



Cheshire Academies Trust  
*Inspiring hearts and minds*

# Pupil Premium Report

Mill View Primary School

2024-2027

Year 2 of 3 year plan

# Pupil premium strategy statement

This statement details our school’s use of pupil premium 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	Mill View Primary School
Number of pupils in school (Reception-Year 6)	211
Proportion (%) of pupil premium eligible pupils	23 pupils - 11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Pupil premium lead	Katie Hetherington
Governor / Trustee lead	Hailey Kelso

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,760
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£35,760</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### Objectives for Pupil Premium Spending

- To provide high quality learning experiences across the curriculum for all learners
- To provide additional support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support to help overcome any barriers to learning that may affect the wellbeing or academic achievements of disadvantaged children
- To provide both curricular and extra-curricular enrichment which links to either social and emotional development or academic progress and attainment

#### How does the pupil premium strategy plan work towards achieving those objectives?

- It enables us to provide in class support, small group and individual interventions to support eligible children with their emotional and social needs. These are provided by our highly trained support staff including our Learning Mentor.
- It enables us to invest in a whole school approach to emotional and social wellbeing.

- It enables us to provide additional financial support to families as appropriate so that children are able to take part in a wide variety of extra-curricular activities.

## What are the key principles of your strategy plan?

At Mill View Primary School we are committed to meeting the needs of all pupils eligible for the pupil premium grant, both to support their academic needs and their social and emotional needs. We use an evidence based approach and regularly evaluate the impact our approaches are having on children's needs through our Inclusion Team (PPG & Safeguarding Lead, SENCO and Learning Mentor). We have benefitted from working closely with other schools within our academy trust and our locality, sharing our practice, comparing our approaches and improving our own.

We strongly believe that the best way to achieve equity of opportunity and improved outcomes for our disadvantaged pupils, is to accumulate advantage for them. This plan sets out our carefully considered approach.

## Challenges

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

Challenge number	Detail of challenge
1	Lack of parent engagement from a proportion of parents of our disadvantaged children, specifically a number of FSM families e.g. attendance at Parents' Evenings, support with homework, ensuring a consistent approach to learning and behaviour in and out of school. This impacts on their overall attainment and progress.
2	A significant number of our disadvantaged children also have recognised special educational needs or first concerns raised re possible special educational needs and this impacts on their overall attainment and progress.
3	Effects of early childhood trauma, attachment needs and emotional needs on overall attainment and progress on a significant number of our disadvantaged pupils and in particular for our 17% PLAC children from this group.
4	All children's social and emotional wellbeing has been impacted by their experiences through the pandemic and as such many of our disadvantaged children now require increased levels of support to develop strong attitudes to learning, their self-esteem and engagement in learning. This was further impacted by the death of our learning mentor in 2023.
5	External data for Year 6 end of key stage SATs shows 2024 - 100% of disadvantaged children reached the expected standard or above in Reading, 80% in writing and 60% in Maths. Internal data shows a steady acceleration in progress for disadvantaged children in each cohort and across school in Reading, Writing and Maths, particularly in writing. A significant number of our PLAC and FSM children continue to underperform in maths.

Emerging research in the UK suggests that schools are adopting a number of promising strategies to improve outcomes for children living in poverty.

These include:

- ☐ rigorous monitoring and use of data
- ☐ raising pupil aspirations using engagement/aspiration programmes
- ☐ engaging parents and raising parental aspirations
- ☐ developing social and emotional competencies
- ☐ supporting school transitions
- ☐ providing strong and visionary leadership.

*Education Endowment Foundation*

## 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
Attendance to continue to be high for disadvantaged children	<ul style="list-style-type: none"> <li>Individual disadvantaged pupils having an attendance of 96% or above</li> <li>Lateness for disadvantaged pupils minimised through effective tracking and parental engagement.</li> </ul>
Improve the quality of teaching for disadvantaged pupils	<ul style="list-style-type: none"> <li>Teaching of disadvantaged pupils is good and frequently outstanding.</li> <li>Quality teaching results in disadvantaged pupils making the same levels of good progress and achieving the same achievement standards as non – disadvantaged pupils.</li> </ul>
Disadvantaged pupils in EYFS achieve age related expectations	<ul style="list-style-type: none"> <li>Disadvantaged pupils to achieve age related expectations by the end of EYFS</li> </ul>
Outcomes for disadvantaged pupils from different PPG groups are improved compared to previous years.	<p><b>Reading</b> For at least 75% of disadvantaged pupils in Y6 to achieve the expected standard and for 25% to achieve above the expected standard. For at least 75% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above compared to 69% in 2022-23 and 65% in 2023-24</p> <p><b>Writing</b> For at least 50% of disadvantaged pupils in Y6 to achieve the expected standard and for 25% to achieve above the expected standard. For at least 60% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above compared to 37% in 2022-23 and 55% in 2023-24</p> <p><b>Maths</b> For at least 75% of disadvantaged pupils in Y6 to achieve the expected standard and for 25% to achieve above the expected standard. For at least 72% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above compared to 69% in 2022-23 and 60% in 2023-24</p>
Increased confidence and self-esteem of individuals enabling them to access academic learning	<ul style="list-style-type: none"> <li>Disadvantaged pupils are able to access lessons more frequently. They engage in learning more frequently and where possible independently without support of a teaching assistant.</li> <li>Teachers explicitly use strategies from the expert teacher model to build connection with disadvantaged learners.</li> </ul>
Improve behaviour of disadvantaged pupils who struggle to either conform to school rules, show a lack of attentiveness or low level disruptive behaviour	<ul style="list-style-type: none"> <li>Reduction in behaviour incidents in and out of class, with children taking responsibility and reflecting on their behaviour choices positively.</li> <li>Disruption during learning is minimised resulting in high levels of attentiveness, more opportunities for challenge and engagement, and higher rates of progress and achievement as detailed in outcomes section above.</li> <li>Early introduction of Conscious Discipline to parents and carers of Nursery and Reception children</li> </ul>
Improve emotional stability and self-regulation of disadvantaged pupils	<ul style="list-style-type: none"> <li>Pupils understand, express and can control their emotions, minimising any loss of learning time.</li> </ul>
Meet individual learning needs of all disadvantaged pupils	<ul style="list-style-type: none"> <li>Disadvantaged pupils' learning barriers are overcome as their needs are met resulting in accelerated progress outcomes.</li> <li>Ensure strategies for early identification of need and barriers to learning are rigorous.</li> </ul>
Analyse results of disadvantaged pupils and track their progress, ensuring targeted support is effective	<ul style="list-style-type: none"> <li>Disadvantaged pupil groups regularly monitored and tracked on school monitoring systems, giving a clear overview of their progress.</li> <li>Data analysis is used to tailor disadvantaged pupils' teaching, learning and interventions to ensure accelerated progress.</li> </ul>
Improve social experiences and provide enrichment opportunities	<ul style="list-style-type: none"> <li>Improved self-esteem and confidence for disadvantaged pupils.</li> <li>Ensure children have barriers removed to involvement in extra-curricular experiences.</li> </ul>
Children have a high sense of self-efficacy and a high sense of agency leading to an internal locus of control.	<ul style="list-style-type: none"> <li>Pupils in Nursery and Reception are identified as having factors indicating disadvantage;</li> <li>Children present with strategies for overcoming problems;</li> <li>Children see themselves as directors rather than spectators in their own lives.</li> </ul>










# Activity in this academic year 2025-2026

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: £ 21 908

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.Implement a bespoke model of growth mind-set teaching to children in EYFS, encouraging their self-efficacy and high agency.</p> <p>£0 (in house activity)</p>	<p>Self-efficacy is the belief that you can make a difference to your own life and that of others – the belief that things get better and I can do something about it (Gilbert, 2018). It is not the same as self-esteem. Disadvantaged children are more at risk of low self-efficacy than their peers. Schools can play a part in cementing this. If disadvantaged pupils experience early language, literacy and maths difficulties and do not get the right sort of teaching, they often have multiple experiences of trying hard but with little success. We often inadvertently strip lower-achieving disadvantaged children of their sense of independence and capability through grouping practices and offering too much 'help' – the sense that they can't do things without an adult helping them. Low self-efficacy both contributes to low attainment and results from it. 'Strategies introduced to narrow the attainment gap need to tackle both self-efficacy and low attainment, and as early as possible.' (Gross, 2022)</p> <p><b>Research Backing</b></p> <ul style="list-style-type: none"> <li><b>Reaching the Unseen Children, Gross 2022</b></li> </ul> <p><b>Metacognition and self-regulation</b></p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +8</p>	4,7,8,9,11
<p>2.Implement a bespoke model of behavioural, social and emotional interventions.</p> <p>£13050 Learning Mentor</p>	<p>Building on the success of nurture and behaviour support sessions by our team of skilled staff, it is considered beneficial to continue to further develop this area. A similar theme remains apparent, that many of our disadvantaged children require additional support from the learning mentor and support staff to ensure they are ready to fully access the curriculum, engage positively and develop self-esteem and confidence within lessons. This approach has clearly accelerated progress and raised attainment outcomes higher than they were previously on track to achieve.</p> <p>There is also the rationale of a wider school benefit, where less disruption within classes means an environment more conducive to learning for everyone.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li><b>EEF – Social and Emotional Learning (SEL):</b> SEL programmes improve emotional and social skills, leading to gains in academic performance by an average of four months' progress.</li> <li><b>Public Health England:</b> Addressing mental health and wellbeing in schools leads to better academic outcomes, particularly for disadvantaged pupils.</li> </ul> <p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on moderate evidence.</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +3</p>	2,3,4,5, 11
<p>3.Develop whole staff understanding of the needs of pupils with needs relating to Attachment and Developmental Trauma</p> <p>£0 (in house training led by Head of School from virtual School conference)</p>	<p>Teaching and teaching assistant staff are the first and most regular point of contact for pupils. It is important that they develop a deep understanding of the needs that are specific to our children who are adopted from care, in special guardianship arrangements or are under the care of the local authority. This will enable them to meet each pupil's needs on a daily basis as effectively as possible. Whilst this may not show immediate and dramatic acceleration in progress this academic year, based on research relating to the needs of this particular group of pupils, we are confident this approach will accelerate progress increasingly over the 3 year period of this plan.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li><b>Masten (2001):</b> Masten's work on resilience emphasizes the role of supportive relationships in helping children overcome adversity. Teachers who connect with their students provide critical support that can enhance resilience, particularly for disadvantaged children facing various challenges outside of school.</li> <li><b>Benson et al. (2006):</b> This research discusses the "developmental assets" approach, which indicates that positive relationships with caring adults (like teachers) are vital in helping disadvantaged children build resilience and improve their academic and social outcomes.</li> </ul> <p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on moderate evidence.</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: (A) (A) (A) (A) (A)</p> <p>Impact (months): +3</p>	2,3,4,5, 11
<p>4.SLT and Learning Mentor to work closely with staff supporting children displaying ongoing challenging behaviour and learning engagement</p>	<p>A number of our disadvantaged children have displayed challenging patterns of behaviour and low levels of engagement in learning over a period of time. Over the past year SLT and Learning Mentor have developed a problem solving approach linked to the Conscious Disciple approach. This has effectively supported all adults involved with an individual child in school to develop tightly consistent and bespoke plans to support their individual needs. These team meetings have been most effective</p>	2,3,4,5

<p>patterns and those children.</p> <p>£ 7050 (Learning Mentor + PPG Lead)</p>	<p>when held outside the school day with support staff working additional hours. To also include follow up work to support staff in developing, implementing and adapting these plans.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li><b>Gonzalez et al. (2019):</b> A study examining the implementation of Conscious Discipline found significant improvements in student behaviour and classroom climate. The research indicates that when schools adopt a trauma-informed approach like Conscious Discipline, they see a reduction in disciplinary issues, which is especially beneficial for disadvantaged students who may struggle with behaviour</li> <li><b>Berkowitz et al. (2017):</b> This research reinforces the idea that social-emotional interventions, such as Conscious Discipline, can lead to improvements in behaviour and academic performance for students from disadvantaged backgrounds. The focus on building positive relationships and emotional awareness helps to create a supportive environment that promotes better outcomes.</li> </ul> <p><b>Behaviour interventions</b></p> <p>Moderate impact for low cost based on moderate evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	
<p>5. Supervise Learning Mentor implementation of ELSA training for Learning Support Mentor to maximise their impact upon children.</p> <p>£200 (ELSA supervision)</p>	<p>A number of our disadvantaged children need support with emotional needs and behaviours, with this being the biggest barrier to them accessing to and progression within their learning. By training our learning support mentor in ELSA, we will be meeting such needs on an individual basis and being able to target other resources for where they are most needed. In addition to this, the ELSA trained staff can deliver this to other staff in school to build self-improvement within this area in our staff. See rationale for this approach above.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li><b>Goleman (1995):</b> Daniel Goleman's work on emotional intelligence highlights that social and emotional competencies are crucial for academic success. Training LSMs in ELSA can help them foster these competencies in disadvantaged pupils, thereby improving their emotional well-being and academic performance.</li> <li><b>Sutton Trust (2011):</b> The trust reported that interventions targeting emotional and social skills, particularly for disadvantaged students, lead to significant improvements in their engagement and learning outcomes. ELSA training provides LSMs with the strategies needed to implement these interventions effectively.</li> </ul> <p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on moderate evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	2,3,4,5,11
<p>6. Specialist SALT TA involvement to develop plans for speech and language skills for our disadvantaged children.</p> <p>£190 (TA)</p>	<p>A number of our younger disadvantaged pupils will benefit from additional oral language development as highlighted in their initial Wellcom speech and language toolkit. This work is delivered by class staff wherever possible but guided and supported by our specialist SALT TA (trained for school level advice by local SALT team).</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li><b>Public Health England (2016):</b> Research from Public Health England highlights that early speech and language support not only improves literacy outcomes but also contributes to long-term academic success and positive life outcomes. Disadvantaged pupils, who are at higher risk of language delays, benefit substantially from structured language interventions developed by specialist professionals like SALT TAs.</li> <li><b>Snowling et al. (2011):</b> This study demonstrates that early language interventions for children with SLCN, especially in the context of disadvantage, reduce the risk of reading difficulties and other academic challenges later in life. Specialist TAs trained in SALT approaches play a critical role in implementing these interventions effectively in schools.</li> </ul> <p><b>Oral language interventions</b></p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>	1,2,3,4,5
<p>7. Further training for key Inclusion Team staff (Learning Mentor, SENCO, PPG Lead)</p> <p>£1418</p>	<p>The Learning Mentor will be required to attend training in areas such as fostering of high aspirations, children's mental health and wellbeing, to ensure all subject knowledge is up to date in this vital area. Regular attendance at pupil premium training eg MDDL course is also necessary in order to access the latest research and advice on how to bridge the attainment gap for disadvantaged pupils. Focus on developing bespoke mental health and emotional wellbeing graded approach this year.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li><b>Sutton Trust – Raising Aspirations:</b> Exposure to career role models and high aspirations programmes improves pupil motivation and attainment.</li> <li><b>EEF – Aspiration Interventions:</b> Research shows that aspiration-raising activities, when combined with academic interventions, can have a positive effect on pupils' engagement and outcomes.</li> </ul>	1,2,3,4,5





<p>8. Improvement of Phonics and Reading Comprehension Strategies including introduction of Floppy's Phonics across EYFS/KS1 and to provide intervention in KS2. Additional staff trained to ensure improved outcomes for disadvantaged children.</p> <p>£0</p>	<p>Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Research shows an average of 5 months' additional progress can be achieved, along with developments in independent and collaborative learning strategies.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>EEF – Phonics Toolkit:</b> The Education Endowment Foundation (EEF) highlights that teaching phonics is highly effective in the early stages of literacy development, especially for disadvantaged pupils. The EEF found that systematic phonics instruction improves reading accuracy and can have a positive impact on disadvantaged pupils, with an average gain of four months' additional progress.</li> <li>• <b>Rose Review (2006):</b> The <i>Rose Review</i> strongly endorsed systematic synthetic phonics as the most effective way to teach children to read, particularly in the early years. It emphasised that disadvantaged pupils benefit most from explicit and structured phonics teaching, like <i>Floppy's Phonics</i>, which provides a systematic approach to learning sounds.</li> </ul> <div> <div> <h3>Phonics</h3> <p>High impact for very low cost based on very extensive evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div> <div> <h3>Reading comprehension strategies</h3> <p>Very high impact for very low cost based on extensive evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div> </div>	<p>3,4,5,11</p>
<p>9. Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through the roll out and resourcing of mastery programmes. Main school budget to cover costs</p> <p>£0</p>	<p>EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as Power Maths units, Read to Write, Steps to Read and Floppy's Phonics. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programmes listed about and individual resources as required by specific learners as identified by staff who work with them.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>Ofsted – Pupil Premium:</b> Schools that effectively target Pupil Premium funding demonstrate notable improvements in disadvantaged pupils' attainment.</li> <li>• <b>EEF – Use of Pupil Premium:</b> Schools that monitor and adjust their use of Pupil Premium funding based on evidence-based strategies see better outcomes. Differentiated instruction tailored to disadvantaged pupils' needs can significantly impact their engagement and progress.</li> <li>• <b>Culturally Responsive Teaching (Gay, 2010):</b> Inclusive pedagogy, where the curriculum reflects pupils' experiences, fosters greater engagement and improves academic outcomes.</li> </ul> <div> <h3>Mastery learning</h3> <p>High impact for very low cost based on limited evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div>	<p>3,4,5, 11</p>
<p>Extra - Emphasis on oracy and language rehearsal for disadvantaged pupils, peer to peer feedback and whole class feedback support. Explicit collaborative approaches to support PPG children underperforming.</p> <p>£0</p>	<p>Research from the Education Endowment Foundation strongly supports our focus on Writing: explicit teaching of writing strategies and modelling helps pupils plan, monitor, and evaluate their work; oral language interventions develop the vocabulary and spoken language skills that underpin written expression; targeted feedback is one of the most effective ways to improve outcomes when it is specific and acted upon; and collaborative learning approaches will give children chance to learn from peers.</p> <div> <div> <h3>Collaborative learning approaches</h3> <p>High impact for very low cost based on limited evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div> <div> <h3>Feedback</h3> <p>Very high impact for very low cost based on extensive evidence.</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div> </div>	<p>5</p>

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

Budgeted cost: £ 9798





Activity	Evidence that supports this approach	Challenge number(s) addressed
<div> <div> 10. Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PPG children achieving the expected standard, or higher standard based on their prior attainment </div> <div> £ 9148 (Learning Mentor/TA) </div> </div>	<div> <div> <div> Last academic year, using additional adults in core subject lessons to provide immediate feedback proved beneficial to disadvantaged learners as they could overcome barriers at the point of difficulty. </div> <div> This is recognised in EEF research findings which provide extensive evidence of very high impact. Immediate feedback and modelling in class means much less time being spent in subsequent teaching session was being spent addressing misconceptions from prior teaching and learning. Sessions can be pitched more accurately and greater levels of appropriate challenge offered to disadvantaged pupils in particular, giving teaching staff greater insight into the needs of those within their classes. </div> </div> <div> <div> Research Backing: </div> <div> <ul style="list-style-type: none"> <li>EEF – Small Group Tuition: Small group tuition, particularly when delivered by qualified teachers, is proven to accelerate learning by an average of four months over the course of a year.</li> <li>EEF – Teaching Assistants: Structured support from teaching assistants with evidence-based interventions can significantly impact pupil progress.</li> </ul> </div> <div> <div> <div> <div>Feedback</div> <div> <div> Very high impact for very low cost based on extensive evidence. </div> <div> <div> <div>Cost</div> <div> <div>£</div><div>£</div><div>£</div><div>£</div><div>£</div> </div> </div> <div> <div>Evidence</div> <div> <div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div> </div> </div> <div> <div>Impact (months)</div> <div>+6</div> </div> </div> <div> <div> <div>Small group tuition</div> <div> <div> Moderate impact for low cost based on moderate evidence. </div> <div> <div> <div>Cost</div> <div> <div>£</div><div>£</div><div>£</div><div>£</div><div>£</div> </div> </div> <div> <div>Evidence</div> <div> <div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div> </div> </div> <div> <div>Impact (months)</div> <div>+4</div> </div> </div> </div> </div> </div></div></div></div></div></div></div>	<div> 2,3,4,5, 11 </div>
<div> <div> 11. Supporting children with homework e.g. homework club, parental guidance </div> <div> £450 </div> </div>	<div> <div> <div> Disadvantaged learners often face barriers to doing homework—like lacking a quiet workspace or support at home. By offering structured support (like homework clubs), ensuring homework is meaningful and linked to classroom learning, and providing feedback, schools can help level the playing field. Homework becomes not just an academic practice, but a structured opportunity for independent learning and consolidation. </div> <div> <div> Research Backing </div> <div> <ul style="list-style-type: none"> <li>The EEF Homework strand highlights that homework can positively impact attainment, with particular benefits for older and disadvantaged pupils.</li> <li>Evidence suggests that the <b>quality of homework is more important than the quantity</b>; short, focused tasks such as practising key skills or consolidating classroom learning are most effective.</li> <li><b>Parental engagement</b> can further increase the impact of homework support, but this works best when schools provide clear guidance to families on how to help, rather than expecting them to be subject experts</li> </ul> </div> <div> <div> <div> <div>Reading comprehension strategies</div> <div> <div> Very high impact for very low cost based on extensive evidence. </div> <div> <div> <div>Cost</div> <div> <div>£</div><div>£</div><div>£</div><div>£</div><div>£</div> </div> </div> <div> <div>Evidence</div> <div> <div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div> </div> </div> <div> <div>Impact (months)</div> <div>+6</div> </div> </div> <div> <div> <div>Homework</div> <div> <div> High impact for very low cost based on very limited evidence. </div> <div> <div> <div>Cost</div> <div> <div>£</div><div>£</div><div>£</div><div>£</div><div>£</div> </div> </div> <div> <div>Evidence</div> <div> <div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div><div>🔒</div> </div> </div> <div> <div>Impact (months)</div> <div>+5</div> </div> </div> </div> </div> </div></div></div></div></div></div></div></div>	<div> 1 </div>



12. Further Develop IDL programme  £ 200 (TA support)	<p>Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Identified disadvantaged pupils regularly supported to review and apply their reading and spelling skills.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li><b>EEF – Small Group Tuition:</b> Small group tuition, particularly when delivered by qualified teachers, is proven to accelerate learning by an average of four months over the course of a year</li> <li><b>EEF – Teaching Assistants:</b> Structured support from teaching assistants with evidence-based interventions can significantly impact pupil progress.</li> </ul> <p><b>Small group tuition</b> Moderate impact for low cost based on moderate evidence.</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: </p> <p>Impact (months): </p>	2,5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4054

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>13. Further heightened parental involvement and engagement</p> <p>Lateness for disadvantaged pupils is minimised through effective tracking and parental engagement</p> <p>Support for parents and children to develop positive outcomes</p> <p>£1350 (Learning mentor and PPG Lead)</p>	<p>It is well proven that when home and school are demonstrating a consistent approach to teaching and learning the outcomes are significantly higher for learners. As such by engaging more with parents we are affording the best possible chances for positive outcomes for disadvantaged learners. Findings by the EEF also suggest supporting parents with their first child, promotes good practise in educational support with subsequent children.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li><b>EEF – Parental Engagement:</b> Effective parental engagement has a positive impact on pupil outcomes, particularly when parents are supported to understand how to help their children's learning.</li> <li><b>Goodall &amp; Montgomery (2014):</b> Engaging parents effectively involves shifting from parental involvement (activities) to engagement (partnership) to see significant improvements in pupil achievement.</li> <li><b>Department for Education (DfE):</b> There is a strong link between attendance and attainment; pupils with higher attendance achieve better outcomes, particularly among disadvantaged groups.</li> <li><b>Taylor (2012):</b> Schools that focus on improving attendance through proactive interventions see significant reductions in the attainment gap.</li> <li><b>OECD (Organisation for Economic Co-operation and Development):</b> Reading for pleasure is one of the strongest predictors of academic success.</li> </ul> <div> <div> <p><b>Individualised instruction</b></p> <p>Moderate impact for very low cost based on limited evidence.</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: </p> <p>Impact (months): </p> </div> <div> <p><b>Parental engagement</b></p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>Cost: £ £ £ £ £</p> <p>Evidence: </p> <p>Impact (months): </p> </div> </div>	1,5,11
<p>14. Extended opportunities to attend after school clubs and activities for children eligible for FSM.</p> <p>£0</p>	<p>Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time by the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately three months' additional progress. After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment. Clubs including sporting and non-academic clubs are also shown to be beneficial and help to increase engagement in school life. Many of these opportunities are provided by staff at no additional cost to the budget. Most opportunities have either an Arts or Physical aspect to them, both of which are evidenced to impact positively. School has negotiated free places with some outside providers for children in receipt of FSM. This has negated the cost of providing for this area of our provision.</p>	1,4,5,11

	<p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>Sutton Trust:</b> Cultural capital, including exposure to extracurricular activities and experiences, has a lasting impact on pupils' confidence, language development, and attainment.</li> <li>• <b>OECD (Organisation for Economic Co-operation and Development):</b> Reading for pleasure is one of the strongest predictors of academic success.</li> </ul>	
<p>15. Residential Trips/Outdoor Learning including day trips. £1654 (£115 per KS2 FSM child for residential visits = £1150 £36 per FSM per annum child for termly trips = £504)</p>	<p>Residential trips are proven to support growth mind sets, increase confidence and teach team building skills. Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment. Budgeted school contributions to be raised by 5% to reflect rise in DFE PPG funding.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>Sutton Trust:</b> Cultural capital, including exposure to extracurricular activities and experiences, has a lasting impact on pupils' confidence, language development, and attainment.</li> </ul>	1,4,5,11
<p>16. Financial assistance with uniform purchases.</p> <p>Purchase of morning break snacks for all FSM pupils. (£12.50 per child per FSM child per half term) £1050</p>	<p>School uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Purchasing uniform helps parents financially and helps the pupils feel a sense of belonging within the school that helps support their social and emotional well-being. Whilst there is limited evidence that this directly impacts attainment and progress, pupil voice gathered has demonstrated that it supports individuals in feeling part of the school community and their sense of belonging. This in turn impacts self-confidence, self-esteem and engagement with their school community.</p> <p><b>Research Backing:</b></p> <ul style="list-style-type: none"> <li>• <b>DfE – School Uniforms (2019):</b> The UK Department for Education highlights that school uniforms can promote a sense of belonging and equality. For disadvantaged pupils, financial support for uniform purchases helps remove a barrier that can lead to absenteeism and disengagement, as children who cannot afford uniforms may avoid school due to feeling different or embarrassed.</li> </ul>	1,4,5

**Total budgeted cost: £35,760**

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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Year 1 Review 2024-2025		Amendments for next year
Impact	Concerns	

<p><b>Attainment and Progress for 2024-2025</b></p> <p><b>Reading</b>  Attainment: Disadvantaged pupils rose from 57% ARE in autumn 2024 → 74% ARE in summer 2025 (+17pp).  Greater Depth: Increased substantially from 9% → 35%.  Progress: No disadvantaged pupils remained 'well below' expectations by year end, evidencing accelerated progress.  <i>Trend: Builds on very strong 2023–24 outcomes (100% Y6 disadvantaged at expected), sustaining Reading as a long-term PPG strength.</i></p> <p><b>Writing</b>  Attainment: Improved from 52% → 69% ARE during 2024–25 (+17pp).  Greater Depth: 17% achieved GD by end of year.  Progress: Many pupils moved into ARE or GD, but 30% remained 'well below,' showing this is the widest disadvantage gap.  <i>Trend: Steady upward movement over three years (45% in 2022 → 55% in 2023–24 → 69% in 2024–25). Improvement is clear but Writing remains the area of greatest need.</i></p> <p><b>Maths</b>  Attainment: Increased from 43% → 61% ARE in 2024–25 (+18pp).  Greater Depth: Maintained at 13%, showing consolidation rather than rapid expansion.  Progress: No disadvantaged pupils remained 'well below' by summer.  <i>Trend: Positive three-year trajectory (40% in 2022 → 50% in 2023–24 → 61% in 2024–25), with steady narrowing of the disadvantage gap.</i></p> <p><b>Phonics &amp; EYFS</b>  Phonics: Year 1 disadvantaged outcomes remained strong at 93%, and Year 2 at 97%.  EYFS GLD: Reached 77% in 2025, exceeding predictions and above national (69%).  <i>Trend: Over three years, disadvantaged early literacy outcomes have been consistently above national, underpinning later Reading success.</i></p> <p><b>Key Messages</b>  PPG pupils made accelerated progress in 2024–25, especially in Reading and Maths.  Writing has improved year-on-year but remains the most significant barrier, with 30% still well below.</p> <p><b>Attainment Trends from 2022–25</b></p> <ul style="list-style-type: none"> <li>• Reading: Disadvantaged attainment rose steadily over three years (50% expected+ in 2022 → 65% in 2023–24 → 74% in 2024–25). Greater Depth increased significantly this year (9% → 35%).</li> <li>• Writing: Outcomes improved (45% expected+ in 2022 → 55% in 2023–24 →</li> </ul>	<p>The school has used this data to identify the following areas of concern:</p> <p><b>Writing remains a priority</b>  Concern: Despite improvements, disadvantaged outcomes still lag behind peers, with 30% well below ARE in 2025.  Mitigation:  Embed explicit teaching of writing strategies (EEF: Metacognition &amp; self-regulation, +7 months).  Daily focus on transcription (handwriting, spelling, sentence fluency) to reduce barriers to composition.  Structured small-group writing interventions delivered by trained TAs/teachers targeting disadvantaged pupils (EEF: Small group tuition, +4 months).  Expand opportunities for extended, purposeful writing across the curriculum.</p> <p><b>Greater Depth inconsistency</b>  Concern: Outcomes at Greater Depth fluctuate, particularly in Writing (46% in 2024 → 30% in 2025).  Mitigation:  Strengthen 'stretch' provision by embedding mastery approaches in English and Maths (EEF: Mastery learning, +5 months).  Use adaptive teaching and structured feedback cycles to deepen learning (EEF: Feedback, +6 months).  Targeted challenge groups for PPG pupils identified as secure ARE, with explicit focus on moving them towards GD.  Continue to monitor Greater Depth outcomes in pupil progress meetings and adapt planning responsively.</p> <p><b>SEMH demand</b>  Concern: A high proportion of disadvantaged pupils (65% identified in 2023–24) require SEMH support. Provision is impactful but capacity is stretched.  Mitigation:</p>	<p>Having reviewed the impact of the plan for the year 2024-25, the Inclusion Team and Senior Leadership Team considers the priorities previously set to be still appropriate and relevant to giving our PPG pupils the best chance to achieve accelerated progress, with the following additions.</p> <ul style="list-style-type: none"> <li>• Further support for families with homework to ensure engagement and maximising learning opportunities. A new activity has been included in the plan as a result.</li> <li>• A new action has been included to help make attainment in Writing more consistent, particularly at the higher standard.</li> </ul>
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<p>69% in 2024–25), with 17% Greater Depth, though 30% remained well below expectations.</p> <ul style="list-style-type: none"> <li>• Maths: PPG attainment improved (40% in 2022 → 50% in 2023–24 → 61% in 2024–25). Greater Depth was 13%, with no pupils remaining well below.</li> <li>• Phonics &amp; EYFS: Phonics remained strong (93% Y1, 97% Y2 in 2025). EYFS GLD reached 77%, above national (69%) and higher than predicted.</li> <li>• Attendance: Persistent absence for disadvantaged pupils reduced from 6.3% in 2022 to 3.3% in 2025.</li> </ul> <p><b>Progress Trends from 2022–25</b></p> <ul style="list-style-type: none"> <li>• Reading: Over three years, disadvantaged pupils improved from 50% to 74% expected+, with strong gains at Greater Depth in 2024–25.</li> <li>• Writing: PPG pupils improved from 38% expected+ in 2022 to 69% in 2025. Progress is clear but gaps remain.</li> <li>• Maths: Attainment improved from 40% in 2022 to 61% in 2025. Pupils moved out of 'well below' by 2025.</li> <li>• Inclusion: SEND and disadvantaged pupils moved from 'Working Towards' to ARE across Reading, Writing, and Maths in 2024–25. Attendance for disadvantaged remained above national.</li> </ul> <p><b>Attendance &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>• Attendance: Persistent absence for disadvantaged pupils reduced to 3.3% in 2025, down from 6.3% in 2022.</li> <li>• Engagement: One-page profiles, attendance tracking, and Learning Mentor support ensured disadvantaged pupils were in school and able to access interventions consistently.</li> </ul>	<p>Embed trauma-informed practice across staff through CPD (EEF: Social and emotional learning, +4 months).</p> <p>Strengthen referral pathways with external agencies to reduce pressure on in-school provision.</p> <p><b>Parental engagement</b></p> <p>Concern: While attendance has improved, engagement with homework and learning at home remains variable.</p> <p>Mitigation:</p> <p>Establish structured homework support with teacher targeting those in need with direct communication, ensuring PPG pupils have access to a supportive environment (EEF: Homework, +5 months).</p> <p>Offer parent workshops on how to support Writing, Reading, and Maths at home (EEF: Parental engagement, +4 months).</p> <p>Review use of digital platforms to support consistency and communication with parents.</p> <p><b>Future cohorts</b></p> <p>Concern: A dip in Y6 SATs is projected for 2026 due to cohort-specific needs.</p> <p>Mitigation:</p> <p>Early identification of gaps from Y5 onwards, with targeted interventions in Writing and Maths (EEF: Early interventions, small group tuition).</p> <p>Cross-year SLT/teacher collaboration to track and respond to cohort-specific needs.</p> <p>Deploy additional Learning Coach support (EEF: One-to-one tuition, +5 months).</p> <p>Maintain high expectations and communicate clearly with pupils and families about progress targets.</p>	
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### **PLAC (Previously Looked After Children)**

#### **Attainment Trends from 2022–25**

Reading: In 2023–24, 84% made expected progress, with 50% above expected. This represents accelerated progress from starting points and evidences strong impact of targeted support.

Writing: 100% of PLAC pupils made expected progress, with 16% above expected. Writing attainment is a strength, reflecting focused interventions and personalised support.

Maths: 100% made expected progress, with 32% above expected, showing consistency across core subjects.

#### **Progress Trends from 2022–25**

Across three years, PLAC pupils have demonstrated accelerated progress from low starting points. 2023–24 data highlights strong consistency across subjects, with a notable uplift in Reading and a sustained strength in Writing.

Targeted mentoring, SEMH support, and small group tuition appear to have had the greatest impact on outcomes.

### **FSM (Free School Meals)**

#### **Attainment Trends from 2022–25**

Reading: In 2023–24, 100% of FSM pupils made expected progress, with 30% above expected.

Writing: 100% made expected progress, with an impressive 60% above expected, showing the strongest outcome of all FSM measures.

Maths: 100% made expected progress, with 50% above expected, indicating rapid catch-up from starting points.

#### **Progress Trends from 2022–25**

FSM pupils have historically lagged behind PLAC and non-FSM PPG groups in attainment, but 2023–24 data shows a turning point: 100% at expected progress in all core subjects.

Accelerated progress is most notable in Writing (+60% above expected) and Maths (+50% above expected).

This trend suggests targeted interventions are closing gaps, though absolute attainment levels still require continued focus.

### **Glossary**

**PPG** – Pupil Premium Grant

**FSM** – Free School Meals

**PLAC** – Previously Looked After Children

**ARE** – Age related expectations



## 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

### 1. Review of expenditure

**Previous Academic Year - 2024-25 Total Allocation of £36800**

#### i. Quality of teaching for all £17,705

Action	Desired Outcome/ Success Criteria	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Implement a bespoke model of growth mind-set teaching in EYFS	EYFS disadvantaged pupils show greater self-efficacy, independence, and resilience in learning.	Disadvantaged pupils showed notable increases in independence and confidence. By summer 2025, children were initiating learning tasks with reduced adult prompting, demonstrating resilience and self-belief that are strong predictors of later academic success. These gains also enhanced peer collaboration and improved classroom culture for all pupils.	Consistency across all EYFS staff is critical. Monitoring highlighted best outcomes when strategies were modelled during real learning tasks. The approach will continue with stronger links to parental engagement.	
Implement behavioural, social & emotional interventions (Learning Mentor)	Reduction in SEMH incidents; disadvantaged pupils regulate behaviour and access learning more consistently.	The Learning Mentor provision directly contributed to a marked reduction in low-level disruption. Disadvantaged pupils with SEMH needs accessed learning more consistently, and teachers reported more 'learning minutes gained' across lessons. Calm classrooms benefit the whole cohort, not only PPG pupils.	Caseload management was a challenge. Regular communication between Learning Mentor, class teachers, and SLT proved vital. Referral systems will be discussed in Inclusion TEAM. This approach will continue and strengthen, with clearer outcome measures.	£12,825
Develop whole staff understanding of attachment & developmental trauma	Staff adapt practice for pupils with attachment/trauma needs, improving engagement and participation.	Staff confidence in responding to pupils with complex needs strengthened significantly. Trauma-informed strategies are now used consistently across classrooms. PLAC pupils demonstrated accelerated progress and improved	Embedding consistent practice requires regular refreshers. Staff valued case studies and practical classroom strategies most. Peer observations will be introduced to reinforce training. Continue.	£0 (in-house training)

		engagement, demonstrating that staff expertise directly drives improved outcomes.		
SLT and Learning Mentor to work closely with staff supporting children displaying ongoing challenging behaviour and learning engagement patterns and those children.	Staff develop consistent bespoke plans for pupils with challenging behaviour/engagement	Individualised plans worked on jointly by SLT and Learning Mentor improved consistency and reduced disruption. Teachers reported feeling more confident in handling challenges, while pupils benefitted from tailored support. This collaborative approach ensured learning time was protected across classes. The system is embedded through Inclusion TEAM monitoring which ensures consistency.	Collaborative planning proved highly effective. Teachers valued bespoke strategies. Continue to use this approach.	
Provide ELSA training for Learning Support Mentor to maximise their impact upon children.	Learning Mentor delivers SEMH support effectively and sustainably.	Supervision of the Learning Mentor ensured high-quality SEMH provision. Pupils receiving ELSA support were notably more settled, engaged, and ready to learn, with positive knock-on effects for whole-class learning environments. Identified the bespoke conditions for the use of ELSA, and that the training had an impact on the 'incidental' delivery of other interventions.	Supervision proved vital in ensuring quality and consistency. Feedback loops allowed for quick adaptation of strategies. Approach will continue.	
Specialist SALT TA involvement	Early speech & language needs identified and supported; disadvantaged pupils access class learning more effectively.	Targeted SALT input enabled disadvantaged pupils to access the curriculum more effectively, with improved speech clarity and language comprehension observed across EYFS/KS1. Class teachers reported smoother communication and faster progress in reading and writing for identified pupils.	Early identification proved essential. Teachers benefited most from simple, actionable plans. Ongoing TA training is needed to ensure strategies are embedded daily. This approach will continue, with stronger classroom integration of SALT strategies.	
Further training for Inclusion Team staff (Learning Mentor, SENCO, PPG Lead)	Inclusion team has up-to-date knowledge of PPG, SEND, and SEMH research & strategies.	Training strengthened Inclusion Team knowledge and directly influenced improved practice in attendance tracking, SEMH support, and targeted PPG provision. This created a more joined-up and evidence-informed approach that benefitted the wider pupil population.	Ongoing CPD is essential to keep staff at the forefront of research-based practice. Will continue to include embedding training outcomes into whole-school strategy and cascading expertise through staff meetings.	
Improve Phonics & Reading strategies (Floppy's Phonics, comprehension)	Improved outcomes in early reading and comprehension for disadvantaged pupils.	Early reading remains a whole-school strength. In 2025, 93% of Year 1 disadvantaged pupils achieved the expected phonics standard (exceeding national by 13pp) and 97% of Year 2 disadvantaged pupils achieved expected. KS2 Reading outcomes were well above national with 74% disadvantaged at ARE and 35% at GD. This evidences the long-term impact of Floppy's Phonics and structured comprehension strategies.	Approach highly effective. All new staff must receive Floppy's Phonics training to maintain consistency. Monitoring comprehension skills across KS2 will ensure sustained strength.	
Ensure disadvantaged pupils challenged through mastery curriculum	Disadvantaged pupils make accelerated progress in Reading, Writing, Maths.	Mastery approaches raised attainment and progress across PPG groups. In Maths, disadvantaged attainment rose to 61% with no pupils remaining 'well below'. Reading and Writing also improved, with mastery ensuring high expectations were	Consistency across all teachers is vital. Next steps are to maintain high expectations for all and refine challenge tasks to increase GD outcomes for PPG pupils.	£0

		consistently applied. Non-PP pupils also benefitted from greater depth opportunities.		
<b>ii. Targeted academic support £13307</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Additional targeted support in lessons (feedback at point of teaching)	Increased proportion of disadvantaged pupils achieve expected or higher standards through immediate in-class feedback.	Strategy highly effective. Teachers observed addressing misconceptions instantly, leading to faster progress. By summer 2025, no PPG pupils in Maths remained 'well below', and Reading outcomes rose to 74% ARE. Support also benefitted non-PP pupils, raising overall pace of learning.	Deployment of support staff must be carefully planned. TA CPD was critical. This will continue and expand, with greater focus on GD pupils.	<b>£11,255</b>
Sensory breaks led by class teachers	Pupils with SEMH and sensory needs regulate behaviour more effectively and re-engage in learning.	Sensory breaks reduced dysregulation incidents and sustained focus in lessons. Teachers noted fewer lost learning minutes and calmer transitions. Benefits also extended to non-PP pupils who were observed to be less distracted from learning.	Success depended on consistency and structure. Clear routines and understanding of pupil needs made the biggest difference. Approach will continue with improved progress tracking.	<b>£0</b>
Further develop IDL programme	Improved literacy and numeracy outcomes for disadvantaged pupils with gaps in basic skills.	PPG pupils using IDL regularly made accelerated progress in reading fluency and spelling. Maths practice reinforced class learning and raised confidence. Teachers reported pupils more willing to attempt independent tasks.	Fidelity of implementation is key. Pupils using IDL consistently made the greatest gains. Staff oversight and timetabled slots are essential. Programme will continue, more tightly integrated into interventions.	<b>£2052 (TA support)</b>
<b>iii. Wider Strategies £4873</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Further heightened parental involvement and engagement	Improved attendance and punctuality; stronger home-school partnerships.	Persistent absence for disadvantaged fell to 3.3% in 2025 (from 6.3% in 2022). Lateness reduced significantly through close parental engagement. Families valued consultation. Increased parental attendance at events evidenced stronger relationships. Attendance of PPG children at Mill View is above National Average (Sept 2024). Follow-up work with Learning Mentor for children and families have ensured improvements have been sustained over time.	Consistent communication and tailored approaches were key. Generic messages were less effective. This will continue with additional focus on hard-to-reach families and expanding workshops.	

Extended opportunities to attend after-school clubs and activities (FSM pupils)	Increased participation in enrichment activities, supporting engagement, confidence, and social development.	FSM pupils accessed a broader range of activities, building confidence and social skills. We continue to work with outside providers to negotiate free places for families in receipt of FSM for some after school and holiday activities/clubs. Good take up rate for these places when offered. Some have also been funded by school	To be continued in 2025-26	
Residential trips and outdoor learning (including day trips)	Disadvantaged pupils access the same enrichment and cultural capital opportunities as peers.	Families in receipt of FSM are given financial support towards the cost of trips and residential. This is done automatically on school payment systems. The expectation is that families will make a smaller contribution needing to be made to these opportunities.	To be continued in 2025-26. Budget for this will rise as FSM numbers have risen.	<b>£1281</b> (£100 per KS2 FSM child for residential visits £31.50 per FSM child for termly trips)
Financial assistance with uniform purchases.  Purchase of morning break snacks for all FSM pupils.	Families of financially disadvantaged (FSM) children are able to provide school uniform for their children Snack is provided for all financially disadvantaged (FSM) children	Support is made available for identified cases. School has organised a uniform swap system whereby families can donate good quality used uniform for others to access. This has proved very popular with lots of our families and is increasingly accessible. Prepayment introduced this academic year which has meant this can be done simply without identifying which children are paying and not paying directly for their snack.	Budget for this will need to rise in 2025-26 due to rise in number of FSM pupils.	£12 per child per FSM child per half term.  £1008
<b>Total</b>				<b>£36800</b>



