Ernesettle Community School

Pupil Premium Strategy Statement

2024 – 2027

...always striving to be outstanding, transforming the aspirations of a community.

Reviewed December 2025

Pupil premium strategy statement – Ernesettle Community School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	579
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Olivia Bartlett
Pupil premium lead	Emma Phillips
Governor / Trustee lead	Paul Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,945
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£246,954

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged pupils and their peers has long been one of the greatest challenges in our education system. Addressing disadvantage in our schools and classrooms is challenging but we are not powerless in this and believe that inclusive teaching and learning can change lives.

At Ernesettle Community School, we aim to help our children achieve the highest possible standard and provide an ambitious, knowledge-based curriculum to support them to become independently minded, confident and kind citizens of the future. Inspiring experiences and visits are a vital part of our children's education to ensure that they develop the knowledge and skills they need to excel and achieve academic excellence at secondary school and beyond. Our school has a wealth of resources to engage the children in activities which will prepare them for the next stage of their learning and for successful, healthy lives in the ever-changing world in which they live. Our high quality and committed staff provide a first-class educational experience for all learners and continue to embed our key principles as we know what happens in the classroom matters most. We aim to develop very positive and productive relationships with our pupils and families.

Throughout our Pupil Premium strategy, we have focused on national, evidence-based practice to help us address disadvantage and raise the attainment of our pupils. Effective teaching has a profound impact on children from disadvantaged backgrounds. In a single school year, those taught by excellent teachers can make as much as 1.5 years' progress, while those with less effective teachers may advance only around 0.5 years. Our strategy includes strategic staffing, recruitment and CPD plans which ensures that all teachers and staff members continue to have the highest expectations of all pupils. When making decisions about Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Strategies should focus on the needs of the pupils, not labels, and one size cannot fit all. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, poor language development and comprehension, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. Educational disadvantage cannot be tackled in isolation so we will ensure that all teaching staff are involved in the analysis of assessment to ensure they are fully aware of what we need to address across the school.

Our school will:

- Have a designated senior leader who contributes to termly review of impact and the sharing of best practice.
- Have a named governor for disadvantaged.

- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and governors.
- Provide funding for pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting disadvantaged children:

- Ensure all staff have a collective understanding of how disadvantage impacts on pupils' learning and how the school is addressing that impact.
- Use assessment to support learning, inform high-level decisions and inform classroom practice. Excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of what individuals can and do make a difference to our most vulnerable pupils.
- Build strong relationships with pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts, and aspirations.
- Provide pupils with a rounded education that is well taught, well-resourced and properly funded.
- We know that high-quality teaching is adaptive and meets the needs of the learner. Differentiation is about scaffolding up and not setting limitations on what pupils can achieve.
- Explicitly teach metacognitive skills within subject domains to support pupils in recognising their strengths and weaknesses and motivating themselves to engage in and improve their learning.
- Address financial and practical barriers to learning and enrichment.
- Understand that attendance is fundamental to student success and intervene early and positively when pupils are absent and ensure that any barriers to excellent attendance are addressed.
- Place a significant focus on supporting the entire community we serve, going well beyond the excellent day-to-day education we provide to our children to empower families to not only support their children's academic growth but also to strengthen the bonds that underpin long term well-being and educational achievement.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication Skills. Many children are working within Birth to Three and are unlikely to have the breadth of vocabulary that reflects their experiences upon entry to reception.
2	Low attainment on entry to the Early Years Foundation Stage in all areas but particularly listening, attention and understanding. Most children are working within Birth to Three on entry to Reception.
3	High levels of disadvantage combined with poor speech, language and communication skills means there is a heavy focus on phonics which does not always address broader language needs or contextual understanding for reading success.
4	Metacognition and self-regulated learning – some pupils tend to be over-reliant on teacher affirmation as a measure of success, rather than developing their own independent learning skills by planning, monitoring, and evaluating their own approach to a task.
5	More frequent behaviour difficulties. Disadvantaged pupils are more likely to get a Red Card/Time Out Card; this has an effect on their academic progress and that of their peers.
6	Parental engagement and support from home.
7	Attendance and punctuality issues.
8	Complex family situations. On average, pupils from disadvantaged backgrounds at Ernesettle Community School have experienced more Adverse Childhood Experiences.
9	Accumulation of skills and experiences needs to improve social and cultural capital and life aspirations.
10	During the COVID-19 pandemic, schools had limited oversight of their pupils diets. This combined with the recent cost of living crisis, unhealthy eating habits have been compounded. Many families struggle with a lack of knowledge about nutrition and how to access affordable healthy options.

Intended outcomes

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

Intended outcome	Success criteria
Improved language and communication skills for disadvantaged pupils.	Disadvantaged pupils make rapid progress by the end of KS2 and meet age related expectations. Children leaving EYFS will be working at Blanks Level 4 unless a SEND need is

	identified. During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently. Teaching and Learning Assistant deployment and interventions to support high quality provision within the classroom and to deliver evidence based, structured interventions.
Higher rates of progress across EYFS especially in understanding, listening and attention.	Early intervention and targeted support for the children who need it most will lay the foundations that they need to be ready for school. Children from disadvantaged backgrounds make as much progress as their peers across EYFS and those who are identified as low prior attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and on Tapestry (Childhood Education Platform). The number of pupils on track to achieve or achieved the GLD by the end of reception will be in line or above non-disadvantaged pupils. During observations, pupils will be observed to be concentrating and listening attentively. By the end of EYFS, all disadvantaged pupils will have achieved these objectives unless a SEND need has been identified.
Robust systems for teaching and monitoring children's reading development after phonics completion, ensuring continuous progress in reading fluency and comprehension.	Professional Development to ensure staff have a consistent understanding of how to deliver an effective Whole Class Reading Lesson. Progress will be visible in learning walks, observations and pupil conferencing. English Leader to read with the lowest 20% of children across the school using unfamiliar texts and continue to provide further support and feedback to ensure children's individual needs are being met through high quality structured interventions. Effective assessment and targeted instructional support to develop fluent reading capabilities and teach reading comprehension strategies through modelling and supported practice.

Teachers to explicitly teach metacognitive skills within subject domains.	Pupils acquire new knowledge by using and building upon prior knowledge as they progress through the school. Teaching staff have a clear understanding on the subject knowledge they are delivering including the power of generative knowledge which will be clearly identified within planning booklets. Pupils learn more and remember more. This is demonstrated through deliberate assessment tasks and meaningful learning opportunities that prioritise the core knowledge. End of Key Stage Assessment results for disadvantaged pupils continue to improve. Teaching staff verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task. This will be visible in learning walks and lesson observations and supported through mentoring and coaching for teaching staff.
Enhance the school's Behaviour Culture, fostering children's resilience helping them develop into stronger citizens equipped to contribute meaningfully to the modern world.	Termly analysis of behaviour used to identify trends or areas of improvement. Staff, Pupils and Parent/Carer to be made aware of any changes to the Positive Behaviour Policy. Pupils and staff will understand the importance of a restorative conversation following an incident and decide actions to improve behaviour. Fewer Red/Time Out cards recorded for pupils from disadvantaged backgrounds. All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours unless a SEND need is identified.
Strengthen home and school relationships by fostering open communication, collaboration and community engagement to provide pupils with the best start to their education.	Parents/Carers attend events organised by the school such as parent teacher conferences, workshops and open days. An increase in attendance at community or family engagement events (e.g., school events, parent/carer meetings) compared to last year. Increase in positive, collaborative interactions with parents/carers throughout the year through daily thresholding, early

	morning learning and regular communication updates.
Increased attendance rates and punctuality for disadvantaged pupils.	Attendance Officer and Attendance Champion to monitor attendance weekly and share figures with Senior Leadership Team. Family Support Advisor, SENCo, unit leaders and class teachers to discuss attendance with parents/carers to support where necessary to support the overall attendance for disadvantaged pupils and reduce the number of persistent absentees. Early Wake Calls to families who may need further support arriving on time. Attendance Incentives to be introduced in the academic year 2025/2026.
Families identified as having complex family situations are supported through a multi-agency approach.	Parent/Carer voice will be captured, and pupil progress will not be affected by adverse childhood experiences. Disadvantaged pupils with complex family situations will be supported as part of an EHAT or TAM.
All staff to take responsibility for better outcomes for disadvantaged learners and support them to accumulate the skills and experiences needed to improve social capital and life aspirations.	Increased access for disadvantaged pupils for the accumulation of skills and experiences needs to improve social capital and life aspirations. Pupil conferencing on life aspirations. KS2 secondary destination choices more diverse. Reports on whether these children attend university or further education in the future. Extracurricular offerings span the entire academic year, providing sustained opportunities for pupils to engage. Regular evaluations (3 times a year) of clubs, with feedback from pupils, parents/carers and staff used to adjust and improve activities. Over 75% of pupils from disadvantaged backgrounds will attend a club.
To actively promote a healthy lifestyle by integrating wellness into both our curriculum and the food provided in our wrap-around care, ensuring that disadvantaged pupils receive consistent messages and opportunities to practice healthy habits throughout their day.	Pupils to have a range of healthy food options provided during Breakfast and After School Clubs. Pupils demonstrate knowledge of healthy lifestyle practices through assessments, projects or classroom discussions. School Chef to host food workshops and healthy eating sessions. Open access to our Community Fridge for all families.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £123,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	Good teaching for all pupils has a particular benefit for disadvantaged pupils. Focusing on raising aspirations and improving parental involvement will be unlikely to lead to success if it is not built on success in the classroom. Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment including the EEF publication 'Closing the Attainment Gap'. To maintain high quality teaching, continued professional development must be embedded. This supports all staff to implement the core teaching elements (behaviour management, language development and comprehension and metacognition and self-regulated learning) and improve universal provision for all pupils. Embedding the use of formative assessment strategies across the school will support teachers to identify gaps in learning and address the needs of all learners.	1-5, 9, 10
The Inspire Multi Academy Trust Graduated Approach to Inclusion	Having a consistent approach to identifying need and supporting children, that fits in with the local authority/Code of Practice, will provide evidence of provision implemented for a child and is a helpful tool when looking at how a child can be supported. Training opportunities and high-quality CPD will	1-5, 7

	continue to be offered to all teaching staff to make a real difference to the life chances of all pupils. Staff will be supported by the Trust Inclusion Leader and school SENCo to use the GATI documentation to address the needs of individual pupils and encourage them to participate fully in school life. Exposure to different approaches to learning will enrich the educational experiences of everyone, promote character development and support our school's ethos and values.	
Additional adults in EYFS and KS1 ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.	Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. The EEF document 'Preparing for Literacy' recommends that high quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.	1-4
WalkThrus CPD and Incremental Coaching	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations. The school is working with Steplab which is a customisable professional development platform, packed with step-by-step content based on the science of learning. It enables coaches to have effective feedback conversations that rapidly move teaching practice forward, all supported by the best available evidence. The platform provides data analysis for leaders to build, maintain and analyse the impact of our PD programme to ensure that it continues to make a positive difference in the classroom.	1-5

Read Write Inc.	There is a large body of evidence, including in the Teaching and Learning Toolkit, that suggests that systematic synthetic phonics approaches have a positive impact on the development of early reading skills. Staff are involved in Development Days and the RWI leads across the Trust continue to complete coaching sessions to support the implementation of this programme and improve reading data.	1, 3, 6
Accelerated Reader	The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. Accelerated Reader enables pupils to read books at their individual reading levels and supports teachers to monitor reading practice and progress. Targeted teaching and support can then be integrated into classroom teaching strategies. Learners improve most consistently when the approach to reading and literacy is balanced, combining a focus on reading comprehension and the decoding of words.	1, 3, 4, 6, 9

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

Budgeted cost: £61,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy	The EEF Toolkit shows that communication and language approaches used in the early years has high impact for low cost based on extensive research. Education Endowment Foundation | EEF All reception pupils are screened upon entry by our Speech and Language Team in order to identify speech, language and communication needs. The school aims to diagnose pupils' needs as soon as possible	1, 2, 6

	in order to put in place effective support to boost pupils' progress.	
Teaching and Learning Assistant Interventions	Teaching and Learning Assistants who have received additional training to deliver Read Write Inc intervention to provide additional and intensive support to individual pupils who have been identified through end of term assessments by the Reading Leader. Investing in professional development for Teaching and Learning Assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of Teaching and Learning Assistants. Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	3
Additional Support Staff	The average impact of the deployment of Teaching and Learning Assistants is about an additional four months' progress over the course of a year. Teachers and Teaching and Learning Assistants work together effectively to increase attainment and deliver targeted interventions to individual pupils or small groups. This does not substitute direct teaching. Interventions are based on a clearly specified approach which Teaching and Learning Assistants have been trained to deliver. Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	3, 4, 9

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

Budgeted cost: £61,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular Activities and Curriculum Enrichment	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in	9

	determining life chances. Both visits and visitors can enhance and deepen knowledge, but only if they are planned and connected to the subject. Curriculum enrichment is considered by subject leaders and class teachers to support our pupils to develop the knowledge and skills they need to enable them to understand the world just that little bit better. Pupils at Ernesettle Primary School need access to experiences to enable them to accumulate these skills. Subsidised residentials are provided for pupils.	
Attendance Engagement Service	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. 'Improving Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	7
Multi Agency Support Team	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met at a universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support.	6-8
Trauma Informed Training	The EEF's guidance report on 'Improving Social and Emotional Learning in Primary School' states that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.	4-8

	EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) The Trust Inclusion Lead and Primary SENCo have attended Trauma Informed Training. All children and adults in school will be supported with SEMH. Through healthy relationships we can intentionally teach and support social skills, emotional well-being, resilience, confidence, and self-esteem. Teaching and Learning Assistants will take part in Connect before Correct CPD to support positive relationships and behaviour management in the classroom.	
Community Fridge	We aim to build a culture of community and belonging for pupils and families. The Community Fridge is support aimed at everyone as well as those individuals who may need a food parcel to help them get by. We work in partnership with companies to support our community in the face of an ongoing cost of living crisis.	6, 8, 10
Library Service	Ensuring continuous progress in reading fluency, comprehension and a love of reading continues to be a significant focus. This space and service has been introduced to encourage pupils to foster a love for reading and enhance the literacy skills in our young children. It provides opportunity for personal and social development as well as independence.	1, 3, 4, 6

Total budgeted cost: £246,945

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Evaluation of outcomes for disadvantaged pupils during the previous academic year shows a mixed but improving picture, as reflected in the RAG-rated impact summary.

Outcomes for disadvantaged pupils at the end of Key Stage 2 were a significant strength. Progress and attainment in reading, writing and maths combined improved year on year, with 75% of disadvantaged pupils achieving the expected standard in 2024–25, an increase from 70% the previous year. This places disadvantaged pupils in line with or above national averages, indicating that teaching quality, metacognitive approaches and targeted academic support have had a strong positive impact.

Behaviour outcomes also showed clear improvement, with a substantial reduction in Red/Time Out cards (from 151 the previous academic year to 50 across last academic year), demonstrating that behaviour strategies and restorative approaches are having a positive effect.

Progress in the Early Years Foundation Stage and attendance for disadvantaged pupils is improving but remains an area for continued focus. While 56% of disadvantaged pupils achieved GLD, this is not yet in line with non-disadvantaged peers. Attendance for disadvantaged pupils increased slightly to 93.1%, but persistent absence rose, indicating that barriers linked to complex family circumstances and vulnerability remain. These areas are therefore judged as on track but not yet meeting success criteria.

Access to extra-curricular activities for disadvantaged pupils remains limited. Only 43% of pupils eligible for Pupil Premium attended a club, which is well below the target of 75%. This highlights a need to remove remaining practical or engagement barriers and to further promote sustained participation in enrichment opportunities.

The RAG-rated evidence demonstrates that disadvantaged pupils achieve strong academic outcomes by the end of KS2, confirming the effectiveness of high-quality teaching and targeted academic support. However, attendance, early years outcomes and enrichment access remain key priorities for further improvement and are reflected in refinements to the strategy and budget allocation for the current academic year.

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

Intended outcome	Success criteria	24 - 25	25 - 26	26 - 27
Improved language and communication skills for disadvantaged pupils.	Disadvantaged pupils make rapid progress by the end of KS2 and meet age related expectations. **24 – 25: 70% of Pupil Premium achieved ARE at the end of Key Stage 2.** Children leaving EYFS will be working at Blanks Level 4 unless a SEND need is identified. During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently. Teaching and Learning Assistant deployment and interventions to support high quality provision within the classroom and to deliver evidence based, structured interventions.			
Higher rates of progress across EYFS especially in understanding, listening and attention.	Early intervention and targeted support for the children who need it most will lay the foundations that they need to be ready for school. Children from disadvantaged backgrounds make as much progress as their peers across EYFS and those who are identified as low prior attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and on Tapestry (Childhood Education Platform).			

	The number of pupils on track to achieve or achieved the GLD by the end of reception will be in line or above non-disadvantaged pupils. During observations, pupils will be observed to be concentrating and listening attentively. By the end of EYFS, all disadvantaged pupils will have achieved these objectives unless a SEND need has been identified. **24 – 25: 56% of Pupil Premium children achieved GLD.**			
Robust systems for teaching and monitoring children's reading development after phonics completion, ensuring continuous progress in reading fluency and comprehension.	Professional Development to ensure staff have a consistent understanding of how to deliver an effective Whole Class Reading Lesson. Progress will be visible in learning walks, observations and pupil conferencing. English Leader to read with the lowest 20% of children across the school using unfamiliar texts and continue to provide further support and feedback to ensure children's individual needs are being met through high quality structured interventions. Effective assessment and targeted instructional support to develop fluent reading capabilities and teach reading comprehension strategies through modelling and supported practice. **78% of Disadvantaged pupils passed the Year 1 PSC check.**			
Teachers to explicitly teach metacognitive skills within subject domains.	Pupils acquire new knowledge by using and building upon prior knowledge as they progress			

	through the school. Teaching staff have a clear understanding on the subject knowledge they are delivering including the power of generative knowledge which will be clearly identified within planning booklets. Pupils learn more and remember more. This is demonstrated through deliberate assessment tasks and meaningful learning opportunities that prioritise the core knowledge. End of Key Stage Assessment results for disadvantaged pupils continue to improve. **23 – 24: 70% of Pupil Premium achieved ARE in R, W and M at the end of Key Stage 2.** **24 – 25: 75% of Pupil Premium achieved ARE in R, W and M at the end of Key Stage 2.** Teaching staff verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task. This will be visible in learning walks and lesson observations and supported through mentoring and coaching for teaching staff.			
Enhance the school's Behaviour Culture, fostering children's resilience helping them develop into stronger citizens equipped to contribute meaningfully to the modern world.	Termly analysis of behaviour used to identify trends or areas of improvement. Staff, Pupils and Parent/Carer to be made aware of any changes to the Positive Behaviour Policy. Pupils and staff will understand the importance of a restorative conversation following an incident and decide actions to improve			

	behaviour. Fewer Red/Time Out cards recorded for pupils from disadvantaged backgrounds. **23 – 24: 151 Red or Time Out Cards issued across the whole academic year.** **24 – 25: 50 Red or Time Out Cards issued across the whole academic year.** All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours unless a SEND need is identified. **24 – 25- 90% of EYFS cohort achieved the expected standard for managing feelings and behaviours.**			
Strengthen home and school relationships by fostering open communication, collaboration and community engagement to provide pupils with the best start to their education.	Parents/Carers attend events organised by the school such as parent teacher conferences, workshops and open days. An increase in attendance at community or family engagement events (e.g., school events, parent/carer meetings) compared to last year. Increase in positive, collaborative interactions with parents/carers throughout the year through daily thresholding, early morning learning and regular communication updates. **24 – 25: Community Curriculum Events were well attended across the whole school for each year group.** **Parent/Carer Meeting attendance =** **12 external partners attended our Parent/Carer Meetings last academic year.** **November 2024- Bag of Number- 16 parents attended of which 7 were parents of pupils in receipt of Pupil Premium Funding.**			

	January 2025 – Timid to Tiger- 15 parents attended of which 10 were parents of pupils in receipt of Pupil Premium Funding. **March 2025- Incredible Years Parenting Course- 20 parents attended of which 7 were parents of pupils in receipt of Pupil Premium Funding.** **June 2025- 14 parents attended of which 5 were parents of pupils in receipt of Pupil Premium Funding.** **June 2025- Online Safety Workshop- 4 parents attended of which 1 was a parent in receipt of Pupil Premium Funding.** **June 2025- PCIP Family Kitchen- 11 parents attended of which 9 was a parent in receipt of Pupil Premium Funding.**			
Increased attendance rates and punctuality for disadvantaged pupils.	Attendance Officer to monitor attendance weekly and share figures with Senior Leadership Team. Family Support Advisor, SENCo, unit leaders and class teachers to discuss attendance with parents/carers to support where necessary to support the overall attendance for disadvantaged pupils and reduce the number of persistent absentees. Early Wake Calls to families who may need further support arriving on time. **23 - 24: 92.2% attendance for Pupils eligible for Pupil Premium Funding. Persistent Absence of Pupil Premium children= 18.5%** **24 – 25: 93.1% attendance for Pupils eligible for Pupil Premium Funding. Persistent Absence of Pupil Premium children= 21.7%**			
Families identified as having complex family situations are supported through a multi-agency approach.	Parent/Carer voice will be captured, and pupil progress will not be affected by adverse childhood experiences. Disadvantaged pupils with complex family situations will be supported as part of an EHAT or TAM.			

	24 – 25: There were 11 EHATs, 3 Early Help Meetings and 36 TAMs.			
All staff to take responsibility for better outcomes for disadvantaged learners and support them to accumulate the skills and experiences needed to improve social capital and life aspirations.	Increased access for disadvantaged pupils for the accumulation of skills and experiences needs to improve social capital and life aspirations. Pupil conferencing on life aspirations. KS2 secondary destination choices more diverse. Reports on whether these children attend university or further education in the future. Extracurricular offerings span the entire academic year, providing sustained opportunities for pupils to engage. Regular evaluations (3 times a year) of clubs, with feedback from pupils, parents/carers and staff used to adjust and improve activities. Over 75% of pupils from disadvantaged backgrounds will attend a club. **24 – 25: 43% of children who are entitled to Pupil Premium funding attend an extra-curricular club.**			
To actively promote a healthy lifestyle by integrating wellness into both our curriculum and the food provided in our wrap-around care, ensuring that disadvantaged pupils receive consistent messages and opportunities to practice healthy habits throughout their day.	Pupils to have a range of healthy food options provided during Breakfast and After School Clubs. Pupils demonstrate knowledge of healthy lifestyle practices through assessments, projects or classroom discussions. School Chef to host food workshops and healthy eating sessions. Open access to our Community Fridge for all families. **24 – 25: June 2025- PCIP Family Kitchen- 11 parents attended of**			

	which 9 was a parent in receipt of Pupil Premium Funding. **Our Community Fridge has saved 4,990 kg of good food from going to waste this year – that's the same as 11,870 meals for our community! Over 64% of this food was fresh fruit, veg, dairy, and ready meals, making sure families have healthy choices while saving money.** **On average our Breakfast Club attendance was 60 families per day.** **On average our After School Club attendance was 30 families per day.**			

Success criteria met	**On Track to meet success criteria**	**Started but not on track to meet success criteria**	**Not yet started**

Externally provided programmes

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

Programme	Provider
Jigsaw	Jigsaw PSHE Ltd
Get Set 4 PE	GetSet4PE
Language Angels	Nubridge Publishing
Power Maths	Pearson
Charanga	Charanga Ltd
Times Table Rockstars	Maths Circle Ltd
Read Write Inc	Ruth Miskin Literacy Ltd
Lyfta	Lyfta 2025

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

- **Dedicated Support Spaces** - Access to clubs specifically for Service children (after school or lunchtime) to connect and share experiences.
- **Celebrating Service** - Active involvement in Remembrance events, with Service families invited to participate.
- **Strong Community Links** - Ongoing partnerships with military charities (e.g., Aggie's, MKC Heroes) to access events and wider support across the city.
- **Clear and Consistent Communication** - Regular updates to families about available support, including charity services and events.
- **Understanding Family Circumstances** - Open communication with families to understand deployment or working arrangements that may affect the child's wellbeing and learning.
- **Inclusive School Engagement** - Service family representation during Parent/Carer evenings, with staff on hand to provide support and resources.
- **Support for Learning and Progress** -Monitoring attendance and home learning, offering additional support where needed (e.g., homework clubs) and exploring ways to share learning updates with deployed parents.

The impact of that spending on service pupil premium eligible pupils

Pastoral support was offered to families during challenging times. Additional information regarding events taking place for service families are shared through our 'Family Support Advisor – 'The Inspire Multi Academy Trust – South West' Facebook page.

The school have purchased a number of books which are used to support children who are struggling with a parent's deployment.

Through our links with the British Legion, MAST, NS FPS, and other charities we have been able to offer key worker support to families in need whilst on deployment or on the lead up to a deployment.

ELSA sessions offered to pupils during challenging times.