

Pupil premium strategy statement – Nelson Primary School

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

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

School overview

Detail	Data
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-29
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Sian Ward
Pupil premium lead	Lucia Lopez
Governor / Trustee lead	Sadia Thantrey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£81,030

Part A: Pupil premium strategy plan

Statement of intent

At Nelson Primary School, our Pupil Premium Vision is built on a tiered approach that prioritises high-quality teaching, targeted academic support, and wider strategies that address the specific challenges faced by disadvantaged pupils. Guided by the Education Endowment Foundation's recommendations, we ensure that an effective teacher is in front of every class and that staff benefit from ongoing professional development. We recognise the strong impact of targeted academic support and therefore provide additional time, structured interventions, and focused guidance to help pupils achieve positive outcomes. In shaping our provision, we also consider the wider barriers to learning within our community, ensuring our actions reflect the needs of the children and families we serve.

Our vision is that every child, regardless of financial disadvantage, becomes a successful learner who meets high expectations and leaves primary school fully prepared for the next stage of education. We focus on individual needs rather than labels, ensuring that support is personalised, purposeful, and closely aligned with the school development plan. This includes excellent classroom practice, strong pastoral provision, and access to enriching wider opportunities that strengthen engagement and enjoyment. By maintaining a bespoke approach for each pupil, we aim to narrow the attainment gap with non-disadvantaged peers nationally while extending the range of experiences available to all Pupil Premium learners.

Key elements of our approach include:

- *High-quality first teaching as the foundation of all support.*
- *Evidence-informed strategies aligned with EEF guidance.*
- *Targeted academic interventions accelerate progress and improve outcomes.*
- *Strong pastoral care to support wellbeing and readiness to learn.*
- *Enrichment and extended learning opportunities to broaden experience.*
- *Alignment with the school development plan strengthens consistency and impact.*
- *Aim to narrow the attainment gap while broadening opportunities and experiences for all our children, including our Pupil Premium.*

Challenges

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

Challenge number	Detail of challenge
1	Many of our pupils enter Nelson with underdeveloped oral language skills and significant vocabulary gaps. This is particularly evident in the Early Years and KS1, where speech, language, and social communication skills are not yet securely developed. Contributing factors include the high number of pupils with English as an additional language and limited early exposure to rich spoken language.
2	Increasing overexposure to screens , including inappropriate content and games, is affecting pupils' attention and self-regulation, leading to higher levels of anxiety and negatively impacting mental health. For some pupils, these factors also contribute to reluctance or refusal to attend school.
3	Attendance remains a significant challenge, with data showing that many of our Pupil Premium pupils have lower attendance than their peers. Reduced attendance affects their overall readiness to learn, limits the consistency and impact of the interventions we provide, and ultimately risks widening existing learning gaps. Supporting these pupils to attend regularly is therefore a key priority in ensuring they can fully benefit from the provision in place.
4	Assessments and observations indicate that our Pupil Premium pupils experience greater difficulty with phonics compared to their peers, which hinders their progress as developing readers and writers. We have also identified challenges in transcription skills , including holding a coherent sentence and maintaining focus during writing tasks. Additionally, weaker gross motor development is impacting handwriting fluency and stamina, further affecting overall writing outcomes.
5	Assessments indicate that many of our Pupil Premium pupils struggle with fundamental place value concepts , which limits their ability to develop efficient mental maths strategies. As a result, children often rely on counting on their fingers rather than applying mental calculation methods. These gaps in early number understanding hinder progress across the maths curriculum and reduce pupils' confidence when tackling more complex mathematical tasks.

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among	<ol style="list-style-type: none">1. Children demonstrate improved use, understanding and retention of vocabulary, including Tier 2 and Tier 3 words, as evidenced through observations, pupil voice and book scrutinise.2. Pupils' verbal skills and confidence in oracy improve, shown through increased participation in discussions, presentations,

disadvantaged pupils	<p>speaking tasks and performance opportunities across the curriculum.</p> <ol style="list-style-type: none"> Reading outcomes improve, reflecting pupils' strengthened vocabulary knowledge and improved comprehension skills. EYFS pupils make accelerated progress in speech, language and communication, with a higher proportion reaching age-related expectations in Communication and Language. Oracy is embedded consistently across the school, with high-quality oracy practices evident in planning, teaching and learning walks, leading to improved speaking and listening skills for disadvantaged pupils.
Improved focus, emotional regulation, and wellbeing, leading to reduced anxiety and increased school attendance.	<ol style="list-style-type: none"> Improved focus and self-regulation observed in lessons, with fewer incidents of dysregulation and increased on-task behaviour. Reduced anxiety indicators, evidenced through pastoral records, pupil voice, and fewer wellbeing-related referrals. Increased school attendance for targeted pupils, with fewer instances of school reluctance or refusal. Greater parental engagement in promoting healthy screen routines, shown through workshop attendance, follow-up conversations, or home-school communication.
To achieve and sustain improved attendance for all pupil, particularly our disadvantage children.	<ol style="list-style-type: none"> Disadvantaged pupils' overall attendance moves closer to national averages, with a measurable reduction of the current 2% gap. Attendance for disadvantaged pupils shows continued improvement toward being in line with their non-disadvantaged peers, with year-on-year positive trajectory. Persistent absenteeism among disadvantaged pupils continues to decrease, building on last year's improvements, even if not yet fully in line with national benchmarks. Improved attendance consistency enables disadvantaged pupils to participate more regularly in interventions and learning opportunities, evidenced through improved readiness to learn and engagement.
Improved phonics proficiency and early writing skills by strengthening decoding, transcription, and handwriting development.	<ol style="list-style-type: none"> Improved Phonics Outcomes: The percentage of Pupil Premium pupils meeting the expected standard in phonics rises significantly from 33%, moving closer to previous outcomes (75%) and towards national expectations. Stronger Application of Phonics in Reading and Writing: Book looks, assessments, and pupil voice show pupils are applying phonic knowledge more accurately and independently in reading and early writing tasks. Improved Transcription and Writing Fluency: Assessments and observations show clearer sentence construction, improved ability to hold and write a coherent sentence, and increased writing stamina. Improved Handwriting Linked to Motor Skills Development in KS1 and bespoke handwriting lessons : Shown by good presentation in books, correct pencil grip,

	handwriting fluency and improved outcomes in fine/gross motor assessments in EYFS and KS1.
Improved place value understanding enabling disadvantaged pupils to use efficient mental maths strategies with confidence.	<ol style="list-style-type: none"> 1. Increased confidence and accuracy in place value tasks, shown through termly assessment gains for Pupil Premium pupils. 2. Reduced reliance on finger counting, evidenced through teacher observations and work scrutiny across KS1 and lower KS2. 3. Improved use of mental maths strategies during daily maths sessions and fluency activities, demonstrated in lesson observations and pupil voice. 4. Stronger performance in early number and arithmetic, reflected in rising proportions of Pupil Premium pupils meeting age-related expectations in internal and statutory assessments.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants are strategically deployed to provide targeted academic and wellbeing support for disadvantaged pupils, working alongside teachers to address individual learning needs.	<i>The Education Endowment Foundation emphasises that teaching assistants have the greatest impact when they deliver structured, evidence-based interventions and support learning intentionally rather than replacing teacher instruction.</i> At Nelson, TAs are trained and deployed according to expertise, including <i>Keep Up Little Wandle</i> , <i>precision teaching</i> , <i>Mastery Maths</i> , <i>EYFS</i> and <i>SKIP</i> to support core academic skills; <i>ELSA</i> , <i>wellbeing and mental health</i> , <i>sensory circuits</i> , <i>Forest School</i> , and <i>Willow curriculum</i> to address social, emotional and SEND needs. Over the next three years, further training in <i>writing and transcription</i> and <i>oracy</i> will strengthen early language and literacy outcomes for disadvantaged pupils, ensuring support remains aligned with EEF guidance and pupil need.	1,2,3,4,5
Continued implementation of a DfE-validated systematic	<i>'Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills,</i>	1,4

<p>phonics programme (Little Wandle) to secure consistently strong phonics teaching for all pupils.</p>	<p>particularly for children from disadvantaged backgrounds.’ EEF</p> <p>Strong, systematic phonics approaches are shown to have a positive impact on pupils’ accuracy and fluency in word reading, with particularly strong benefits for disadvantaged pupils. Consistent use of a DfE-validated programme such as Little Wandle supports early identification of gaps, ensures high levels of fidelity in delivery, and enables timely intervention, helping pupils to keep pace with age-related expectations and reducing attainment gaps over time.</p>	
<p>QFT training -Whole-school CPD in transcription, including handwriting, spelling, and dictation, to improve writing automaticity and support disadvantaged pupils in accessing the full writing curriculum.</p>	<p>The EEF emphasises the role of transcription in effective writing, stating that <i>“pupils need to develop transcription skills, such as handwriting and spelling, to free up working memory so that they can focus on higher-level composition skills.”</i></p> <p>Delivering whole-school CPD from EYFS ensures a consistent, high-quality approach to handwriting and dictation from the earliest stages, enabling early identification of need and timely intervention. This early focus is particularly beneficial for disadvantaged pupils, helping to address gaps before they widen and improving access to the wider writing curriculum as pupils progress through the school.</p>	4
<p>QFT training -Whole-school CPD to develop high-quality oracy practice, embedding structured spoken language opportunities across the curriculum from September 2026.</p>	<p>The EEF states that <i>“spoken language underpins the development of reading and writing”</i> and highlights its positive impact on outcomes for disadvantaged pupils. Whole-school CPD in oracy will ensure consistent, high-quality teaching of spoken language skills, and embedding oracy across the curriculum from September 2026 will support vocabulary development, engagement, and improved access to learning for all pupils.</p>	1,4,5
<p>QFT training – Whole school CPD to develop the school teaching and learning model.</p>	<p>The EEF states the importance of metacognition and that <i>‘Teachers can use metacognitive and self-regulatory approaches to support pupils to think about learning more explicitly. Often, this is by teaching them specific strategies for planning, monitoring, and evaluating their learning.</i></p> <p>Our whole school teaching and learning model allows consistency across the school, drawing on research-based approaches to structure lessons. Children are then able to fully understand the learning process, and how to self-regulate their learning. It also ensure teachers are using quality first teaching approaches consistently across the school for all lessons.</p>	1, 2, 4, 5,
<p>QF training – whole school CPD on maths mastery and mastering number (NCETM)</p>	<p>The EFF states that <i>‘Professional development should be used to raise the quality of practitioner knowledge of mathematics, of children’s mathematical development and of effective mathematical pedagogy’</i></p>	5

	<p><i>To truly break this link between family income and educational attainment, we have to start early and make sure that all young people—regardless of background—have access to great maths teaching in primary and secondary school. ‘Sir Kevan Collins – EEF’</i></p> <p>Whole staff CPD on maths mastery and the CPA approach. All staff to be trained to use this approach and to fully develop the pedagogy behind a maths mastery approach. Maths lead to work alongside maths hub to provide subject knowledge and to support the planning and teaching process.</p> <p><i>We have implemented a mastering number fluency programme in R, Y1 and Y2 and Y3 to further close fluency gaps.</i></p>	
PPG Learning plans on assessment platform whole school	<p><i>We need to educate ourselves and our school communities about what disadvantage and living on a low income means. What causes it? What does it look like and feel like for our pupils? We need to explore this reality without assumption or judgement.</i></p> <p>Jenn Sills and Marc Rowland</p> <p>We will be moving our PPG learning profiles onto our assessment system to enable all staff working with our Pupil Premium children to understand their gaps, their barriers and most importantly what works for them to succeed in school.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 21,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional ‘keep up’ phonics sessions targeted at disadvantaged pupils who require further support to secure phonics knowledge and reading fluency.	<p>Phonics approaches have a strong evidence base and are shown to have a positive impact on pupils’ reading outcomes, particularly for disadvantaged learners. EEF highlights that <i>“It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words. Targeted small-group and one-to-one interventions can be effective when they are carefully matched to pupils’ needs.”</i> Our daily, timetabled ‘keep up’ phonics sessions are precisely matched to</p>	1,4

	identified gaps in pupils' knowledge, ensuring timely support so that no child falls behind in developing secure early reading skills.	
Targeted EAL support for pupils who are new to English, focusing on developing early language, vocabulary, and access to the curriculum.	<i>EEF emphasise "language proficiency underpins pupils' access to the curriculum,"</i> particularly for pupils learning English as an additional language. At Nelson, a specialist EAL teaching assistant delivers targeted, bespoke interventions for pupils who are new to English, accelerating vocabulary development, pre-teaching, comprehension, and confidence in spoken language when needed. The EAL teacher also provides training and ongoing support for class teachers, strengthening whole-class practice and ensuring disadvantaged pupils can access learning effectively across the curriculum.	1,4,5
Early intervention in EYFS and KS1 to address oracy and vocabulary gaps, including sentence structure and language development.	<i>EEF notes that "spoken language interventions can have a positive impact on pupils' language skills," particularly when delivered early and in a structured way.</i> Early intervention in EYFS and KS1 to address oracy, vocabulary, and sentence structure supports disadvantaged and EAL pupils, who are more likely to begin school with language gaps. Targeted support at this stage helps pupils develop the foundational language skills needed to access learning across the curriculum and prevents gaps from widening as pupils progress through school.	1,2,5
Targeted maths interventions	<i>EEF recommends in its Improving mathematics report' to use structured interventions to provide additional support. And that 'Interventions should start early, be evidence-based and be carefully planned'</i> Targeted interventions run across the school, focusing on securing fluency and place value understanding.	5

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions by a trained member of staff to support pupils' social, emotional, and	EEF states that <i>"social and emotional skills are essential for children's development — they support effective learning and are linked to positive outcomes in later life."</i>	1,2,3,4,5

mental wellbeing across the school.	A trained member of staff provides targeted ELSA sessions, which have increased following the pandemic. This provision helps pupils regulate emotions, build resilience, and engage more positively with learning, particularly benefiting disadvantaged pupils facing complex barriers to education.	
Provision of therapeutic support through play therapy, art therapy, music, and Forest School to support pupils' social, emotional, and mental wellbeing.	EEF states that <i>"social and emotional skills are essential for children's development — they support effective learning and are linked to positive outcomes in later life."</i> At Nelson, art, play and music therapists deliver a combination of targeted one-to-one and small-group interventions across the school. These approaches support pupils experiencing social, emotional, or mental health difficulties, helping them to regulate emotions, build resilience, and engage more effectively with learning, particularly for disadvantaged pupils facing complex barriers	1,2,3,4,5
Whole-school mental health provision led by a Senior Mental Health Lead , supported by trained Mental Health First Aiders across the school.	<i>'Research evidence shows that education and health are closely linked.1,2 So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing out-comes.'</i> <i>Public Health England</i> The Senior Mental Health Lead oversees mental health provision across the school, making strategic decisions and coordinating support to ensure pupils' needs are identified and addressed effectively. Mental Health First Aiders provide timely, accessible support for all pupils, including those eligible for Pupil Premium, helping to reduce barriers to learning, support emotional regulation, and promote positive wellbeing across the school community.	1,2,3,4,5
Provision of spaces in extracurricular clubs and residential experiences	We recognise that learning extends beyond the classroom and that access to enrichment opportunities can support pupils' wider development. By offering Pupil Premium children a guaranteed place in clubs and subsidised residential trips, we ensure they benefit from experiences that develop teamwork, social skills, resilience, problem-solving, and high-quality outdoor learning. These opportunities help to reduce social and experiential gaps, build confidence and engagement, and support overall wellbeing and readiness to learn.	1,2,3,4,5
Funded spaces at Breakfast Club	Research funded and evaluated through the EEF's Magic Breakfast trial found that primary pupils in disadvantaged schools with free breakfast club provision made around two additional months' progress in reading, writing and maths compared with pupils in similar schools without this support, and also showed improvements in classroom behaviour and concentration. EEF+1 Offering funded places for Pupil Premium children helps ensure they benefit from a	1,2,3,4,5

	nutritious start to the day, are ready to engage with learning, and experience improved attendance and readiness for lessons, helping to reduce barriers linked to disadvantage.	
Attendance – working alongside the EWO and using the Attendance Toolkit to improve attendance for our PPG and multiply disadvantaged groups	<p>Embedding principles of good practice set out in the DfE’s Improving school attendance advice. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
Developing parental engagement	<p>Developing parental engagement to support pupils’ learning, including learning workshops, coffee mornings, SENDCo consultations, access to the Emotional Wellbeing Lead, and collaboration with external professionals to meet family needs. EEF identifies that “<i>parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes.</i>” By strengthening parental engagement, particularly for families of Pupil Premium pupils, we aim to support learning at home, improve attendance and motivation, and address barriers linked to SEND or emotional wellbeing, ensuring families have the guidance and support needed to enhance pupils’ academic progress and overall development.</p>	1,2,3,4,5
Contingency for acute issues	<p>Contingency funding set aside to respond quickly to emerging or unforeseen needs affecting pupils, ensuring timely support for barriers to learning. Based on our experience and that of similar schools, unanticipated issues can arise that may affect pupils’ engagement, wellbeing, or access to learning. Maintaining a small contingency fund allows the school to respond rapidly to urgent needs, such as supporting pupils with sudden financial hardship, unexpected SEND requirements, or acute wellbeing concerns, ensuring that all pupils, including those eligible for Pupil Premium, can continue to engage fully in their education.</p>	1,2,3,4,5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Underdeveloped oral language skills and vocabulary gaps

Staff have received training on the priority and direct teaching of Tier 2 and Tier 3 vocabulary, and this is now embedded across our curriculum. This can be seen, for example, in the knowledge organisers used throughout the school for history, geography and science, which help teachers systematically prioritise and reference subject-specific language during lessons. We have adopted a whole-school approach to vocabulary instruction to ensure consistency and to continue closing vocabulary gaps. A range of strategies—such as choral reading, echo reading and structured vocabulary practice—support pupils to internalise newly taught words.

In EYFS, we map out six carefully selected 'Inside Out' books to develop children's language and vocabulary. These texts are chosen because they introduce specific vocabulary, expose pupils to repetitive refrains or present more complex syntax that enriches early language development.

Through the Little Wandle phonics and early reading programme, every child in Reception, Year 1 and Year 2 receives three reading sessions each week. This ensures systematic exposure to age-appropriate vocabulary. Children in KS2 who need further

support with their reading and vocabulary understanding are put into 'catch up groups'. End of KS2 reading outcomes have continued to improve year on year, with **71% of pupils achieving the expected standard** and **29% achieving greater depth** in 2024–25.

Phonics

A new phonics scheme, Little Wandle Letters and Sounds, was implemented in 2021, and all staff received full training to ensure consistency and fidelity to the programme. The phonics lead continues to access additional training, which is then cascaded to all staff. All teaching assistants have completed the required training modules, and phonics workshops were offered to parents in the Autumn Term to strengthen home–school engagement.

In 2023–24, **79% of pupils in Year 1 passed the Phonics Screening Check**.

Outcomes for disadvantaged (PPG) pupils were similarly strong, with **78% (7 children)** achieving the expected standard. The remaining **22% (2 children)** will continue to receive phonics intervention in Year 2. Daily 'keep-up' sessions are embedded to ensure children do not fall behind, supported by a robust assessment system that quickly identifies pupils needing targeted support.

In 2024–25, **33% of disadvantaged pupils achieved the expected standard**, though this represents only **three children**, meaning each individual outcome significantly affects overall percentages.

Children in Years 3 and 4 who had not yet met the expected standard received additional phonics support from an expert reading teacher. A longer-term catch-up programme was also implemented and targeted disadvantaged pupils. Findings from an external review, ongoing monitoring and the use of phonics trackers indicate strong fidelity to the programme across the school.

Reading is at the heart of our curriculum. Investment has been made to enhance the quality of books in classroom reading areas, and sets of non-fiction texts were purchased to support reading and vocabulary development in KS2. This ensures that all children have regular access to high-quality, rich reading material.

At the end of KS2, **63% of disadvantaged pupils met the expected standard in reading**, which is in line with the national average for disadvantaged pupils.

Writing

Writing across the school continues to improve, and pupils' stamina is increasing. To further strengthen outcomes, a whole-school handwriting approach has been introduced to teach correct pencil grip, sitting position and book placement. Teachers

deliver daily handwriting lessons, with additional practice provided through homework. Tripod grip is assessed in Reception and KS1 to ensure early accuracy and to support children in developing fluency.

Monitoring of writing had identified that some children struggled with basic sentence construction and punctuation. In response, we introduced a new approach to writing, *The Place Value of Grammar*, which has now been running for two years. This approach teaches children from Reception to Year 6 how sentences are built and why specific punctuation is used. Noticeable improvements have been seen in the grammatical elements of pupils' writing, demonstrating the positive impact of this structured, progressive model. Teachers also teach dictation three times a week to reinforce sentence structure, spelling and punctuation accuracy.

In 2024–25, 63% of disadvantaged pupils met the expected standard in writing, compared with a 59% national average for disadvantaged pupils.

Social and emotional barriers

ELSA sessions have continued to take place, delivered by a trained member of staff. Around **80% of pupils accessing these sessions are disadvantaged**, and there has been noticeable improvement in how these children engage with school and wider school life. We have also trained an **additional member of staff as a Senior Mental Health Lead**, who is now working closely with a range of disadvantaged pupils and young carers, providing both group and 1:1 support.

The school has achieved the **Attachment Aware Gold Award**, ensuring that our practice is trauma-informed and responsive to pupils' emotional and social needs. To further strengthen emotional regulation across the school, we have implemented the **Zones of Regulation** approach in all year groups, helping pupils to identify, understand and manage their emotions. In addition, we have created a number of **sensory and regulation stations** throughout the school to support children's self-regulation and overall well-being.

We continue to work closely with the MHST team, who offer a broad range of support including 1:1 family work, online training for parents and therapeutic interventions such as art and play therapy.

Enrichment opportunities for disadvantaged pupils have also increased significantly, with **76% now accessing enrichment activities**, helping to widen experiences and further support their well-being.

Attendance

Attendance remains a key priority for our school and the PPG strategy. Overall attendance has continued to improve, and there is currently only a 2% difference between disadvantaged pupils' attendance and whole-school attendance. Class teachers play an active role in building relationships with families and identifying

barriers to regular attendance. Early in the Autumn Term, letters are sent to families whose attendance falls below 94% and 90% to provide support and prevent further decline. Attendance is monitored every three weeks, and if there is no improvement, we work with the family and the Education Welfare Officer (EWO) to address any barriers, which has helped reduce persistent absenteeism.

In 2022, we introduced 'Attendance FOMO' (Fear of Missing Out), where class teachers highlight lessons and activities throughout the week to motivate children to attend. Attendance is also celebrated weekly in assemblies, and the class with the best attendance at the end of each term receives an attendance cake, reinforcing the value of regular attendance. Additional end-of-term attendance letters are sent to all families, contributing to improved outcomes. Comparison between this Autumn term and the same term last year shows a 2% increase in attendance for our PPG families, demonstrating the impact of these combined strategies.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.