% (41)	1.9% (1)	3.8% (2)	18.9% (10)	75.5% (40)

	Mathematics							
	Number				Numerical Patterns			
	SBLW	BLW	WTS	EXS	SBLW	BLW	WTS	EXS
Year N1	0% (0)	0% (0)	8.3% (1)	91.7% (11)	0% (0)	0% (0)	8.3% (1)	91.7% (11)
Year N2	3.7% (1)	14.8% (4)	7.4% (2)	74.1% (20)	3.7% (1)	14.8% (4)	7.4% (2)	74.1% (20)
Year R	1.9% (1)	3.8% (2)	13.2% (7)	81.1% (43)	1.9% (1)	3.8% (2)	17% (9)	77.4% (41)

EYFS Groups

		Literacy											
		Comprehension				Word Reading				Writing			
	Group	SBLW	BLW	WTS	EXS	SBLW	BLW	WTS	EXS	SBLW	BLW	WTS	EXS
Nursery 1	Pupil Premium Eligible	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	0% (0)	66.7% (2)	33.3% (1)
	Not Pupil Premium Eligible	0% (0)	0% (0)	0% (0)	100% (9)	0% (0)	0% (0)	0% (0)	100% (9)	0% (0)	0% (0)	0% (0)	100% (9)
Nursery 2	Pupil Premium Eligible	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)	0% (0)	100% (4)	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)
	Not Pupil Premium Eligible	4.3% (1)	17.4% (4)	13% (3)	65.2% (15)	4.3% (1)	17.4% (4)	13% (3)	65.2% (15)	4.3% (1)	17.4% (4)	17.4% (4)	60.9% (14)
Reception	Pupil Premium Eligible	0% (0)	0% (0)	27.3% (3)	72.7% (8)	0% (0)	9.1% (1)	36.4% (4)	54.5% (6)	0% (0)	9.1% (1)	36.4% (4)	54.5% (6)
	Not Pupil Premium Eligible	4.8% (2)	0% (0)	9.5% (4)	85.7% (36)	2.4% (1)	2.4% (1)	11.9% (5)	83.3% (35)	2.4% (1)	2.4% (1)	14.3% (6)	81% (34)

Mathematics									
		Number				Numerical Patterns			
		SBLW	BLW	SBLW	BLW	SBLW	BLW	SBLW	BLW
Nursery 1	Pupil Premium Eligible	0% (0)	0% (0)	33.3% (1)	66.7% (2)	0% (0)	0% (0)	33.3% (1)	66.7% (2)
	Not Pupil Premium Eligible	0% (0)	0% (0)	0% (0)	100% (9)	0% (0)	0% (0)	0% (0)	100% (9)
Nursery 2	Pupil Premium Eligible	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)	0% (0)	50% (2)	50% (2)
	Not Pupil Premium Eligible	4.3% (1)	17.4% (4)	0% (0)	78.3% (18)	4.3% (1)	17.4% (4)	0% (0)	78.3% (18)
Reception	Pupil Premium Eligible	0% (0)	9.1% (1)	18.2% (2)	72.7% (8)	0% (0)	9.1% (1)	27.3% (3)	63.6% (7)
	Not Pupil Premium Eligible	2.4% (1)	2.4% (1)	11.9% (5)	83.3% (35)	2.4% (1)	2.4% (1)	14.3% (6)	81% (34)

	Communication and Language				Personal, Social, Emotional Development				Physical Development			
	SBLW	BLW	WTS	EXS	SBLW	BLW	WTS	EXS	SBLW	BLW	WTS	EXS
Year N1	0% (0)	0% (0)	16.7% (2)	83.3% (10)	0% (0)	0% (0)	8.3% (1)	91.7% (11)	0% (0)	0% (0)	0% (0)	100% (12)
Year N2	3.7% (1)	18.5% (5)	3.7% (1)	74.1% (20)	7.4% (2)	11.1% (3)	3.7% (1)	77.8% (21)	3.7% (1)	14.8% (4)	3.7% (1)	77.8% (21)
Year R	3.8% (2)	1.9% (1)	9.4% (5)	84.9% (45)	1.9% (1)	1.9% (1)	3.8% (2)	92.5% (49)	0%	1.9% (1)	5.7% (3)	92.5% (49)

		FSP Communication and Language				Personal, Social, Emotional Development				Physical Development			
	Group	SBLW	BLW	WTS	EXS	SBLW	BLW	WTS	EXS	SBLW	BLW	WTS	EXS
Nursery 1	Pupil Premium Eligible	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)	0% (0)	0% (0)	100% (3)
	Not Pupil Premium Eligible	0% (0)	0% (0)	0% (0)	100% (9)	0% (0)	0% (0)	11.1% (1)	88.9% (8)	0% (0)	0% (0)	0% (0)	100% (9)
Nursery 2	Pupil Premium Eligible	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	0% (0)	0% (0)	100% (4)	0% (0)	0% (0)	0% (0)	100% (4)
	Not Pupil Premium Eligible	4.3% (1)	21.7% (5)	0% (0)	73.9% (17)	8.7% (2)	13% (3)	4.3% (1)	73.9% (17)	4.3% (1)	17.4% (4)	4.3% (1)	73.9% (17)
Reception	Pupil Premium Eligible	0% (0)	0% (0)	18.2% (2)	81.8% (9)	0% (0)	0% (0)	0% (0)	100% (11)	0% (0)	0% (0)	9.1% (1)	90.9% (10)
	Not Pupil Premium Eligible	4.8% (2)	2.4% (1)	7.1% (3)	85.7% (36)	2.4% (1)	2.4% (1)	4.8% (2)	90.5% (38)	0% (0)	2.4% (1)	4.8% (2)	92.9% (39)

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

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A