Pupil premium strategy statement- Fairisle Junior 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	326
Proportion (%) of pupil premium eligible pupils	44.7%
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 - 2027 2027 - 2028 2028 - 2029 2029 - 2030
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Robin Hayes (Headteacher)
Pupil premium lead	Rachael Woods
Governor / Trustee lead	Jan Buermann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 262880
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*	£262880

Part A: Pupil premium strategy plan

Statement of intent

At Fairisle Junior School, we are committed to ensuring that every pupil, regardless of background or personal challenges, makes strong progress and excels across the entire curriculum. We hold high ambitions for all disadvantaged children, including those who are high attainers, and believe there should be no limits on what any child can achieve.

Our Pupil Premium strategy centers on identifying and removing barriers to learning, attendance, and wider school life. How we deploy our funding is informed by a deep understanding of our pupils and community, rigorous diagnostic assessments, and robust research, particularly from the Education Endowment Foundation (EEF). Recognising that disadvantage affects every child differently, we reject broad assumptions based solely on eligibility. Instead, our approach remains flexible, responsive, and tailored to both individual and cohort needs. By combining high-quality classroom teaching with targeted academic interventions, strong pastoral care, and rich enrichment opportunities, we ensure every pupil receives the exact support required to thrive.

Improving outcomes for disadvantaged pupils is a shared responsibility across our entire staff team. We act early whenever a need arises, maintain consistently high expectations, and deliver a broad, challenging curriculum that supports every child in reaching their full potential.

Ultimately, we aim for our disadvantaged pupils to excel academically while developing into active, responsible citizens. We strive to create a safe, supportive, and structured environment where children feel motivated, secure, and ready to learn. Through this approach, we equip our disadvantaged pupils with the knowledge, skills, and personal attributes necessary to make a seamless transition to secondary school, achieve strong qualifications, and ultimately enter the wider world as ambitious, capable, and well-rounded individuals.

Our Pupil Premium funding is strategically focused across **five key areas of investment:**

Exceptional Quality First Teaching:

High-quality teaching is at the heart of our strategy and is the most important school-based approach to improving outcomes for disadvantaged pupils, while benefiting all pupils.

We invest heavily in continuous professional development (CPD) to ensure our pupils receive outstanding classroom instruction every day. Through a comprehensive coaching programme, led by our dedicated Coaching and Mentoring Teacher and supported by senior leaders, staff use video reflection tools like IRIS Connect to take ownership of their practice and become truly reflective educators. Weekly professional learning sessions and targeted INSET days, including external training on Tom Sherrington's *WalkThrus* with a sharp focus on 'checking for understanding', ensure our teaching remains consistently high-impact.

Early Identification & Targeted Academic Support

We use diagnostic assessment and detailed insight into individual pupils to identify gaps and barriers as early as possible. Where additional support is required, carefully selected interventions complement, rather than replace, high-quality classroom instruction.

Reading is prioritised across the school, as reading fluency is essential for accessing the entire curriculum. Pupils who join us without fluent phonics knowledge, receive twice-daily *Little Wandle SSP* sessions. For children who are phonetically secure but lack fluency and comprehension,

we provide daily *FFT Lightning Squad* targeted tutoring. In Mathematics, we utilise *White Rose Maths* pre-teaching materials to build confidence and prevent misconceptions before main lessons. Furthermore, to address communication barriers, we provide targeted support through SALT and the *Verbo* platform. We also run before-school Reading and Maths booster sessions for our Year 6 pupils to maximise attainment and progress.

Attendance and a Sense of Belonging

Attendance and a strong sense of belonging are central to our Pupil Premium strategy. To ensure disadvantaged pupils attend regularly and thrive, we have expanded our Senior Leadership Team with a dedicated Attendance Lead who works in close partnership with families and Educational Welfare Officers to identify barriers early and sustain improvement.

To embed an inclusive culture across the entire setting, all staff receive high-quality professional development led jointly by Educational Psychologists and our SENCo. This training equips practitioners with evidence-informed, actionable strategies to foster belonging, security, and positive relationships within every classroom.

Alongside this professional development, we have invested significantly in targeted inclusion support to address the root causes of absence. By delivering structured pastoral interventions that develop emotional regulation, build confidence, and cultivate positive learning behaviours, we proactively remove barriers so that disadvantaged pupils feel valued, safe, and ready to participate fully in all aspects of school life.

Cultural Capital and Enrichment Opportunities

Cultural capital and enrichment form a fundamental pillar of our Pupil Premium strategy, driven by the understanding that disadvantaged pupils often lack the real-life experiences needed to fully access and contextualise a broad curriculum. Our ambitions for these pupils extend beyond academic attainment; we aim to provide a rich variety of experiences that build confidence, foster creativity, elevate aspirations, and broaden horizons.

To ensure equitable access, Pupil Premium funding is deployed strategically to remove both financial and practical barriers to participation. We significantly subsidise educational visits, residential trips, sporting events, music tuition, and extracurricular clubs, while also providing essential learning resources.

Our primary objective is not merely to offer access, but to ensure that disadvantaged pupils participate fully in all aspects of school life. By providing these shared baseline experiences, we help bridge the experiential gap, broaden their understanding of the world, and cultivate the knowledge and self-assurance necessary for future success.

Leadership, Strategic Implementation & Evaluation

Effective deployment of Pupil Premium funding relies on strong leadership, intentional implementation, and rigorous evaluation. We invest directly in Pupil Premium leadership, high-quality professional development, robust diagnostic tools, and dedicated monitoring time to ensure every intervention delivers maximum value.

To measure effectiveness, leaders regularly review comprehensive pupil data spanning academic progress, attendance, engagement, and broader contextual needs. We triangulate this data using a wide range of evidence, including work scrutiny, classroom visits and feedback from pupils, families, and staff, to evaluate whether our strategy is delivering its intended impact.

Our approach is dynamic and responsive: where evidence indicates an initiative is falling short of its goals, provision is promptly reviewed and adapted. Furthermore, Pupil Premium implementation and pupil outcomes are routinely scrutinised by senior leaders and governors, maintaining strict accountability and ensuring funding is used to best effect.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged children. Fairisle Junior School does not seek to stereotype our families. Just because a child is eligible for the pupil premium, it does not necessarily mean they face specific barriers to achievement. Equally, a child that is not eligible, may face significant barriers. Our culture is one where we believe all children can and will succeed.

Challenge number	Detail of challenge
1	Disadvantaged pupils often display lower levels of learning behaviours, self-regulation, and metacognitive strategies, impacting their resilience, motivation, and ability to work independently when facing academic challenges.
2	Limited engagement with reading outside of school and reduced access to high-quality texts lead to lower reading fluency, vocabulary deficits, and a lack of intrinsic reading motivation among some disadvantaged pupils.
3	Disadvantaged pupils frequently enter with lower baseline language acquisition, presenting persistent gaps in tier 2/3 vocabulary, expressive language, and foundational literacy skills that hinder reading comprehension and writing stamina across the curriculum.
4	Financial and practical barriers restrict disadvantaged pupils' opportunities to explore their local environment and the wider world, limiting their cultural capital, confidence, and broader horizons.
5	Barriers to seeing the real-world relevance of the curriculum can reduce disadvantaged pupils' intrinsic motivation, school connectedness, and appreciation of education as a tool for future success.
6	Attendance challenges combined with inconsistent home-school routines constrain disadvantaged pupils' ability to build strong learning habits, maintain focus, and develop self-regulation strategies.

A great deal of tenacity, skill and creativity is required to support many of our children in school. This in itself creates a further challenge, in that teachers need to be highly skilled and determined to rise to this challenge. We further recognise that children here face an additional point of transition from Year 2 to Year 3, which is not in common with primary schools.

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
Disadvantaged pupils develop strong self-regulation strategies, metacognitive habits, and positive learning behaviours, leading to increased academic independence, resilience during complex tasks, and improved progress across the curriculum.	• Increased proportion of disadvantaged pupils demonstrating self-directed learning and perseverance in lesson observations and work scrutiny. • Measurable improvement in pupils' ability to use metacognitive tools (e.g., plan, monitor, and evaluate their own work) independently. • Pupil voice indicates higher confidence and academic self-efficacy when approaching challenging content.
Disadvantaged pupils develop a strong culture of reading, leading to improved reading fluency, expanded Tier 2/3 vocabulary acquisition, and higher levels of intrinsic motivation both in and out of school.	• Increased reading fluency and comprehension scores for disadvantaged pupils, narrowing the attainment gap with their non-disadvantaged peers. • Standardised reading assessments show measurable gains in age-related vocabulary and comprehension across all cohorts. • Pupil voice and reading logs demonstrate increased engagement, broader text selection, and regular reading habits at home. • Disadvantaged pupils have regular, barrier-free access to high-quality, diverse literature through school libraries and home-reading schemes.
Disadvantaged pupils rapidly accelerate their language acquisition, expanding their Tier 2 and Tier 3 vocabulary and expressive language skills to improve reading comprehension and writing stamina across all subjects.	• Measurable improvement in oral language assessments, vocabulary retention, and verbal reasoning skills across targeted cohorts. • Narrowing of the attainment gap in reading comprehension and extended writing tasks between disadvantaged pupils and their non-disadvantaged peers. • Lesson observations show disadvantaged pupils confidently articulating complex ideas using subject-specific Tier 2/3 vocabulary. • Increased writing stamina and quality of written work reflected in regular work scrutiny.
Disadvantaged pupils participate fully in a wide range of enrichment activities, educational visits, and cultural experiences, expanding their background knowledge, confidence, and aspirations for the future.	• Pupil voice demonstrates increased confidence, broader horizons, and a deeper understanding of their local area and the wider world. • Enhanced contextual background knowledge reflected in curriculum engagement, creative writing, and humanities discussion. • Pupil Premium funding successfully removes all financial and practical barriers to participation for target families.

Disadvantaged pupils develop a clear understanding of the real-world relevance of their learning, leading to increased intrinsic motivation, a stronger sense of school connectedness, and higher educational aspirations.	• Pupil voice shows that disadvantaged pupils articulate clear connections between classroom learning, future careers, and their personal aspirations. • Increased engagement and active participation of disadvantaged pupils in classroom learning • Reduction in passive behaviour, with tracking showing improved attitude to learning scores across key subjects.
Disadvantaged pupils achieve improved attendance and establish consistent daily routines, leading to enhanced self-regulation, increased classroom focus, and sustained learning continuity.	• Attendance gap between disadvantaged pupils and their non-disadvantaged peers narrows significantly, with a reduction in persistent absence rates among Pupil Premium pupils. • Measurable reductions in lower-level classroom disruptions and behavioural incidents involving targeted pupils. • Tracking and learning walks demonstrate sustained improvements in pupils' emotional regulation, readiness to learn, and focus during lesson starts and transitions. • High levels of parental engagement in attendance initiatives, home-school workshops, and communication channels. • Pupil voice and pastoral records show that pupils feel supported, emotionally secure, and equipped with practical coping strategies.

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: £ 79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of a dedicated, full-time Lead Coach and Mentor (out of class): To lead instructional coaching cycles, conduct lesson observations, deliver targeted pedagogical feedback, and mentor teaching staff across all year groups.	EEF Guidance (A School's Guide to Implementation): High-impact educational strategies frequently fail due to implementation drop-off caused by a lack of dedicated leadership capacity. Releasing an expert practitioner full-time creates the systemic capacity required to maintain coaching momentum, monitor metrics, and prevent CPD from becoming fragmented.	1,2 & 3

Peer observation and structured lesson reflection: Facilitating peer observations of effective practice within school, followed by structured reflection, action planning, and deliberate classroom application	EEF Guidance (Effective Professional Development & Teacher Feedback): High-quality professional development incorporating modelling, structured feedback, and action planning provides significant positive impacts. Peer modelling fosters reflective practice and ensures high-quality instruction is delivered consistently across all classrooms.	1,2 & 3
Implementation of IRIS Connect instructional coaching technology: Embedding video-assisted coaching software across the school to support regular reflection, collaborative mentoring, and deliberate practice across all teaching teams.	EEF Guidance (Effective Professional Development): Professional development is most effective when it incorporates key mechanisms of behavioural change. Video-assisted coaching facilitates precise modelling, removes memory bias during feedback sessions, and enables staff to practice and refine specific teaching techniques over time.	1,2 & 3
External CPD and INSET delivery on the WalkThrus pedagogical framework: Establishing standardised, evidence-informed instructional routines across the school to elevate Quality First Teaching	EEF Guidance (Cognitive Science & Teaching Toolkit): The 5-step techniques within WalkThrus operationalise core cognitive science principles (Rosenshine, Sweller, Bjork). Managing working memory through explicit instruction, dual coding, and structured retrieval practice (e.g., Cold Calling) drives long-term schema retention.	1,2 & 3
Cover funding for two staff members undergoing NPQs: Releasing leadership and teaching staff to complete National Professional Qualifications (NPQs) to build pedagogical expertise and support robust succession planning	EEF Guidance (Effective Professional Development): High-quality leadership qualifications provide evidence-informed professional development that drives whole-school improvement, elevates classroom instruction, and secures long-term institutional leadership capacity.	1,2 & 3
Subscriptions to digital curriculum and AI planning platforms (Twinkl, TeachMate AI, Spelling Shed, Literacy Shed+): Providing high-quality digital resource suites	EEF Guidance (Improving Literacy in KS2 & Teacher Workload): High-quality, pre-prepared resources and AI-assisted workflow tools reduce planning workload, freeing teacher capacity for adaptive teaching while delivering structured literacy instruction	1, 2 & 3

and AI tools to reduce planning overhead, standardize visual scaffolding, and support systematic literacy instruction.		

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

Budgeted cost: £107,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic deployment of highly trained support staff for structured interventions: Delivering high-frequency, evidence-based daily interventions in reading (Little Wandle / FFT Lightning Squad), writing, and mathematics (White Rose pre-teaching), tightly aligned with core classroom instruction.	EEF Guidance (Making Best Use of Teaching Assistants & Small Group Tuition): Structured interventions delivered by trained support staff yield progress. Impact is maximised when short, regular sessions explicitly reinforce mainstream classroom learning.	2 & 3
Procurement and delivery of evidence-based literacy interventions (Little Wandle SSP & FFT Tutoring with the Lightning Squad): Delivering twice-daily Little Wandle phonics catch-up for decoding gaps, alongside daily FFT Lightning Squad small-group tutoring to accelerate reading fluency, vocabulary, and comprehension.	EEF Guidance (Literacy in KS2 & Teaching and Learning Toolkit): Structured phonics catch-up and targeted reading tutoring provide strong evidence-backed gains. Diagnostic, small-group reading instruction rapidly closes foundational literacy gaps.	2 & 3
Targeted mathematics pre-teaching and fluency interventions (White Rose Maths & Number Sense Maths):	EEF Guidance (Maths in KS2 & Metacognition and Self-Regulation): Small-group mathematical intervention and pre-teaching reduce cognitive load and build self-efficacy. Developing automaticity in number facts frees	1 & 3

Implementing White Rose pre-teaching to preview concepts and address misconceptions ahead of core lessons, alongside Number Sense Maths to build visual subitising and arithmetic fluency.	working memory for complex problem-solving	
Speech, Language, and Communication interventions (SALT & Verbo platform): Delivering targeted small-group oral language support and specialist Speech and Language Therapy (SALT) using the Verbo digital platform to close early communication barriers.	EEF Guidance (Oral Language Interventions): Targeted oral language and vocabulary interventions demonstrate high impact for low cost. Expanding expressive language and Tier 2/3 vocabulary directly supports reading comprehension and writing stamina across the curriculum.	2 & 3
Targeted Year 6 before-school booster sessions (Reading & Mathematics): Providing high-dosage, small-group booster sessions led by experienced teachers prior to the school day to consolidate core literacy and numeracy concepts ahead of statutory assessments.	EEF Guidance (Extending School Time & Small Group Tuition): Targeted academic support delivered in small groups outside regular lesson hours supports progress. Focused small-group teaching rapidly addresses cohort-specific gaps prior to key transition points.	2 & 3

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

Budgeted cost: £77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of a full-time SENCo (out of class): Releasing the SENCo from classroom teaching responsibilities to provide strategic leadership of SEND provision, coordinate	EEF Guidance (Special Educational Needs in Mainstream Schools): Effective SEND provision requires expert leadership capacity to diagnose barriers accurately, coordinate tailored support, and ensure Quality First Teaching meets diverse needs. A non-class-based	1, 3 & 6

targeted interventions, lead staff training on inclusive practice, conduct detailed pupil assessments, and maintain effective multi-agency partnerships.	SENCo can systematically monitor intervention impact, provide ongoing staff coaching, and maintain robust communication with external specialists and families. This strategic deployment ensures that vulnerable pupils, including those eligible for Pupil Premium, receive timely, evidence-informed support that removes barriers to learning and enables full curriculum access.	
Educational trips and residential experiences: Removal of financial barriers so disadvantaged pupils can participate fully in curriculum-linked visits, cultural experiences and residential opportunities. Prepare pupils carefully, connect experiences to curriculum knowledge and language, and provide structured opportunities for collaboration, problem-solving and reflection. Monitor participation, pupil voice, belonging, confidence and the application of learning after each experience.	EEF notes that outdoor adventure learning may support self-confidence, motivation, teamwork and resilience and can give disadvantaged pupils access to experiences they might otherwise miss. However, evidence of direct academic impact is currently very limited, so outcomes should be evaluated carefully and no attainment gain assumed. EEF arts evidence also recognises financial barriers to cultural trips.	6
Appointment of a Senior Attendance Lead and a Behaviour Lead: Expanding senior leadership capacity to establish robust attendance tracking systems, lead family engagement initiatives, and embed proactive behaviour management strategies across the school.	EEF Guidance (Supporting School Attendance & Improving Behaviour in Schools): Multi-component attendance strategies led by senior staff demonstrate strong promise in identifying and addressing individual pupil barriers.	1 & 6
Dedicated full-time capacity for Senior Attendance Lead (out of class): Allocating non-class-based leadership capacity to analyze daily attendance data, execute targeted family support plans, and coordinate multi-agency casework (Early	EEF Guidance (Supporting School Attendance): Dedicated, non-contact leadership capacity enables systematic data tracking, rapid multi-agency coordination, and sustained family engagement to address the root causes of persistent absence.	6

Help, social care, LA attendance teams).		
Appointment of an Inclusion Support Specialist and Inclusion Assistant: Providing targeted pastoral, emotional regulation, and behavioural interventions to ensure vulnerable pupils establish positive routines and maintain classroom engagement.	EEF Guidance (Behaviour Interventions & Social and Emotional Learning): Structured pastoral support and targeted SEL interventions from dedicated inclusion staff help pupils develop emotional self-regulation and reduce low-level classroom disruption.	1 & 6
Targeted Pastoral Support: Provision of structured 1-to-1 and small-group interventions by trained Emotional Literacy Support Assistants, using diagnostic baselines and half-termly reviews to address anxiety, emotional regulation, and resilience	EEF Guidance (Social and Emotional Learning & Behaviour Interventions): Structured SEL interventions delivered by trained support staff and targeted emotional literacy support reduces anxiety and enables pupils to re-engage in mainstream learning.	1 & 6
Partnership with Saints Foundation: Delivering targeted sports-based mentoring, wellbeing workshops, and small-group pastoral support to boost engagement, attendance, and emotional resilience for vulnerable pupils.	EEF Guidance (Supporting Attendance, Sports Participation, & SEL): Targeted mentoring and physical activity programs build school belonging and emotional self-regulation. Relatable external role models directly address non-academic barriers to attendance.	1, 4 & 6
Extended partnership with Saints Foundation - stadium visits and personal/social development workshops: Providing disadvantaged pupils with opportunities to visit St Mary's Stadium and participate in direct workshops focused on personal and social development, including anti-racism education, teamwork, resilience, and community values.	EEF Guidance (Social and Emotional Learning, Sports Participation & Life Skills and Enrichment): Structured mentoring programmes delivered by relatable role models in inspiring settings build pupils' sense of belonging, self-confidence, and social awareness. Explicit teaching of values such as anti-racism and respect develops pupils' understanding of diversity and prepares them to be responsible citizens. Stadium visits and hands-on workshops provide memorable, real-world contexts that broaden cultural capital, raise aspirations, and strengthen the connection between education and future opportunities. These experiences directly address barriers to engagement while	1, 4, 5 & 6

	fostering the personal attributes necessary for long-term success.	
Procurement of Southampton Cultural SLA (Gold Level Agreement): Subsidising local educational visits and funding in-house cultural/creative workshops to broaden background knowledge and remove financial barriers to experiential learning.	EEF Guidance (Arts Participation & Life Skills and Enrichment): Structured cultural experiences and broad curriculum enrichment build essential schema, vocabulary, and background knowledge, enhancing overall reading comprehension.	4 & 5
Half-termly "In It to Win It" attendance campaigns & in-school theatre productions: Combining positive attendance incentive drives with fully funded, in-school cultural experiences to drive pupil attendance and enrich cultural capital.	EEF Guidance (Supporting School Attendance & Arts Participation): Positive attendance incentives coupled with whole-school cultural events strengthen school connectedness and attendance. Arts participation enhances background knowledge and oral language development.	4 & 6
Replenishment and maintenance of digital infrastructure (Chromebooks/laptops): Upgrading and maintaining hardware to ensure disadvantaged pupils have continuous, equitable access to digital intervention programs, assessment tools, and home learning.	EEF Guidance (Using Digital Technology to Improve Learning): Access to functional technology prevents widening the digital divide. EdTech tools deliver positive academic gains when used to enhance Quality First Teaching and targeted interventions.	1, 2, 3 & 5

Total budgeted cost: £263,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Key Stage 2 Outcomes (2026):

	Reading (Exp)	Writing (Exp)	Mathematics (Exp)	Combined (Exp)
FSM 6	73.7%	84.2%	64.9%	56.1%
National Non FSM 6	81%	79.2%	81.5%	70.3%

	Versus national average			
	2024	2025	2026	3-year average
RWM expected standard	Above (sig+)	Above (sig+)	Close to av. (non-sig)	Above (sig+)
Reading expected standard	Above (sig+)	Above (sig+)	Close to av. (non-sig)	Above (sig+)
Writing expected standard	Above (sig+)	Above (sig+)	Above (sig+)	Above (sig+)
Maths expected standard	Above (sig+)	Above (sig+)	Close to av. (non-sig)	Above (sig+)
EGPS expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Above (sig+)

Reading Improvements Identified:

Little Wandle Phonics (number of children):

	Children working at Phase 2	Children working at Phase 3	Children working at Phase 4	Children working at Phase 5
Autumn Term	17	8	10	39
Summer Term	0	2	7	12

Number of children who received a phonics intervention in September 2025: 74

Number of children still needing a phonics intervention by the end of July 2026: 21

Lightning Squad (children receiving intervention for 12 weeks):

	WCPM Start	WCPM End	WCPM Improvement	Reading Age Start	Reading Age Latest	Reading Age Improvement
All Children	92	103	+11	8.1	8.9	8 months

WCPM = Word Count Per Minute (average)

Year 4 Multiplication Tables Check:

MTC Average Score 2024 (out of 25)			
	Fairisle Junior	Southampton	Emerging National
Disadvantaged		20.5	20.1
Non Disadvantaged		23.1	22.3

Attendance/Punctuality Data:

	Attendance Pupil Premium	Attendance Not Pupil Premium	Lates Pupil Premium	Lates Not Pupil Premium
2023 – 2025	92.15%	96.04%	2.76%	0.72%
2024 – 2025	92.75%	96.2%	1.96%	0.68%
2025 – 2026	93.6%	97.3%		

Senior leaders identify the following impact from additional funding:

- All children who need it receive bespoke and high-quality intervention and support in Reading and Maths. Strong dialogue between teachers and support staff embed this in the classroom.
- Strong practice in classrooms in terms of pedagogy, subject knowledge, feedback, instruction and questioning leading to good outcomes.
- A well designed and progressive curriculum.
- High quality support for our ECTs.
- High standards of behaviour, with children focusing and making a good effort with work.
- Children making excellent progress in reading interventions.
- High quality pastoral support that supports children and helps equip parents with the skills and resilience to support their own children.

- Excellent links with the Mental Health in Schools Team that provide children and families with timely support and early intervention.
- Strong ties with families and outside agencies, working productively to secure good outcomes for vulnerable children.
- Children experiencing additional opportunities outside of the classroom, to assist curriculum learning and wider development, including residentials.
- The school supports vulnerable children and families, both through direct work and support but also through referrals.
- Children receiving support around emotional wellbeing and mental health.

Senior leaders have identified the following areas as requiring further embedding:

- Within school variation – making the best teaching available to all children.
- Further improvements in some foundation subjects.
- Improving school attendance further.
- Reverse the worsening picture around punctuality and develop a strategy to improve it further.
- Continuing to review the appropriateness and capacity of intervention opportunities for children and the balance between being in and out of the classroom.

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**
Reading, Writing and Spelling	FFT Wave 3
Reading	FFT Lightning Squad
Speech/Language/Communication	Verbo
Maths	Times Tables Rockstars, White Rose & Number Sense
Handwriting	Teach Handwriting
Spelling	Spelling Shed
Spanish	Language Angels
Premier League Primary Stars	Saints Foundation
Additional Teacher Resources	Twinkl & TestBase