

Wool C of E Primary School Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

Quality teaching for all:

To ensure all pupils have access to highest quality

1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching' <https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

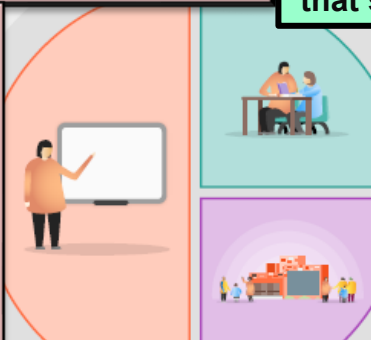
<https://educationendowmentfoundation.org.uk/news/introducing-eeef-school-planning-guide-2020-21/>

We do this by developing:

- Well sequenced curriculums with that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.

5. To find and nurture each child's passions



Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoun>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school
Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes->

We do this by developing

- Early academic intervention for those that require it
- Training for parents

Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour **EEF A**

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 **CIC Talking About a Generation Study**

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 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	Wool CE Primary and Preschool
Number of pupils in school	115 pupils (Age 2 - 11)
Proportion (%) of pupil premium eligible pupils	Census figure October 2025 - 17 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) Funding based on last year pupil numbers 2024-2025	(2025/2026)
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Ellie Griffiths Headteacher
Pupil premium lead	Tasha Hardy Deputy Headteacher
Governor / Trustee lead	Chair of Governors – Rev. Richard Bartlett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/2025)	£31,815
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	£31,815
LAC, POST LAC	£2,630
EYPP	£1,710

Service pupil premium funding allocation this academic year (2025/2026)	£3500.00
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Part A: Pupil premium strategy plan

Statement of intent

The focus of this plan is to raise the attainment of all disadvantaged pupils in both core and wider-curriculum subjects therefore closing the gap between Pupil Premium children and our non-disadvantaged pupils. Our primary aim is for all pupils to leave this school reading fluently, knowing the joy that reading can bring. This will support them in accessing and gaining a broad, deep knowledge in wider curriculum areas. Pupils will make good progress, gaining solid foundations with us in mathematical concepts and securing fluency in arithmetic. It is our aim for all pupils to be skilful writers with a good command of English writing and to remember the key concepts that have been taught in science. In addition, enhancing the pupils' cultural capital and building a secure understanding of the world around them is a key priority at Wool.

To meet these objectives, we have focused on the following areas:

- ensuring that all pupils are accessing high quality teaching and learning, through focused CPD, carefully chosen teaching pedagogies and ongoing support for staff to develop their subject expertise, especially in reading, writing and maths.
- high quality, targeted interventions implemented quickly and efficiently.
- strengthening the inclusive culture across the school through pastoral, emotional and attendance support in order to remove barriers that may stop pupils achieving thereby closing the social and emotional gaps for disadvantaged children.
- ongoing work to develop the curriculum, refining systems of assessment and its role in promoting rapid pupil progress.

Some objectives are developed more specifically in the School Improvement Plan.

The key principles of the strategy plan are:

- 1) To empower teachers to know their pupils and do what is best for them, delivering high quality CPD.
- 2) To use evidenced targeted intervention to support pupils who are at risk of falling behind.
- 3) To empower parents to understand how to best support their child at home.
- 4) To empower children - making sure every child feels successful and valued.
- 5) To find and nurture each child's passions.
- 6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not.
- 7) To develop support networks around children and their families.
- 8) To work to develop pupils' communication and language skills.

Challenges

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

Challenge number	Detail of challenge
1	To strengthen staff expertise in core subjects. To improve the quality of teaching and learning including planning, pedagogy and identification of pupils requiring intervention to promote rapid pupil progress in core subjects.
2	To improve the number of pupils achieving ARE (combined score). Refining systems of assessment, analysis and feedback; identifying gaps in learning for all pupils in all year groups in core subjects.
3	To promote inclusive learning environments and improved targeted interventions through provision mapping (using the plan, do, review system).
4	Differing levels of attainment on entry to the school for some pupils.
5	Address poor attendance of identified families, which is a symptom of further individualised barriers, which must be overcome.
6	To raise the wider profile of reading across the school. Pupil and parent reluctance to engage with reading outside of the school day.
7	The level of parent confidence or expertise to support pupils at home.
8	Low attainment levels in communication and language for some pupils within the school.
9	Limited finances can affect access to resources for families to support and enrich learning, access to books and library, trips and clubs.
10	Increased demand for pastoral support due to pupils' emotional / mental health needs. Increased lack of resilience shown by pupils across year groups.

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
Increase the percentage of disadvantaged pupils meeting ARE each year (combined score), from previous attainment starting points.	<ul style="list-style-type: none"> Gaps in learning are quickly identified and support put in place to address these: quality first teaching, focused feedback, targeted interventions, pastoral support.

<p>Increase the year groups RWM (reading, writing and maths) combined expected standard.</p> <p>Increase the End of Key Stage 2 RWM (combined) Expected Standard by 24% to close gap to national standards.</p> <p>Increase the End of Key Stage 2 RWM (combined) Expected Standard by 17% to close gap to national standards.</p>	<ul style="list-style-type: none"> • Planning, teaching and feedback demonstrate a consistently high-quality approach (evidence through pupils' progress, monitoring and book/planning scrutiny). • Whole school monitoring and assessment systems focus on disadvantaged pupils. • Interventions and conferencing demonstrate accelerated progress from starting points especially in maths, English writing and PaG. <p>28% achieved in 2024/25. Achieved projected target. Still not in line with National of 47%</p>
<p>Improved maths provision for disadvantaged pupils. Maths outcomes for disadvantaged in each year group will be at least in line with national in July 2025.</p> <p>End of year 2 in 2025 60% from 59% in 2023/2024</p> <p>Increase the End of Key Stage 2 Maths Expected Standard by 24% to close gap to national standards.</p> <p>Increase the End of Key Stage 2 Maths Expected Standard by 17% to bring school in line with national standards.</p>	<ul style="list-style-type: none"> • Aspirational end of year targets to raise the profile of maths in the school. • Jurassic Maths Hub support- gap analysis. Improved fluency <p>Increased by 43% (almost 200% predicted) not in line with national (60%) as yet (1 more pupil)</p> <p>6 PP children this year in year 6. No current barriers identified in Maths at present. Continue to embed the Maths fluency and raise profile of Maths.</p>
<p>Writing: Improved writing provision for disadvantaged pupils across all year groups leading to pupils making accelerated progress.</p> <p>7 out of 17 children not making accelerated progress over 2024-25 due to identified barriers on PP barriers document. Additional support added for identified children at a targeted and individual level.</p> <p>SIP priority 2 focuses on writing; 'Strengthen the quality and consistency of writing across all year groups to accelerate pupil progress and strengthen outcomes.'</p>	<ul style="list-style-type: none"> • PP pupils to access 1:1 conferencing in writing. • Tailored interventions to include sentence structure, punctuation, tense and grammar discrete teaching. • Discrete spelling lessons. Weekly testing and termly testing of statutory words. • Robust monitoring, book looks and specific feedback to teachers to improve writing outcomes. • Teacher CPD to improve planning and develop expertise. • Colourful semantics embedded after training last year to target PP children not achieving expected standards in writing. Robust

	<p>monitoring by SENDCo and writing lead.</p> <ul style="list-style-type: none"> Analyse and further assessment to unpick barriers for those not achieving in writing. CPD for TAs in developing language and word skills led by SALT through balanced model. Use pre and post assessments before and after intervention. Targeted and/or individual support <p><i>SIP 2 - Effective strategies and interventions are employed in all year groups to support pupils in accessing learning.</i></p> <ul style="list-style-type: none"> Monitoring will show positive impact from pupils being given time to edit and improve writing in a targeted way.
<p>All pupil premium pupils to close the gap in reading age and chronological age.</p> <p>Those with barriers identified as SEND need and parental engagement are the identified children where the gap remains disproportionate between reading age and developmental age.</p> <p>Improved outcomes in reading. Increase the End of Key Stage 2 Expected Standard in reading to increase by 17% to close gap to national standards.</p> <p>No progress at end of KS2 for reading (57%) Gap remains against National of 6%</p>	<ul style="list-style-type: none"> PP pupils across all yr groups identified. Identified pupils will be baseline assessed using YARC. Reading age and standardised scores monitored termly. Pupils falling behind quickly identified to receive targeted interventions: RWI, retrieval and inference, 1:1 reading opportunities to improve fluency. Pupils able to read fluently by the end of Y1 and pass the phonics screening check unless an identified cognition and learning need means progress may be slower. Where this is the case, pupils still show progress in sounds learnt over time, as a result of well taught interventions. Sequenced and progressive whole class teaching of reading across EYFS, KS1 and KS2 based on Reading Progression document and medium term plans. STAR reading ages and teacher assessment used to assess progress of pupils in reading. High interest low reading books to be purchased.

	<ul style="list-style-type: none"> • Purchase further reading resources for children in KS2 that need specialist reading programmes. • Pre literacy/phonological screeners implemented for EYFS as assessment tool and to any children identified with barriers in phonological awareness. • Gaps identified with further, robust assessment tools developed by specialist teacher and SALT professionals. • Referrals made more timely by Communication champion and SENDCo- strengthening referral team. • Explore schools (HT and phonics lead time out of class) using alternate phonics programmes to RWI with improved outcomes, such as Lilliput Infants.
<p>Maintain attendance to at least 95% for disadvantaged pupils (+95% attendance achieved 23/24).</p> <p>Reduce overall absence by 1% from 3.4% to 2.4% (Currently our overall absence is +2% better than the national average).</p> <p><i>Wool's disadvantaged cohort's Overall Absence decreased by 2.8% from 6.2% in 2022/23, to 3.4% in 2023/24.</i></p> <p><i>Wool's disadvantaged cohort's Overall Absence decreased by 2.8% from 6.2% in 2022/23, to 3.4% in 2023/24.</i></p> <p>Increase to 6% in 2024-25 (1% below national average) attendance figure for PP in 2024-25 is 94%</p> <p>Reduce the percentage of persistent absence from 5.6% to 4% (Currently our overall absence is +8% better than the national average).</p>	<ul style="list-style-type: none"> • Maintain vigilance. Attendance figures to be reviewed at least half termly: key children and families supported and challenged appropriately. Parents informed of their child's attendance rate. • Where pupils have an attendance below 95%, evidence should be seen of this improving. • Strong school attendance policy which is followed vigilantly. • Increase support for families where attendance and punctuality is an identified barrier on PP document • Referral to Early help for identified families • Regular engagements meetings with Class teacher and parents built in to build positive relationships • Personal invites to drop in coffee SEND/PP mornings with lead to discuss key barriers in a supportive group.

<p><i>Wool's disadvantaged cohort's Persistent Absence decreased by 8.7% from 14.3% in 2022/23, to 5.6% in 2023/24</i></p> <p>Reduction to 4.4% in 20 The students who were PA last year (2024-2025) with attendance below 90% and PP were: - 2 YR 6 (left)- 1 Year 4 (TAF), 1 Year 5 (CiN).</p>	
<p>Refined systems of provision mapping to support pupils whilst identifying and reducing barriers to learning for pupils.</p>	<ul style="list-style-type: none"> • Pupils to have access to pastoral care or outside agencies (e.g. ELSA, CAMHS, Mosaic, Walk and Talk Sessions, Draw and Talk sessions, My Time) as appropriate. • Increase monitoring and reporting systems to identify child carers in our school cohort. My Time support. • Identified staff member as YC lead. Meeting with YC group 1 x half term for lunch talk and • Tailored identification and addressing of pupil barriers. Termly monitoring. • All disadvantaged pupils to be accessing learning and making good progress. • Continue to embed practice
<p>All disadvantaged pupils to access aspects of wider school life, including trips and extra-curricular clubs to build pupils' culture capital, self-esteem and resilience.</p>	<ul style="list-style-type: none"> • Pupils have practical and financial support when accessing school uniform. • All disadvantaged pupils to have access to school trips and residential visits (partially funded support) • Disadvantaged pupils to receive an offer to enable them to be financially supported to attend extra-curricular clubs / wrap around care

Activity in this academic year

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: **£3,285**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher CPD focused on strengthening teaching and learning provision.</p> <p>Teacher CPD to promote a systematic and progressive approach to teaching reading fluency and writing. Implementation of writing progression framework and evidence based 'Kinetic letters' programme. Reading and writing lead feedback will evidence strengthened teacher subject knowledge and improved unit planning.</p> <p>High quality CPD to promote inclusive learning environments where provision mapping enables disadvantaged pupils with additional needs to access the learning and make progress with steps identified and tracked. Tracking of individual pupils scores will reflect progress.</p> <p>Develop approach of providing high quality feedback especially through the promotion of regular self and peer editing. Monitoring through book looks, observations and learning walks. Moderation will validate that teacher assessment of pupil attainment in writing is accurate.</p> <p>CPD in refining systems of assessment for all subjects. Monitoring of teaching and learning across all curriculum areas to ensure pupils are making progress. Pupil voice will show pupils can recall previous wider curriculum learning.</p>	<p><i>John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'</i> https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/</p> <p><i>EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant.</i></p> <p>Teacher CPD and subject leader monitoring time = £2,585</p>	<p>1) To strengthen staff expertise in core subjects. To improve the quality of teaching and learning including planning, pedagogy.</p> <p>2) To improve the number of pupils achieving ARE (combined score).</p> <p>3) To promote inclusive learning environments and improved targeted interventions.</p> <p>4) Differing levels of attainment on entry to the school for some pupils.</p>

<p>To enhance the quality and consistency of Ordinarily Available Provision across the school, ensuring that all staff are equipped to meet the needs of pupils with SEND as part of both the universal and targeted offer.</p>	<p>Staff confidence and consistency in delivering inclusive teaching improves (measured via surveys and observations). Provision maps reflect clear use of OAP strategies before referral to external services. Disadvantaged pupils with SEND show improved engagement and progress in core subjects.</p> <p>Cost - £700</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£ 21,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Each child offered some free wrap around care sessions to support with promoting strong attendance, providing a meal or providing 1:1 reading and homework support.</p>	<p><i>Individualised instruction can be an effective approach to increasing pupil attainment (moderate impact for low cost).</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Wrap around care = £4,200</p>	<p>6) To raise the wider profile of reading across the school. Pupil and parent reluctance to engage with reading outside of the school day.</p> <p>7) Level of parent confidence or expertise to support pupils at home.</p>
<p>Daily phonics tutoring provided for identified pupils.</p>	<p><i>Individualised instruction can be an effective approach to increasing pupil attainment (moderate impact for low cost).</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Daily TA led RWI = £2,900 TA catch up RWI sessions = £2,900 CPD for staff delivering Interventions with phonics lead: £500 Additional resources: £400</p>	<p>4) Differing levels of attainment on entry to the school for some pupils.</p> <p>8) Low attainment levels in communication and language for some pupils.</p>

<p>Delivery of whole class and small group outside learning sessions.</p>	<p><i>Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning identified on PP barrier doc—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. EEF</i></p> <p><u>The EEF Guide to the Pupil Premium EEF</u></p> <p><i>‘Students levels of self-esteem are a significant determiner in academic achievement (Cooperfield 1967)</i></p> <p>Forest Schools = Part funded £4000 Resources = £100</p>	<p>3)To promote inclusive learning environments.</p> <p>10) Increased demand for pastoral support due to pupils’ emotional / mental health needs.</p> <p>Increased lack of resilience shown by pupils across year groups.</p>
<p>Delivery of high quality one-to one and small group support using structured interventions to help address pupil gaps in knowledge, barriers to learning and make accelerated progress.</p>	<p><i>Individualised instruction can be an effective approach to increasing pupil attainment (high impact).</i></p> <p><i>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. EEF</i></p> <p><u>Making Best Use of Teaching Assistants EEF</u></p> <p>TA one-to-one and small group instruction in reading and mathematical fluency: TA one-to-one and small group instruction in word skills (developing language) and Colourful Semantics £2100</p>	<p>2) To improve the number of pupils achieving ARE (combined score).</p> <p>3)To promote inclusive learning environments and improved targeted interventions.</p> <p>7) The level of parent confidence or expertise to support pupils at home.</p>
<p>Purchase structured reading programme – Project X Code or Catch up Literacy for those reading below age related expectations; combine phonics, comp and fluency strategies in a structured format.</p>	<p><i>Catch Up Literacy is listed on the EEF Teaching and Learning Toolkit with moderate impact for low cost.</i></p> <p><i>Project X CODE is backed by Oxford University Press and designed for reluctant readers, especially boys.</i></p> <p><i>Challenge 6: Reluctance to engage with reading</i> <i>Challenge 8: Low attainment in communication and language</i> <i>Challenge 7: Parent confidence to support reading at home</i></p> <p>□</p> <p>Catch Up Literacy: Training + resources for staff = approx. £1000–£1500 Project X CODE: Full set of books + teacher guides = approx. £2000–£2500</p>	

<p>Purchase of engaging texts for KS2 pupils who are reading below age-related expectations to boost motivation and fluency.</p>	<ul style="list-style-type: none"> • <i>Motivation and engagement are key predictors of reading progress.</i> • <i>EEF highlights the importance of access to appropriate reading materials.</i> • <i>Pupils receiving intervention show accelerated progress in reading age (tracked via YARC or STAR assessments).</i> • <i>Increase in % of PP pupils passing phonics screening in Y1.</i> • <i>Improved fluency and comprehension scores in termly assessments.</i> • <i>Positive pupil voice around reading enjoyment and confidence.</i> <p>Cost: £300</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£7370**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support for pupils, including ELSA, Draw it out Therapy, 'Check in Chat' sessions, attachment and trauma sessions.</p>	<p><i>While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour - EEF A Tiered approach.</i></p> <p>Pastoral staff time: £3800</p>	<p>10) Increased demand for pastoral support due to pupils' emotional / mental health needs. Increased lack of resilience shown by pupils across year groups.</p>

<p>Staff to work with parents / carers to offer bespoke approaches that address identified barriers to pupil attendance (e.g. TAF meetings, agency support, access to breakfast club, welfare dog support, engagement with early help approaches).</p> <p>Additional bespoke workshops in emotional regulation strategies; SENCO support sessions (e.g. how to build strong routines at home, support with sleep strategies); and e-safety, including the promotion of healthy screen use and online safety champions.</p>	<p><i>Charles Deforges: parental involvement is a more significant predictor in academic attainment than school</i></p> <p>https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p> <p>Staff time: £800</p> <p>Welfare dog insurance: £170</p>	<p>5) Poor attendance of identified families.</p> <p>6) To raise the wider profile of reading across the school.</p> <p>7) The level of parent confidence or expertise to support pupils at home.</p> <p>10) Increased demand for pastoral support.</p>
<p>Extended parent/teacher consultations during Autumn and Spring term.</p> <p>PP pupils who are also on the SEND register to have additional consultation in the summer term in addition to annual written report.</p>	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF</i></p> <p>Parental engagement EEF</p> <p>Staff time: £600</p>	<p>5) Address poor attendance of identified families.</p> <p>6) Pupils' reluctance to engage in reading outside of the school day</p> <p>7) Level of parent confidence or expertise to support pupils at home.</p>
<p>Events and workshops for parents to enable them to work with their child in school and better support them at home. Engagement workshops for parents in all core subjects: Autumn.</p> <p>Workshops focus on:</p> <p>Viewing pupils work, promoting home school engagement in various aspects of curriculum learning e.g. Early reading, supporting reading, writing and maths.</p>	<p><i>Approaches where a parent works directly with their child one-to-one typically shows greater impact (+5 months). Lower attaining pupils appear to benefit in particular. EEF</i></p> <p>Parental engagement EEF</p> <p>Staff time: £400</p>	<p>5) Address poor attendance of identified families.</p> <p>6) Pupils' reluctance to engage in reading.</p> <p>7) Level of parent confidence or expertise to support pupils at home.</p>
<p>Financial support for purchase of uniform and residential school trips</p> <p>Bespoke funding for parents/carers to decide approach that fits their child's needs (e.g. additional uniform, after school clubs).</p>	<p><i>Financial support for residential trips: £400</i></p> <p><i>£30 per child bespoke spending: £600</i></p> <p><i>£30 per child uniform allowance: £600</i></p>	<p>9) Limited finances can affect access to resources for families to support and enrich learning, access to books and library, trips and clubs.</p>

Total budgeted cost: £32,055

Services premium funding (for example, pastoral support)

Budgeted cost: **£5,440**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support for pupils, including ELSA, 'Check In Chat' sessions and attachment and trauma sessions.</p>	<p><i>Schools offer pastoral support during challenging times, and to help mitigate the negative impact of family mobility, separation or parental deployment on service children.</i> Service Pupil Premium: what you need to know - GOV.UK</p> <p>Pastoral staff time (0.5 day a fortnight) = £950.00</p>	<p>9) Increased demand for pastoral support due to pupils' emotional / mental health needs. Increased lack of resilience shown by pupils across year groups.</p>
<p>SEMH pastoral support at a Universal and Targeted level</p> <p>Stormbreak – Universal Stormbreak Shine – Targeted</p> <p>Hamish and Milo offers structured, small group SEMH intervention programmes to develop emotional regulation, resilience, self-esteem, and social skills.</p>	<p><i>There's strong evidence showing the impact that high quality interventions can have on the outcomes of struggling students. EEF</i></p> <p>'Students levels of self-esteem are a significant determiner in academic achievement (Cooperfield 1967)</p> <p>Staff time attending CPD and supervision: £500</p> <p>Leads supporting staff to role out and embed: £250</p> <p>Resources: £150</p>	<p>2) To improve the number of pupils achieving ARE (combined score). 4) Differing levels of attainment on entry to the school, learning gaps for pupils</p>
<p>Structured, adult-led sports sessions to develop self-esteem including lunchtime support.</p>	<p><i>The average impact of successful social and emotion learning interventions is an additional four months' progress over the course of a year. EEF</i></p> <p>Social and emotional learning EEF</p> <p><i>Sports coach time to run lunch time clubs to boost self-esteem and social skills =</i> £37 ph x 38hrs = £1390.00</p>	<p>9) Increased demand for pastoral support due to pupils' emotional / mental health needs. Increased lack of resilience shown by pupils across year groups.</p>

EYPP (for example, Strengthening Inclusion, Early support, identifying barriers)

Budgeted cost: **£1,710**

Activity	Evidence	Challenges
<ul style="list-style-type: none"> • focus on building staff confidence and consistency in applying the Graduated Approach for EYPP children. It will include: • Staff CPD workshops on SEND identification, observation techniques, and using provision maps. • Development of EYPP pupil profiles that include baseline assessments, identified needs, and planned support strategies. • Regular review cycles (half-termly) to assess progress and adapt interventions. • Collaboration with external professionals (e.g. SALT, Educational Psychologist) to support targeted planning. • Parent engagement sessions to co-produce support plans 	<p>CPD sessions led by SENDCo or external specialist (£300)</p> <p>Time for key workers to complete pupil profiles and attend review meetings (£200)</p> <p>Resources to support targeted interventions (e.g. visuals, sensory tools) (£70)</p>	<p>3) To promote inclusive learning environments and improved targeted interventions.</p> <p>7) The level of parent confidence or expertise to support pupils at home.</p>

<p>and share strategies for home.</p>		
<p>ensure that EYPP children receive early and effective support for speech, language and communication needs (SLCN). It includes:</p> <ul style="list-style-type: none"> • Baseline screening of all EYPP children using the WELLCOMM toolkit to identify gaps in expressive and receptive language. • Analysis of results to inform provision mapping and intervention planning. • SALT-led CPD for EY staff on the Balanced Model (universal, targeted, specialist levels of support). • Implementation of targeted interventions (e.g. Colourful Semantics, narrative skills, vocabulary building) based on WELLCOMM outcomes. • Pre- and post-assessment to measure progress and impact. • Parent workshops to share strategies for supporting language development at home. 	<p>Purchase or renewal of WELLCOMM toolkit (£250)</p> <p>Staff time for screening and intervention delivery (£300)</p> <p>SALT CPD session and follow-up support (£400)</p> <p>Resources for targeted interventions (visuals, story props, vocabulary cards) (£100)</p>	<p>4) Differing levels of attainment on entry</p> <p>8) Low attainment levels in communication and language</p>