

Pupil premium strategy statement Sept 2025-2028

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Belmore Primary Academy
Number of pupils in school	518
Proportion (%) of pupil premium eligible pupils	33.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2025-July 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026 July 2027 July 2028
Statement authorised by	Rose Taunt
Pupil premium lead	Rose Taunt
Governor / Trustee lead	Andy Bachelor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,430
Recovery premium funding allocation this academic year	£0
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	£245,430

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Part A: Pupil premium strategy plan

Statement of intent

Belmore Primary Academy aspires to change lives. Regardless of children’s background, life experiences, or daily challenges, we have unapologetically high standards and place no ceiling on achievement. Our ambition is for every child to succeed to their fullest potential in every aspect of life—academically, socially, and emotionally.

We are committed to identifying and supporting pupils who may be financially or educationally disadvantaged, who experience poor mental or physical health, or who are affected by special educational needs or disability (SEND). These pupils and their families are classified as Priority Families and are identified under the following categories:

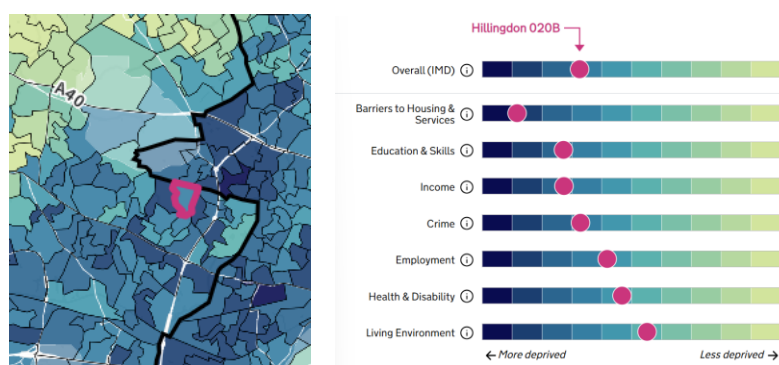
- Pupil Premium eligible pupils.
- Pupils on the SEND register.
- Pupils who are persistently or severely absent.
- Pupils known to or previously known to social care.
- Looked After Children (LAC) and those with safeguarding vulnerabilities.

Our strategy ensures that these pupils receive targeted support and opportunities to overcome barriers, thrive in school, and develop the skills and confidence needed for lifelong success.

Locality and School Context

The vast majority of pupils live within walking distance of the school. 33.5% of children at Belmore are considered pupil premium compared to the national average of 24.7%. Belmore falls into neighbourhood 020B which shows an overall high level of deprivation. Many children travel from surrounding neighbourhoods which have similar or increased deprivation.

[\(How deprived is Hillingdon 020B? | Local Deprivation Explorer 2025\)](#)



School Contextual Information (data accurate November 2025)

14.5% of children are on the SEND register and 3.1% have an EHCP. Attendance for 2024–25 was 91.6%, and attendance for pupils eligible for Pupil Premium was 87.5%. Persistent absence was 22.7%, significantly above the national average.

In identifying our priority families, we first seek to understand the challenges facing individual children. Many of our pupils experience layers of circumstances that lead to disadvantage in different areas of their lives. By understanding the unique context of challenges that families face, we can better support them to overcome educational barriers.

Once identified, we work strategically to remove barriers to learning. This may include—and indeed start with—the child’s own perception of themselves as a valued part of our school community and as a learner, as well as directly addressing areas of learning.

Details of Challenge

1. Language and Communication needs

Some children may not have the language acquisition to communicate effectively with peers and as learners.

Joining Early Years, some children’s starting points in the prime areas of Listening, Attention and Understanding and Speaking are significantly below age related expectations affecting their ability to access learning, communicate and regulate their needs and feelings and acquire early reading and number skills.

Some children’s SEND profiles inhibits their ability to communicate themselves and may lead to dysregulated behaviours which act as a barrier to learning.

Children may not have access to rich language models in either English and/or home language outside of school limiting their ability to interpret new language or concepts confidently.

2. Next-phase readiness

Some children might not be well prepared for the next stage of their education

Some children move on to Key Stage 1, 2 or 3 with low attainment in reading, writing, and maths due to missed learning or limited prior exposure.

Reading fluency and comprehension: Pupils may not have sufficiently mastered phonics or developed vocabulary, limiting access to the wider curriculum.

Some pupils demonstrate Low resilience and self-regulation: these Pupils may find transitions stressful and lack coping strategies.

Limited confidence: Fear of failure reduces engagement and willingness to take risks in learning.

3: Participation in School Life

Some children and/or their family might not yet be able to engage with the school’s offer

Not all families prioritise school attendance and therefore children's safety cannot be ensured, development might be delayed and academic achievement might be impeded.

Many carers, children, colleagues and external agencies require a lead professional as a point of contact at school in order that children's welfare is of the highest possible standard.

Some pupils and families may perceive academic learning as undervalued or believe that success in this area is unattainable, which can result in negative attitudes toward learning and create a significant barrier to their progress.

Some carers provide support to family members with significant mental health, physical, or medical needs, or experience these challenges themselves, and therefore benefit from an extended school day. This situation can reduce their capacity to care for others within the household, and as a result, children may be exposed to the more complex and acute needs of family members.

4: Socio-economic challenges

Some families have financial challenges which impacts what they can provide materially for their children

Not all families are able to provide a healthy diet for children and as such hunger might impede physical development, motivation, attention and therefore achievement.

Many families are unable to afford specialist instructors for their children, which means that talents and interests in areas such as sports or the arts may go unrecognised or cannot be pursued.

Some children have had limited exposure, due to financial restraints, to a broad range of life experiences, such as visits, travel, and cultural activities. As a result, they may have reduced prior knowledge on which to build new learning

Some children might require an extended school day in order to ensure attendance, provide access to social interaction, play opportunities and food as well as reducing the risk of anti-social behaviour in the community.

5: Safety and success at school

Some children's presentation might lead to reduced likelihood of their safety or success at school

Some SEND learners with complex needs might not yet be able to access our curriculum offer according to their Individual Support Plans and their year group's national curriculum expectations:

- Cognition and Learning needs might preclude successfully accessing the learning from the child's year group national curriculum objectives and linked assessments
- SEMH profiles might impede children's ability to behave appropriately and safely in the school environment.
- Communication and Interaction needs might preclude children's ability to keep themselves and others safe and access the school curriculum.
- Children's ASC profiles are likely to require explicit modelling and enhanced opportunities to communicate and socialise.

Many children who have lived through (or continue to endure) trauma require specialist provision in order that they can function successfully at school, at home and in the community.

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
Priority families are identified and context is understood particularly where there families are facing more than 1 barrier/challenge	<ul style="list-style-type: none"> • Thorough list of all priority families with challenges identified • Class Teachers and Year Group Leaders have a good understanding of the children in their cohorts. • Families feel listened to and that the challenges particular to their children are understood • Data in both soft (engagement in class, friendships etc) and hard (attendance, attainment, learning plan outcomes) are collected and tracked to monitor effectiveness of provision and identify further areas of need.
Children make strong foundations in Early Reading	<ul style="list-style-type: none"> • The Early Learning Goal in Word Reading and Comprehension indicates rapid progress since starting school and are in line with national averages for 'all' and 'disadvantaged' • Year 1 Phonic Screening Check outcomes are in line with national averages for 'all' and 'disadvantaged' • All children make progress against starting points regardless of SEND needs • Teacher assessment in Reading at the end of KS1 is commensurate with PSC success at the end of Year 1
Children make rapid progress in the core curriculum	<ul style="list-style-type: none"> • End of KS2 statutory assessments in Reading and Writing and Maths are in line with national for all and disadvantaged • The gap between all and disadvantaged narrows year on year (from -25 in July 2025) and the 3 year trend reduces (from -19 in July 2025) • Internal assessments, including those linked to interventions, demonstrate progress in knowledge, skills and understanding
Children demonstrate safe and positive behaviours in school	<ul style="list-style-type: none"> • Children targeted for SEMH intervention demonstrate progress in specified areas • Children demonstrate progress against Individual Learning Plan targets • Pre/post programme assessments demonstrate pupil progress • Reduced suspensions on 2024-2025
All pupils attend school full time	<ul style="list-style-type: none"> • Statutory School Age attendance demonstrates growth on 2024-25 and narrows the gap on 'national' • Number of lates reduces from year 2024-2025 • Children can articulate the purpose of school attendance and the roles of school staff involved in promoting this • Breakfast club is well attended • School incentive activities have a raised profile, well understood by children and families • Reduced persistent absence indicators

Children most in need are supported by a network of skilled professionals	<ul style="list-style-type: none"> • Children feel safe when they attend school • Children report a sense of belonging at school • Children can list their trusted adults and how to report/disclose their worries • Selected children have access to a range of skilled professionals for weekly sessions as appropriate (according to demand) and demonstrate progress against established targets, functioning with increased safety and success in and out of school
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Activity in this academic year 2025-2026

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100 000

Activity	Evidence that supports this approach	Who	Challenge number(s) addressed
<ul style="list-style-type: none"> • Implement a structured professional development programme using <i>WalkThrus</i> (Tom Sherrington & Oliver Caviglioli’s evidence-informed CPD resource). • Provide bite-sized, visual guides for high-impact teaching strategies (e.g., modelling, questioning, scaffolding, retrieval practice). • Use coaching cycles, peer observations, and short CPD sessions to embed these strategies consistently across classrooms. • Link WalkThrus to EEF evidence-based practices and our school priorities for improving outcomes for disadvantaged pupils. 	<ul style="list-style-type: none"> • EEF research shows that professional development focused on explicit instruction, modelling, and scaffolding improves pupil progress. • WalkThrus are designed around Rosenshine’s Principles of Instruction, which have strong evidence for improving learning outcomes. • DfE guidance emphasises prioritising quality-first teaching as the core of Pupil Premium strategy. <p>Effective Professional Development EEF</p> <p>Independent review of teachers’ professional development in schools: phase 1 findings - GOV.UK</p> <p>How Does It Work — Teaching WalkThrus Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars Oliver Caviglioli - Tom Sherrington UK</p> <p>Using pupil premium: guidance for school leaders</p>	HT, KS1 & KS2 AHT, YGLs	1, 2, 4

<ul style="list-style-type: none"> • Train all teaching staff to implement adaptive teaching approaches that respond to pupils’ needs without lowering expectations. • Use strategies such as scaffolding, pre-teaching vocabulary, chunking tasks, and flexible grouping to ensure access to the curriculum for disadvantaged pupils. • Incorporate formative assessment and responsive feedback to identify gaps and adjust teaching in real time. • Provide CPD sessions and coaching focused on practical adaptive techniques aligned with the EEF guidance on high-quality teaching. 	<ul style="list-style-type: none"> • EEF Guide to the Pupil Premium: High-quality teaching is the most effective lever for improving outcomes for disadvantaged pupils. • EEF Teaching and Learning Toolkit: Strategies like scaffolding, feedback, and metacognition have strong evidence for improving progress. • DfE Standards for Teachers’ Professional Development: Emphasises sustained, evidence-informed CPD for improving classroom practice. • The Chartered College emphasises adaptive teaching as more effective than static differentiation <p>The EEF Guide to the Pupil Premium EEF</p> <p>UK Standards for Teachers’ Professional Development</p> <p>Teaching and Learning Toolkit EEF</p> <p>Feedback: The engine room of adaptive teaching EEF</p> <p>The shift to adaptive teaching: A research-informed guide : My College</p>	SENDCO AHT, Deputy SENDCO	1, 2, 4, 5
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<ul style="list-style-type: none"> • Develop and implement a clear Ordinarily Available Provision framework that sets out inclusive, high-quality teaching strategies expected in every classroom. • Train all staff on adaptive teaching, reasonable adjustments, and universal strategies (e.g., scaffolding, chunking, pre-teaching vocabulary, visual supports, flexible grouping). • Ensure OAP is embedded in curriculum planning, lesson delivery, and classroom environments to meet diverse needs without lowering expectations. • Provide CPD sessions and coaching aligned with SEND Code of Practice and local authority OAP guidance. 	<ul style="list-style-type: none"> • SEND Code of Practice (DfE, 2015): Mainstream schools must provide high-quality, inclusive teaching as the first response to SEN. • EEF Guidance: Universal strategies like scaffolding, metacognition, and feedback improve progress for all pupils, particularly disadvantaged learners. • Hillingdon LA OAP frameworks: Emphasise inclusive practice as a foundation for meeting needs without additional funding. <p>EEF SEND in Mainstream Schools</p> <p>nasen resource-Supporting-SEN-Universal-Provision.pdf</p> <p>hillingdon-ordinarily-available-provision</p>	SENCO & SLT	1, 2, 4, 5
<ul style="list-style-type: none"> • Train 100% of staff (teaching and support) in Therapeutic Thinking principles to ensure consistent, relational, trauma-informed practice across the school. • Embed a shared language and approach for managing behaviour, focusing on valued behaviours, emotional regulation, and restorative responses. • Use Therapeutic Plans and tools (e.g., Therapeutic Tree) for pupils with higher needs, ensuring proactive strategies rather than reactive sanctions. • Integrate Therapeutic Thinking into the behaviour policy, curriculum, and staff coaching cycles. 	<ul style="list-style-type: none"> • EEF Social and Emotional Learning Toolkit: SEL interventions can add +3 months progress on average when embedded in whole-school ethos. • DfE Behaviour in Schools Guidance (2024) and Mental Health and Behaviour in Schools Guidance (2018): Advocates for consistent, relational approaches and behaviour curriculum. <p>Social and emotional learning EEF</p> <p>improving-social-and-emotional-learning-in-primary-schools.pdf</p> <p>Behaviour in schools - GOV.UK</p> <p>Mental health and behaviour in schools - GOV.UK</p> <p>What We Do – Therapeutic Thinking</p>	Behaviour AHT	2, 3, 5

<ul style="list-style-type: none"> • Embed the new reading and writing curriculum built around high-quality core texts that inspire engagement and deepen comprehension. • Adopt the CLPE (Centre for Literacy in Primary Education) Power of Reading approach, which integrates reading for pleasure with purposeful writing opportunities. • Provide CPD for staff on text-based planning, reading aloud, and developing vocabulary and language through rich literature. • Ensure progression in reading and writing skills through carefully sequenced units that link to the National Curriculum. 	<ul style="list-style-type: none"> • EEF Improving Literacy in Key Stage 2 Guidance: Recommends using high-quality texts, explicit vocabulary instruction, and structured writing opportunities. • EEF Reading Comprehension Strategies: Evidence shows approaches like prediction, summarising, and questioning improve outcomes (+6 months progress). • CLPE Research: Demonstrates that Power of Reading increases pupil engagement, vocabulary acquisition, and writing quality. • DfE Reading Framework (2023): Emphasises reading for pleasure and exposure to rich language as key drivers of attainment. <p>Improving Literacy in Key Stage 2 EEF</p> <p>Reading comprehension strategies EEF</p> <p>Research Centre for Literacy in Primary Education</p> <p>The reading framework</p> <p>The writing framework - GOV.UK</p>	<p style="text-align: center;">AHT Literacy Lead</p>	<p>1, 2, 5</p>
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<ul style="list-style-type: none"> • Fully implement the Little Wandle Letters and Sounds Revised phonics programme across EYFS and KS1, ensuring fidelity to the scheme for all pupils, including those with SEND. • Deliver daily systematic synthetic phonics lessons and use Little Wandle Rapid Catch-Up for KS2 pupils who need additional support. • Provide targeted adaptations for SEND pupils, such as multi-sensory resources, additional repetition, and smaller group interventions. • Ensure home reading aligns with the scheme by providing decodable books matched to pupils' phonics stage, including SEND-friendly formats where needed. <ul style="list-style-type: none"> • Train all staff on inclusive phonics delivery, assessment, and intervention strategies using Little Wandle resources. 	<ul style="list-style-type: none"> • DfE Reading Framework (2023): Recommends systematic synthetic phonics as the most effective approach for early reading. • EEF Improving Literacy in Key Stage 1 Guidance: Phonics is a high-impact strategy (+5 months progress) when delivered with fidelity and adapted for SEND. • Little Wandle validation: Approved by DfE as a validated phonics programme meeting national standards. <p>The reading framework</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Our pedagogy Letters and Sounds</p>	<p style="text-align: center;">AHT Phonics and Early Reading Lead</p>	<p>2, 5</p>
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<ul style="list-style-type: none"> Establish a termly progress cycle (data collection → analysis → action planning → review) that tracks attainment, progress, attendance, and intervention impact for priority Use diagnostic assessment (not just summative) to identify precise gaps and adapt teaching and support. <ul style="list-style-type: none"> ☑ Hold weekly Raising Standards Meetings with SLT, Year Group Leaders, and class teachers to review live data, identify pupils at risk, and agree immediate actions (e.g., adaptive teaching, targeted interventions, parental engagement). 	<ul style="list-style-type: none"> DfE Using Pupil Premium Guidance (2025): Emphasises ongoing monitoring and evaluation as part of effective strategy implementation. EEF Guide to the Pupil Premium: Recommends regular review cycles and evidence-informed decision-making. EEF Working with Parents: Highlights the impact of sustained parental engagement on pupil outcomes. <p>Using pupil premium: guidance for school leaders</p> <p>The EEF Guide to the Pupil Premium EEF</p> <p>Working with Parents to Support Children's Learning EEF</p>	<p style="text-align: center;">AHT Assessment Lead, YGLs</p>	<p>2, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £78805

Activity	Evidence that supports this approach	Who	Challenge number(s) addressed
<ul style="list-style-type: none"> • Deliver small-group and 1:1 early language interventions for identified pupils (EYFS–KS1, and KS2 catch-up where appropriate), prioritising priority families and pupils with SLCN/SEND. • Implement Bucket Time (Attention Autism) sessions to build shared attention, listening, turn-taking and engagement, using trained staff and a structured 4-stage model. • Use Language Link/Little Link screening to identify receptive/expressive language gaps and provide tiered classroom strategies plus targeted group sessions (with SEND-appropriate adaptations). • Integrate classroom talk routines (dialogic prompts, vocabulary pre-teaching, visual scaffolds) and align with our reading curriculum (storytelling, rhymes, rich texts) to maximise generalisation. • Train staff through CPD on high-quality interactions and diagnostic assessment to ensure precise targeting and responsive teaching. 	<ul style="list-style-type: none"> • EEF – Preparing for Literacy (Early Years): prioritise communication/language; use high-quality interactions, rhymes, stories; provide targeted support for struggling children. , • DfE – Reading Framework (2023): stresses the importance of oral language, systematic support for pupils who need to catch up, and fidelity to structured approaches. <p>Preparing for Literacy EEF</p> <p>The reading framework - GOV.UK</p>	SENDCO, Deputy SENDCO, EYFS Leads	1, 2, 5

<ul style="list-style-type: none"> • Use Little Wandle Letters and Sounds Revised tracking system to monitor phonics progress for all pupils, including disadvantaged and SEND on a 3/5 weekly cycle. • Identify pupils falling behind and deliver Keep-Up interventions (short, daily sessions to reinforce current learning) and Rapid Catch-Up interventions for pupils who need accelerated support. • Work in partnership with a Reading Hub consultant to analyse phonics and reading data, identify trends, and implement best practice strategies for intervention and classroom delivery. • Provide CPD for staff on accurate assessment, intervention delivery, and fidelity to the programme. • Ensure interventions are timetabled and delivered by trained staff, with progress reviewed weekly. 	<ul style="list-style-type: none"> • DfE Reading Framework (2023): Recommends systematic synthetic phonics and timely catch-up for pupils who fall behind. • EEF Improving Literacy in Key Stage 1 Guidance: Phonics is a high-impact strategy (+5 months progress) when delivered consistently and adapted for need. <p>The reading framework - GOV.UK</p> <p>Improving Literacy in Key Stage 1 EEF</p>	AHT Reading Lead	2, 5
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<ul style="list-style-type: none"> Establish targeted small-group and 1:1 interventions in reading, writing, and mathematics for KS2 pupils at risk of not meeting age-related expectations, prioritising disadvantaged, SEND and priority families. Use diagnostic assessment to pinpoint gaps and place pupils into time-limited intervention cycles (6–12 weeks) with explicit entry/exit criteria and weekly review in Raising Standards Meetings. <ul style="list-style-type: none"> ☑ Reading: deliver fluency, comprehension strategy teaching (prediction, summarising, questioning) and vocabulary pre-teaching linked to core texts and content reading across the curriculum. ☑ Writing: focus on sentence-level instruction, modelling and guided practice; explicit teaching of transcription (spelling/handwriting where appropriate) and text structure to enable longer, purposeful writing. ☑ Mathematics: implement number sense and fluency routines (retrieval, spaced practice), explicit instruction with worked examples, manipulatives to strengthen conceptual understanding, and structured problem solving. ☑ Deploy trained TAs using structured, evidence-informed materials under teacher direction; where appropriate, use short-burst tutoring aligned with class content. 	<ul style="list-style-type: none"> EEF Improving Literacy in Key Stage 2 – recommends explicitly teaching reading comprehension strategies, developing vocabulary, and using structured writing approaches (modelling, guided practice). DfE Reading Framework (2023) – emphasises fluency, systematic support for pupils who need to keep-up/catch-up, and reading across the curriculum to secure access to knowledge. DfE Using Pupil Premium (2025) – sets out the 5-step process and ongoing monitoring/evaluation requirements for effective strategies. <ul style="list-style-type: none"> Improving Literacy in Key Stage 2 EEF The reading framework - GOV.UK Using pupil premium: guidance for school leaders 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">KS1 and KS2 AHTs, Reading Lead AHT, HLTA, SEND TAs</p>	<p>2, 3, 5</p>
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<ul style="list-style-type: none"> • Provide targeted therapeutic interventions for pupils with social, emotional, and mental health needs, prioritising disadvantaged and SEND pupils. • Continue ELSA (Emotional Literacy Support Assistant) sessions to develop emotional regulation, resilience, and coping strategies. • Offer Play Therapy for pupils with trauma or attachment difficulties to support emotional expression and reduce anxiety. • Work with the Mental Health Support Team (MHST) to deliver structured interventions for pupils experiencing low mood, anxiety, or other mental health challenges. • Use Talking and Drawing Therapy for pupils who struggle to verbalise feelings, enabling safe emotional expression through creative approaches. • Integrate therapeutic plans into the wider Therapeutic Thinking framework for consistency across school. 	<ul style="list-style-type: none"> • EEF Social and Emotional Learning Toolkit: SEL interventions can add +3 months progress on average when embedded • DfE Mental Health in Schools Guidance: Recommends early intervention and collaboration with MHSTs to support pupil wellbeing • ELSA Network Research: Shows improvements in emotional literacy and coping skills (ELSA Network). • Play Therapy UK Outcomes Research: Demonstrates positive impact on emotional wellbeing and behaviour (PTUK Research). • Talking and Drawing Therapy: Recognised by educational psychology services (BACP Guidance). <p>Social and emotional learning EEF</p> <p>Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</p> <p>Research – ELSA Network</p> <p>In depth information on how Play Therapy works - Play Therapy UK</p> <p>Drawing and Talking - Home page</p> <p>What We Do – Therapeutic Thinking</p>	<p>1, 2, 3, 5,</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,625

Activity	Evidence that supports this approach	Who	Challenge number(s) addressed
<ul style="list-style-type: none"> • Identify pupils with persistent absence or at risk of low attendance using data analysis. • Maintain high-frequency communication with targeted families: <ul style="list-style-type: none"> • Daily/weekly check-ins. • Home visits where appropriate. • Collaborate with the Participation Team and external agencies to address underlying barriers. • Develop personalised attendance plans for pupils and families. • Provide incentives and recognition for improved attendance. • Deliver workshops for parents on the importance of attendance and its link to achievement. 	<ul style="list-style-type: none"> • DfE Guidance on Improving School Attendance (2022): Strong leadership and a designated attendance lead are key drivers for improvement. Early and consistent engagement with families reduces persistent absence. • EEF Research: <i>Parental Engagement</i> strategies can improve attainment • Impact of Attendance on Outcomes: Pupils with attendance below 90% are significantly less likely to achieve expected standards in reading, writing, and maths. • Multi-Agency Collaboration: Ensures holistic support for families facing complex challenges, reducing barriers to attendance. <p>Working together to improve school attendance - GOV.UK</p> <p>Parental engagement EEF</p> <p>OneCornwall Attendance Booklet</p>	AHT DSL, Attendance Officer	3, 4,

<ul style="list-style-type: none"> • Subsidise or fully fund trips, visits, and residential experiences linked to curriculum and/or personal development. • Communicate clearly with families about available financial support to reduce stigma and encourage participation. • Involve parents of priority families in trips where possible to create shared experiences and talking points • Track participation rates of disadvantaged pupils in enrichment activities and address gaps. • Link experiences to classroom learning to maximise impact on engagement and attainment. 	<ul style="list-style-type: none"> • Education Endowment Foundation (EEF) – Parental Engagement: Strong parental involvement consistently boosts academic outcomes, with an average effect of • DfE Pupil Premium Guidance: Encourages strategies that remove non-academic barriers and promote wider development. <p>Working with Parents to Support Children's Learning EEF</p> <p>Using pupil premium: guidance for school leaders</p>	AAHT Enrichment	1, 3, 4
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<ul style="list-style-type: none"> • Invite and monitor targeted families Parent Workshops, Coffee Mornings and play and stay sessions to ensure engagement from priority groups. • Host weekly coffee mornings to build trust and provide informal opportunities for dialogue • Deliver structured workshops on key areas including but not limited to: <ul style="list-style-type: none"> • Stronger Families – resilience and positive parenting strategies. • Oral Health – promoting healthy habits and reducing health-related absence. • Behaviour Consultant – practical techniques for managing behaviour at home. • Mental Health Support Team– coping strategies and signposting to support services. • Phonics – enabling parents to support early reading and literacy development. • School Nurse – health advice and safeguarding guidance. • Brighter Parents – empowering parents to engage with education and school life. • Track attendance and impact through engagement logs and feedback forms. 	<ul style="list-style-type: none"> • EEF Guidance Report – Working with Parents to Support Children’s Learning: Effective parental engagement. Informal and sustained contact builds trust and increases participation. • DfE Pupil Premium Guidance: Encourages strategies that address non-academic barriers and promote family engagement. <p>Working with Parents to Support Children's Learning EEF</p> <p>Using pupil premium: guidance for school leaders</p>	Family Liaison Worker	1, 3, 4,
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<ul style="list-style-type: none"> • Subsidise/fund instrumental tuition for disadvantaged pupils to ensure equal access to music education and cultural enrichment. • Fund participation in sports clubs and activities, including after-school provision, to promote physical health, teamwork, and confidence. • Provide equipment and resources (e.g., instruments, sports kits) to remove financial barriers for priority families. • Offer targeted invitations to pupils who would benefit most from enrichment opportunities, monitoring engagement and impact. • Link activities to curriculum goals (e.g., music for creative expression, sports for resilience and wellbeing) to maximise educational value. 	<ul style="list-style-type: none"> • EEF Toolkit – Arts Participation: Arts participation can improve academic outcomes and wellbeing, particularly for disadvantaged pupils. Positive impact on confidence and engagement with learning. • EEF Toolkit – Physical Activity: Physical activity interventions can improve behaviour, health, and sometimes attainment. • DfE Pupil Premium Guidance: Encourages strategies that promote cultural capital and remove non-academic barriers to participation. <p>Arts participation EEF</p> <p>Physical activity EEF</p> <p>Using pupil premium: guidance for school leaders</p>	AAHT Enrichment	3, 4,
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<ul style="list-style-type: none"> • Offer leadership opportunities for disadvantaged pupils through roles such as School Council, Eco Council, and Reading Ambassadors. • Prioritise inclusion of Pupil Premium pupils in these roles to build confidence, responsibility, and a sense of belonging. • Provide training and mentoring for pupils in leadership positions to develop communication, teamwork, and organisational skills. • Celebrate and showcase pupil contributions in assemblies, newsletters, and displays to reinforce positive identity and engagement. • Link roles to curriculum and whole-school priorities (e.g., sustainability projects, reading promotion) to ensure meaningful impact. 	<ul style="list-style-type: none"> • EEF Toolkit – Social and Emotional Learning: Leadership and peer mentoring roles can improve self-esteem, resilience, and social skills. • DfE Pupil Premium Guidance: Encourages strategies that promote personal development and remove non-academic barriers. • Research on Pupil Voice and Leadership: Involvement in decision-making increases engagement, motivation, and sense of ownership in learning. <p>Social and emotional learning EEF</p> <p>Using pupil premium: guidance for school leaders</p>	AAHT Enrichment	2, 3, 4, 5
<ul style="list-style-type: none"> • Provide free breakfast club for disadvantaged pupils to support punctuality, attendance, and readiness to learn. • Offer after-school provision for pupils from families with caring responsibilities or working parents, ensuring a safe and structured environment. • Target invitations to priority families to remove barriers to attendance and engagement. • Include enrichment activities during extended provision to promote social skills, wellbeing, and academic support. • Monitor attendance and impact through registers and feedback from families. 	<ul style="list-style-type: none"> • EEF Toolkit – Extending School Time: Extended school time can provide additional learning opportunities and improve outcomes when linked to academic support. • DfE Guidance on Attendance: Breakfast clubs and wraparound care improve punctuality and reduce persistent absence. • Research on Nutrition and Learning: Access to breakfast improves concentration, behaviour, and attainment, particularly for disadvantaged pupils. <ul style="list-style-type: none"> • Extending school time EEF • Working together to improve school attendance - GOV.UK • Diet, behaviour and learning in children - BDA 	HT, AAHT Enrichment, Play Lead	1, 2, 3, 4, 5

<ul style="list-style-type: none"> • Provide financial support for school uniform to ensure disadvantaged pupils have equal access to required clothing and reduce stigma. • Offer vouchers or direct subsidies for priority families to remove cost barriers. • Communicate discreetly with families to maintain dignity and encourage uptake. • Monitor participation and impact by tracking attendance, engagement, and feedback from families. • Link uniform support to wider inclusion strategies to promote belonging and positive attitudes toward school. 	<ul style="list-style-type: none"> • DfE Pupil Premium Guidance: Removing non-academic barriers, such as cost of uniform, supports attendance and engagement. • Research on Belonging and Identity: Wearing correct uniform fosters a sense of inclusion and reduces anxiety linked to poverty stigma. • EEF Toolkit – Wider Strategies: Addressing barriers to learning (including financial) is essential for improving outcomes for disadvantaged pupils. <p>Using pupil premium: guidance for school leaders</p> <p>Children in Wales Supporting Change: School Uniform</p> <p>3. Wider strategies EEF</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HT, Family Liaison Worker</p>	
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Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Statutory assessments 24/25

All Pupils (from 2024-2025)

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Assessments: 2024-2025 Summer 2

	Reception	Year 1	Year 2		Year 4	Year 6					
	EYFSP	Phonics Score	Phonics Score	Phonics Score By Y2	MTC	SAT TA		SAT Scaled Score			SAT Scaled Score/SAT TA
	EYFS GLD	Reading	Reading	Reading	Maths	Writing	Science	Reading	Maths	GPS	Reading/Writing/Maths
	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	68%	82%	47%	86%	61%	65%	72%	63%	71%	70%	52%
Pupil Premium	67%	83%	40%	74%	50%	63%	63%	56%	59%	59%	44%
Not Pupil Premium	68%	81%	56%	92%	65%	67%	78%	67%	78%	76%	57%

Strengths:

- **Early Years Foundation Stage (EYFSP):** Pupil Premium pupils achieved 67% at expected or higher, closely aligned with all pupils (68%), showing strong early foundations.
- **Phonics Year 1:** 83% of Pupil Premium pupils met the expected standard, above all pupils (82%), indicating effective early reading support.
- **Year 2 Phonics by Y2:** 74% of Pupil Premium pupils achieved expected or higher, narrowing the gap compared to Year 1.
- **Year 6 Writing:** 63% of Pupil Premium pupils met expected standards, close to all pupils (65%), suggesting targeted writing interventions are working.

Next Steps:

- **Reading remains a key priority:** Year 6 reading for Pupil Premium pupils is 56% vs 63% for all pupils and 67% for non-Pupil Premium—gap needs closing.
- **Maths and combined R/W/M:** Only 44% of Pupil Premium pupils achieved expected in combined Reading/Writing/Maths vs 52% overall—focus on integrated support.
- **Persistent absence impact:** Attendance for Pupil Premium pupils (87.5%) and persistent absence for Pupil Premium (36.5%) likely contributing to attainment gaps—strengthen attendance strategies.
- **Embed parental engagement and enrichment:** Build on workshops, subsidised trips, and extended day provision to support learning beyond the classroom.

Externally provided programmes

Programme	Provider
Little Wandle Phonics	Little Wandle Letters and Sounds
ELSA	ELSA
Therapeutic Thinking School	Therapeutic Thinking Schools
Talk and Draw	Talk and Draw
Language Link	Language Link