The Hermitage Junior 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 Junior School
Number of pupils in school	295
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: **40 pupils** • Expanded FSM: **40 pupils** • Total FSM: **80 pupils**	14% (40/295) *including 2 PLAC and 1 CLA* • Y3 – 13 children (including 1 Orchard) • Y4 – 5 children • Y5 – 12 children (including 2 Orchard / 1 PLAC) • Y6 - 10 children (4 Orchard/ 1 PLAC and 1 CLA) **Of those children 7 (18%) are in the Orchard Centre**
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 2026 Census)	£97,650 PP and £5,740 PLAC
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	£103,390

Part A: Pupil premium strategy plan
Statement of intent

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.
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.

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.
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: £93,505 (£2,067 CPD, £14,330 Inclusion Staffing, £38,125 Teaching and £38,984 TA Support)

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, tutoring, one-to-one support structured interventions)

Budgeted cost: £500 (£500 pupil premium 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, trips)

Budgeted cost: **£9,385** (£4,597 ELSA, £2,288 Home Link Worker, £2500 PP trips, clubs and uniform)

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 vulnerable families to improve attendance.	EEF +4 months: Working in partnership with parents and carers and developing positive, mutually respectful relationships can support pupils' learning, attendance, behaviour and wellbeing. EEF attendance evidence	4

	also highlights the importance of understanding individual family circumstances and providing responsive support matched to pupils' and families' specific needs.	
Supporting families' financially through Voucher Scheme: £25 a term voucher provided to pay towards trips, clubs or uniform. Additional £30 available to pay towards residentials in Years 4,5 and 6.	Arranging or subsidising trips has been a popular strategy evidenced in supporting the attainment of disadvantaged pupils - Gov document 80.9% popularity.	4, 6
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: £103,390

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 in 2025-2026 identified a significant level of overlapping need. Over 40% of Pupil Premium pupils were also identified as having SEND, rising to 60% in Year 5. In addition, 19% of Pupil Premium pupils were Young Carers. There was further overlap between Pupil Premium, SEND and EAL, with some pupils experiencing multiple barriers to learning. As a result, a key focus throughout the year was to ensure that provision was responsive to individual needs. Vulnerable group registers were regularly reviewed and refined to ensure that pupils with multiple or emerging needs were identified promptly and supported effectively. There was also a strong focus on ensuring that all 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**
£90,232 Teaching and Support Staff (including CPD)	***£90,033***	**£89,146**		
£2,220 CPD	**£1,776**	**£2,220**	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.
£13,500 **Inclusion staffing**	**£14,157**	**£13,500**	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.

£6,356 **PLAC / CLA**	£5,260	£5,260	Designated teacher ensures CLA and PLAC children are supported and that their funding is spent effectively.	**Achieved:** The Designated Teacher ensured that CLA and PLAC funding was used effectively to meet identified needs. During 2025-26, funding was primarily used to provide additional staffing and bespoke support. One pupil accessed specialist provision through the Orchard Centre for part of the school day. Additional funding was requested through the CLA review process for a pupil who became looked after during the year and required enhanced support. **Impact:** Effective use of funding enabled pupils to receive consistent support matched to their circumstances, helping them to remain engaged in school and access the provision needed to succeed. Regular reviews ensured that support remained appropriate as needs changed throughout the year. **Next steps:** Continue to review the use and impact of CLA and PLAC funding to ensure provision remains closely aligned to pupils' individual needs and promotes positive educational, social and emotional outcomes.
£33,428 **Teachers**	**£32,539**	**£33,428**		**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. Funding was also used to support one pupil's full-time alternative provision placement and associated transport costs, providing stability for both the pupil and family. **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. The alternative provision placement enabled the pupil concerned to access an educational setting better suited to their needs, supporting their wellbeing, engagement and access to learning.
£33,642 **TA Support**	**£36,301**	**£35,824**		**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. The new nurture room was a valuable resource, with a dedicated Teaching Assistant frequently deployed to provide additional emotional, behavioural and pastoral support, enabling pupils to regulate, re-engage with learning and access the school day successfully. **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. The nurture room provided a supportive environment for vulnerable pupils, contributing positively to wellbeing, emotional regulation, resilience and readiness to learn. **Next steps:** Deploy Teaching Assistants strategically, ensuring support is targeted according to identified need and monitored through pupil progress, engagement and wellbeing

				measures. Continue to use the nurture room to support pupils' emotional wellbeing.
£500 Targeted Academic Support (resources and interventions)	**£500**	**£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 has increased opportunities for active, imaginative and collaborative play, supporting pupils' social development, communication skills and wellbeing. Access to a wider range of resources has encouraged independence, resilience and problem-solving, while helping pupils to remain active and engaged during social times. The provision has been particularly beneficial in promoting inclusion and ensuring disadvantaged pupils can access 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, and progress, 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 Edukey 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 (including times tables) 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 and progress 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.	**Achieved and ongoing:** Attendance for disadvantaged pupils improved significantly during 2025-26. In the Summer Term, attendance for pupils eligible for Pupil Premium/Free School Meals was 93.2%, compared with 96.1% for all pupils. This represented an increase from 89.5% in the previous year and exceeded the national FSM attendance figure of 92.3%. The school maintained a strong focus on attendance through regular monitoring, early identification of concerns and close partnership working with families. Staff worked proactively to understand and address individual barriers to attendance, ensuring support was tailored to pupils' circumstances. **Impact:** Targeted support from the Inclusion Team, HSLW, class teachers, SLT and Pupil Premium Champions contributed to improved attendance outcomes for disadvantaged pupils. Staff worked closely with pupils to identify barriers to attendance and understand what motivated them to attend school. Personalised approaches were then implemented, including access to extracurricular opportunities such as football club and experiences linked to pupils' aspirations. For example, one pupil who had expressed an interest in becoming a lawyer was provided with the opportunity to meet a legal professional. These tailored experiences helped strengthen pupils' engagement with school, raise aspirations and reinforce the value of education. Attendance patterns were analysed regularly to identify trends, triggers

				and emerging concerns, enabling support to be provided at an early stage. Nurture provision, wellbeing support and strong relationships with trusted adults further contributed to improved attendance and engagement. The positive impact of these strategies was reflected in the significant year-on-year improvement in attendance for disadvantaged pupils, helping to narrow the gap with their peers and resulting in attendance exceeding the national FSM figure. **Next steps:** Maintain effective attendance monitoring and pastoral support strategies. Continue to work closely with families of pupils whose attendance remains below expectations. Sustain the focus on reducing the attendance gap between disadvantaged pupils and their peers.
			Forest school for pupil premium children	**Achieved and ongoing:** Forest School continued across the school, with 47% of Pupil Premium pupils participating during the academic year. The provision offered valuable enrichment opportunities, alongside the development of confidence, resilience, independence and practical life skills. Learning in an outdoor environment also supported pupils' wellbeing, social interaction and engagement. For some disadvantaged pupils with additional needs, Forest School was particularly beneficial. One pupil attended weekly throughout the year prior to moving to a specialist setting, supporting the development of confidence, communication skills and peer relationships. Another pupil accessing alternative provision due to behavioural needs continued to attend Forest School sessions, helping them to maintain a positive connection with school and providing a supportive environment in which to develop social and emotional skills.

				Impact: Forest School provided a highly effective enrichment opportunity for disadvantaged pupils, supporting the development of confidence, resilience, teamwork and communication skills. The outdoor learning environment enabled pupils to experience success in different ways and develop positive relationships with peers and adults. For pupils with additional social, emotional or behavioural needs, Forest School was particularly valuable in promoting engagement, emotional wellbeing and a sense of belonging within the school community. **Next steps:** Increase opportunities for Pupil Premium pupils to access Forest School earlier in their junior school journey. Continue to prioritise disadvantaged pupils for participation where appropriate. Monitor participation and evaluate the ongoing impact of Forest School on pupils' wellbeing, engagement and personal development. Explore opportunities to extend outdoor learning experiences for vulnerable pupils who would benefit most from the provision.
			Engage PP children in extra-curricular sports activities	**Ongoing:** The PP Lead and Sports Lead sought to increase participation in sport amongst disadvantaged pupils. Following a pupil survey, 15 Pupil Premium pupils were identified as being less active and were offered additional opportunities throughout the year, including a free bowls event and other sporting activities. Barriers to participation were also addressed through discussions with Pupil Premium Champions and families. For example, one pupil was able to join football club after the family was reminded that their Pupil Premium voucher could be used to cover the cost of attendance. During the year, 14 of the 67 Pupil Premium pupils (21%) represented the school in sporting events, including swimming galas, cross-

				country competitions and football tournaments. Overall, 26 of the 67 Pupil Premium pupils (39%) attended a sports club. **Impact:** Pupil Premium pupils accessed a range of sporting opportunities through both extracurricular clubs and competitive events, supporting their physical wellbeing, confidence and sense of belonging. Staff successfully identified and addressed barriers to participation for some pupils, enabling them to engage in activities they may not otherwise have accessed. Representation at sporting events and participation in clubs provided opportunities for pupils to develop teamwork, resilience and aspiration. Although additional opportunities were provided for pupils identified as being less active, participation and engagement were not tracked closely enough throughout the year to measure the sustained impact of this targeted work. This has highlighted the need for more robust monitoring to evaluate the effectiveness of future strategies. **Next steps:** Introduce more robust tracking of sports club attendance and participation for disadvantaged pupils. Monitor the engagement of pupils identified as less active to evaluate the impact of targeted opportunities. Continue to remove financial and practical barriers to participation through effective communication with families and the use of available funding. Increase opportunities for disadvantaged pupils to participate in extracurricular sport and represent the school in competitive events.
			Drawing for Talking trained staff deliver interventions to support learners.	**Achieved:** One pupil accessed this intervention during the year; this pupil was not eligible for Pupil Premium. The programme provided a safe, short-term therapeutic approach to support the pupil in

				processing trauma and emotional difficulties through drawing and discussion. **Impact:** The intervention supported the pupil to develop greater emotional awareness and self-regulation. It helped the pupil to build resilience, improve emotional wellbeing and engage more effectively with learning. The approach was particularly beneficial as it provided an alternative means of expressing and processing emotions for a pupil who found it difficult to communicate feelings verbally.
£4,625 **ELSA staffing**	£4,519	**£4,625**	Provide pastoral support through ELSA to PP pupils, where needed.	**Achieved:** ELSA continued to provide tailored, personalised support through 1:1 and group sessions. Support was also extended to families through parent calls and resources sent home. During the year, 38% of PP pupils received ELSA support, providing targeted intervention to address social, emotional and mental health needs. In addition, 38% of PP pupils accessed the Nurture Room, which provided a safe and supportive space where pupils could regulate their emotions before returning to learning. **Impact:** Targeted ELSA and Nurture Room provision supported PP pupils to develop strategies to manage their emotions, build resilience and engage more positively with school and learning. Extending support to parents also helped to promote greater consistency between home and school. This provision remained responsive to individual need throughout the year, ensuring pupils received appropriate support when required.
£2,000 **Home School Link Worker**	£2,405	**£2,000**	Provide pastoral support through HSLW to PP families, where needed.	**Achieved:** Throughout the academic year, the HSLW provided targeted pastoral support to 29 Pupil Premium pupils (43% of the PP cohort) and their families.

				Support included regular parent meetings and check-ins, mental health and wellbeing interventions, safeguarding support, attendance support, housing and food assistance, bereavement support, transition support, referrals to external agencies and practical family support. Referrals were made to services including MHST, Early Help, counselling services, food banks and HAF provision. Several families received intensive support during periods of housing instability, financial hardship, relationship breakdown or concerns regarding their child's emotional wellbeing. The HSLW also supported the school's Young Carers provision. Thirteen Pupil Premium pupils (19.1% of the PP cohort) accessed Young Carers support and events during the year, providing opportunities for peer support, social interaction and wellbeing activities. **Impact:** Pastoral support enabled families to access appropriate services and interventions at an early stage, helping to reduce barriers to learning and improve pupil wellbeing. Parents reported feeling supported through regular communication, signposting and practical assistance. A number of pupils benefited from referrals for mental health support, emotional literacy interventions and specialist services, while families experiencing financial difficulties, housing concerns or safeguarding challenges received timely and coordinated support. Young Carers who accessed the provision benefited from opportunities to build friendships, develop resilience and participate in activities that promoted positive wellbeing. For some pupils, pastoral intervention was particularly significant. One pupil, who later moved to a specialist setting, received ongoing support to aid a

				successful transition and ensure appropriate provision was secured. Another pupil and family received extensive support relating to housing difficulties, attendance, emotional wellbeing and access to external services. The HSLW's work helped maintain strong links between home and school and ensured vulnerable pupils and families received coordinated support tailored to their individual circumstances.
£2,500 Voucher Scheme (trips, clubs and uniform)	**£3,314**	**£2,500**	Supporting families' financially though Voucher Scheme: £25 voucher per term to pay towards trips, internal school clubs and / or uniform. Additional £30 a year available to pay towards residentials in Years 4,5 and 6.	**Achieved and Ongoing:** Families were reminded termly about the scheme to encourage uptake and ensure they were aware of their entitlement. The vouchers were used to support pupils' access to a range of opportunities and essential items, including educational trips (£1,440.05), residential visits (£1,155.90), school clubs (£558.25), school uniform through Valentinos (£123.40) and afterschool club provision (£36.25). In total, £3,313.85 of the available funding was accessed and spent by families. Only 10 children did not redeem their voucher at all and overall uptake was higher than in previous years. **Impact:** The voucher scheme helped to reduce financial barriers for families, enabling more pupils to participate in educational visits, residential experiences, extracurricular clubs and wider school opportunities. Increased uptake compared to previous years demonstrated improved engagement with the scheme which allowed more children to benefit from enrichment activities that support their personal development, wellbeing and inclusion. Support with uniform and childcare provision further ensured that pupils participated fully in school life. The vouchers had a positive impact on widening access to opportunities and promoting equality of provision for disadvantaged pupils.

				Next steps: While uptake improved compared to previous years, the school is committed to ensuring all eligible pupils benefit from the funding available. Regular reminders, clear guidance on eligible purchases and ongoing monitoring will be used to maximise participation and ensure that all pupils can benefit from the opportunities and support the scheme provides.
PP funding 2025-2026: £92,415 **Additional CLA / PLAC** £6,356 **Total Income** £98,771 **Total Expenditure: £**98,771	£95,510 £5,260 £100,770 £100,770	£94,596 £5,260 £99,856 £99,856		Budget was based on the October 2025 census, when less PLAC children had enrolled, therefore the full funding for all the PLAC children had not been received yet.

Summer 2026 Attainment Results

Year 3 62 pupils - 3 Orchard	TST Maths Teacher Assessment: No Mark	TST Maths Teacher Assessment: SBLW	TST Maths Teacher Assessment: BLW	TST Maths Teacher Assessment: WTS	TST Maths Teacher Assessment: EXS		TST Maths Teacher Assessment: GDS	TST Reading Teacher Assessment: No Mark	TST Reading Teacher Assessment: SBLW	TST Reading Teacher Assessment: BLW	TST Reading Teacher Assessment: WTS	TST Reading Teacher Assessment: EXS	TST Reading Teacher Assessment: GDS	TST Writing Teacher Assessment: No Mark	TST Writing Teacher Assessment: SBLW	TST Writing Teacher Assessment: BLW	TST Writing Teacher Assessment: WTS	TST Writing Teacher Assessment: EXS	TST Writing Teacher Assessment: GDS
All students	4.8% (3)	3.2% (2)	9.7% (6)	19.4% (12)	40.3% (25)		22.6% (14)	4.8% (3)	9.7% (6)	6.5% (4)	9.7% (6)	48.4% (30)	21% (13)	4.8% (3)	9.7% (6)	11.3% (7)	22.6% (14)	46.8% (29)	4.8% (3)
Year 3: Pupil Premium Eligible	0% (0)	0% (0)	10% (1)	40% (4)	40% (4)		10% (1)	0% (0)	20% (2)	10% (1)	10% (1)	50% (5)	10% (1)	0% (0)	20% (2)	10% (1)	40% (4)	20% (2)	10% (1)

Year 4 60 pupils - 4 Orchard	TST Maths Teacher Assessment: No Mark	TST Maths Teacher Assessment: SBLW	TST Maths Teacher Assessment: BLW	TST Maths Teacher Assessment: WTS	TST Maths Teacher Assessment: EXS	TST Maths Teacher Assessment: GDS	TST Reading Teacher Assessment: No Mark	TST Reading Teacher Assessment: SBLW	TST Reading Teacher Assessment: BLW	TST Reading Teacher Assessment: WTS	TST Reading Teacher Assessment: EXS	TST Reading Teacher Assessment: GDS	TST Writing Teacher Assessment: No Mark	TST Writing Teacher Assessment: SBLW	TST Writing Teacher Assessment: BLW	TST Writing Teacher Assessment: WTS	TST Writing Teacher Assessment: EXS	TST Writing Teacher Assessment: GDS
All students	6.7% (4)	8.3% (5)	5% (3)	15% (9)	50% (30)	15% (9)	6.7% (4)	8.3% (5)	5% (3)	16.7% (10)	33.3% (20)	30% (18)	6.7% (4)	16.7% (10)	8.3% (5)	15% (9)	41.7% (25)	11.7% (7)
Year 4: Pupil Premium	26.7% (4)	26.7% (4)	0% (0)	26.7% (4)	20% (3)	0% (0)	26.7% (4)	20% (3)	6.7% (1)	20% (3)	26.7% (4)	0% (0)	26.7% (4)	33.3% (5)	6.7% (1)	13.3% (2)	20% (3)	0% (0)

Year 5 88 pupils - 5 Orchard	TST Maths Teacher Assessment: No Mark	TST Maths Teacher Assessment: SBLW	TST Maths Teacher Assessment: BLW	TST Maths Teacher Assessment: WTS	TST Maths Teacher Assessment: EXS	TST Maths Teacher Assessment: GDS	TST Reading Teacher Assessment: No Mark	TST Reading Teacher Assessment: SBLW	TST Reading Teacher Assessment: BLW	TST Reading Teacher Assessment: WTS	TST Reading Teacher Assessment: EXS	TST Reading Teacher Assessment: GDS	TST Writing Teacher Assessment: No Mark	TST Writing Teacher Assessment: SBLW	TST Writing Teacher Assessment: BLW	TST Writing Teacher Assessment: WTS	TST Writing Teacher Assessment: EXS	TST Writing Teacher Assessment: GDS
All students	5.7% (5)	2.3% (2)	4.5% (4)	25% (22)	47.7% (42)	14.8% (13)	5.7% (5)	2.3% (2)	3.4% (3)	15.9% (14)	43.2% (38)	29.5% (26)	5.7% (5)	5.7% (5)	13.6% (12)	27.3% (24)	42% (37)	5.7% (5)
Year 5: Pupil Premium Eligible	9.1% (2)	9.1% (2)	13.6% (3)	22.7% (5)	31.8% (7)	13.6% (3)	9.1% (2)	9.1% (2)	9.1% (2)	22.7% (5)	36.4% (8)	13.6% (3)	9.1% (2)	13.6% (3)	27.3% (6)	18.2% (4)	31.8% (7)	0% (0)

Year 6 85 pupils - 5 Orchard	TST Maths Teacher Assessment: No Mark	TST Maths Teacher Assessment: SBLW	TST Maths Teacher Assessment: BLW	TST Maths Teacher Assessment: WTS	TST Maths Teacher Assessment: EXS	TST Maths Teacher Assessment: GDS	TST Reading Teacher Assessment: No Mark	TST Reading Teacher Assessment: BLW	TST Reading Teacher Assessment: WTS	TST Reading Teacher Assessment: EXS	TST Reading Teacher Assessment: GDS	TST Writing Teacher Assessment: No Mark	TST Writing Teacher Assessment: SBLW	TST Writing Teacher Assessment: BLW	TST Writing Teacher Assessment: WTS	TST Writing Teacher Assessment: EXS	TST Writing Teacher Assessment: GDS
All students	5.9% (5)	2.4% (2)	2.4% (2)	15.3% (13)	52.9% (45)	21.2% (18)	5.9% (5)	5.9% (5)	21.2% (18)	32.9% (28)	34.1% (29)	5.9% (5)	7.1% (6)	3.5% (3)	21.2% (18)	61.2% (52)	1.2% (1)
Year 6: Pupil Premium Eligible	20% (4)	5% (1)	10% (2)	15% (3)	45% (9)	5% (1)	20% (4)	15% (3)	30% (6)	30% (6)	5% (1)	20% (4)	15% (3)	0% (0)	40% (8)	25% (5)	0% (0)

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
Reading Eggs	Reading Eggs

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