Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	John Burns Primary School
Number of pupils in school	143 pupils (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	60% (86 pupils)
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Brian Grogan - Headteacher
Pupil Premium Lead	Brian Grogan - Headteacher
Governor Lead	Deepti Grover - Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£133,300

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about the use of Pupil Premium funding, the school carefully considers its context, the specific barriers faced by disadvantaged pupils and the evidence of need identified through assessment, attendance, safeguarding, SEND and pastoral information. Provision is informed by research and evidence, including guidance from the Education Endowment Foundation (EEF), while recognising that effective support must be responsive to the individual needs of our pupils.

At John Burns Primary School, our analysis identifies a range of barriers that can affect the educational outcomes and wider development of disadvantaged pupils. These include gaps in attainment, particularly in reading, writing and combined outcomes; lower rates of high-standard attainment; persistent absence and attendance difficulties; barriers to parental engagement; and the significant proportion of disadvantaged pupils with SEND, including pupils with EHCPs and identified social, emotional and mental health (SEMH) needs. Some pupils may also experience additional barriers arising from family circumstances, trauma, language and communication needs, low confidence, behaviour or wider social and emotional challenges.

We recognise that these barriers are interconnected and that there is **no single intervention or one-size-fits-all approach** to improving outcomes for disadvantaged pupils. Our approach therefore combines high-quality teaching, targeted academic support and wider strategies that address attendance, wellbeing, engagement and barriers to learning. Support is carefully targeted, monitored and adapted in response to individual pupil need and the impact of provision.

We will ensure that all teaching staff are involved in the analysis of attainment, progress, attendance, behaviour and wider pupil information and in identifying pupils who may require additional support. This ensures that staff have a clear understanding of the strengths, needs and barriers experienced by disadvantaged pupils and can use this information to inform high-quality classroom provision and targeted intervention.

Principles

We will:

- **ensure that high-quality teaching and learning meets the needs of all pupils**, with appropriate adaptations and support for disadvantaged pupils where required;
- **identify and address barriers to learning early**, using robust assessment and pupil-level information to ensure that support is timely, targeted and responsive;
- **prioritise closing gaps in attainment and progress**, particularly where disadvantaged pupils are not yet achieving expected or high standards in reading, writing and mathematics;
- **place a strong focus on improving attendance and reducing persistent absence** among disadvantaged pupils, recognising the significant relationship between regular attendance, engagement and educational outcomes;
- **ensure that disadvantaged pupils with SEND receive appropriate and personalised support**, including pupils with EHCPs and those experiencing SEMH needs, trauma or other barriers to emotional wellbeing and learning;
- **strengthen parental engagement**, particularly where practical, financial, language, literacy or emotional barriers make it more difficult for parents and carers to engage with school or support their child's learning at home;
- **provide appropriate wider support for pupils' wellbeing, confidence, behaviour and readiness to learn**, recognising that these factors can significantly influence educational outcomes; and
- **use Pupil Premium funding strategically**, directing resources towards the pupils, groups and approaches where there is the greatest identified need and potential impact.

We recognise that **not all pupils who are eligible for Pupil Premium will require additional intervention**, and that the needs of disadvantaged pupils vary considerably.

We also recognise that **not all pupils experiencing disadvantage are eligible for Pupil Premium**. The school therefore reserves the right to use Pupil Premium funding, where appropriate and permissible, to support pupils or groups experiencing identified disadvantage.

Pupil Premium funding will be allocated following a detailed needs analysis, drawing on attainment, progress, attendance, SEND, pastoral, behaviour and wider contextual information. This will identify priority pupils, groups and areas of need. Given the finite nature of Pupil Premium funding, provision will be carefully prioritised and evaluated to ensure that resources are used where they are most likely to have a sustained and measurable impact on pupils' academic achievement, attendance, wellbeing and long-term outcomes.

Challenges

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

Challenge number	Detail of challenge
1	**Disadvantaged pupils are more likely to experience persistent absence, reducing their access to consistent learning and affecting progress and attainment.** At the end of the 2025–26 academic year (July 2026), attendance analysis identified 19 pupils in Reception to Year 5 who were classified as PA. A further 11 pupils were at risk of becoming PA, with attendance between 91% and 92%. In addition, 1 Upper KS2 pupil was at risk of severe absence (SA), with attendance at 56%. The data indicates a concentration of persistent absence (PA) among disadvantaged pupils, with the vast majority being boys. • 100% (19/19) of pupils identified as PA were disadvantaged pupils. This represents a significant attendance gap and indicates that disadvantage remains a key factor associated with PA. • 37% (7/19) of pupils with PA were in Reception or KS1, while 63% (12/19) were in KS2. This indicates that PA was more prevalent in KS2, although attendance concerns were also evident in the early years and KS1. • 79% (15/19) of pupils with PA were boys, compared with 21% (4/19) who were girls. This suggests a notable gender disparity within the school's PA cohort, with boys significantly over-represented. **Identified Barriers to Attendance** Analysis of individual attendance cases identified significant health and family-related barriers for a number of pupils: • 1 PP boy (Upper KS2) with 75% attendance experienced hospitalisation and ongoing treatment for Factor VII deficiency**.** His attendance was significantly affected by his medical needs. • 1 PP boy (KS1; receiving SEN Support) with 77% attendance experienced hospitalisation and ongoing management of severe asthma**,** which presented a substantial barrier to regular attendance. • 1 PP boy (Lower KS2; with an EHCP) with 77% attendance had young carer responsibilities and lived in a single-parent household where the parent had a long-term illness. These family circumstances presented significant barriers to maintaining regular attendance. • 1 PP boy (Upper KS2; receiving SEN Support), with 56% attendance, joined the school in January 2026. The pupil has a history of poor attendance, and the family is subject to a Child Protection Plan (CP).

2

The attainment gap between disadvantaged and non-disadvantaged pupils in combined Reading, Writing and Maths outcomes needs to be further reduced, ensuring that disadvantaged pupils consistently achieve the expected standard across all three subjects at KS1 and KS2.

KS1	**Combined -** Expected Standard in Reading, Writing and Maths			
	Disadvantaged		Non-Disadvantaged	
2024	53%	7/13 pupils	93%	15/16 pupils
2025	56%	5/9 pupils	69%	11/16 pupils
2026	60%	6/10 pupils	75%	3/4 pupils

Disadvantaged KS1 attainment has improved year on year, increasing from 53% in 2024 to 60% in 2026. Over the same period, the attainment gap with non-disadvantaged pupils has reduced considerably from 40% points to 15% points. This sustained improvement indicates that the school's targeted focus on disadvantaged pupils is having a positive impact. However, a gap remains, and further work is required to secure consistently strong outcomes and close the remaining gap.

The small cohort sizes, particularly in 2026, mean that individual pupil outcomes can have a significant impact on percentages; therefore, continued targeted support, close tracking and timely intervention for disadvantaged pupils remain key priorities.

KS2	**Combined -** Expected Standard in Reading, Writing and Maths			
	Disadvantaged		Non-Disadvantaged	
2024	67%	18/21 pupils	100%	7/7 pupils
2025	88%	13/15 pupils	100%	6/6 pupils
2026	89%	16/18 pupils	100%	7/7 pupils

Disadvantaged KS2 attainment has improved significantly from 67% to 89% over three years, while the attainment gap with non-disadvantaged pupils has reduced from 33% points to just 11% points. This is a clear strength and demonstrates the sustained positive impact of the school's focus on disadvantaged pupils, with 100% of non-disadvantaged pupils achieving the combined expected standard in each year.

The remaining gap is now small, but further work is required to ensure that all disadvantaged pupils achieve their potential. Given the small non-disadvantaged cohorts, percentage comparisons need to be interpreted with some caution; however, the sustained improvement in disadvantaged outcomes remains a significant strength.

3

The school needs to increase the proportion of disadvantaged pupils achieving the combined high standard in Reading, Writing and Maths, reducing the attainment gap with non-disadvantaged pupils.

KS1	**Combined -** Higher Standard in Reading, Writing and Maths			
	Disadvantaged		Non-Disadvantaged	
2024	0%	0/14 pupils	7%	2/14 pupils
2025	0%	0/9 pupils	6%	1/16 pupils
2026	0%	0/10 pupils	50%	2/4 pupils

Expected attainment for disadvantaged pupils is improving strongly; however, KS1 higher-standard attainment remains an area for development, with no disadvantaged pupils achieving the combined higher standard in Reading, Writing and Maths across the three-year period. While the gap with non-disadvantaged pupils was relatively small in 2024 and 2025, it increased to 50% points in 2026, with 2/4 non-disadvantaged pupils achieving the higher standard compared with 0/10 disadvantaged pupils. The very small non-disadvantaged cohort means that individual pupil outcomes have a significant impact on percentages and comparisons need to be interpreted with caution. Nevertheless, the consistent absence of disadvantaged pupils achieving the combined higher standard indicates a need to focus more sharply on securing greater depth outcomes through earlier identification of higher-attaining disadvantaged pupils, appropriate challenge and close tracking of their progress across all three subjects.

KS2	**Combined -** High Standard in Reading, Writing and Maths			
	Disadvantaged		Non-Disadvantaged	
2024	14%	3/21 pupils	29%	2/7 pupils
2025	13%	2/15 pupils	17%	1/6 pupils
2026	11%	2/18 pupils	43%	3/7 pupils

The school has been highly successful in improving disadvantaged pupils' expected-standard attainment at KS2, with 89% achieving the combined expected standard in 2026. However, high-standard attainment remains an area for development, with the proportion of disadvantaged pupils achieving the combined high standard remaining low and declining slightly from 14% in 2024 to 11% in 2026. The gap with non-disadvantaged pupils was just 4% points in 2025 but increased to 32% points in 2026, with 2/18 disadvantaged pupils compared with 3/7 non-disadvantaged pupils achieving the high standard. The small non-disadvantaged cohort means that individual pupil outcomes have a significant impact on percentages and comparisons need to be interpreted with caution. Nevertheless, the data indicates that the next challenge is to identify and develop the potential of higher-attaining disadvantaged pupils through consistently high levels of challenge and increased opportunities to demonstrate greater depth across Reading, Writing and Maths.

4	**Meeting the needs of disadvantaged SEND pupils: Disadvantaged pupils with SEND, particularly those experiencing social, emotional and mental health (SEMH) needs, trauma and/or adverse childhood experiences (ACEs), can face additional barriers to emotional wellbeing, attendance, engagement and learning. The school needs to ensure that provision is sufficiently personalised, targeted and trauma-informed to meet their individual needs and enable them to thrive.** The key characteristics of the disadvantaged pupils with SEND are outlined below: • 25 disadvantaged pupils across Reception to Year 6 are currently on the SEN Register. • 19/25 disadvantaged pupils with SEND (76%) are in Years 4, 5 and 6. This high concentration creates an additional challenge in ensuring that pupils receive targeted and sustained support to address their individual needs, overcome barriers to learning and secure strong progress and outcomes before the end of Key Stage 2. • 8 disadvantaged pupils have an EHCP, with a high concentration in 2 year groups: 3 pupils in Year 4 and 3 pupils in Year 6. • 13/25 disadvantaged pupils with SEND (52%) have identified SEMH needs, highlighting the significant level of social, emotional and mental health need within the disadvantaged SEND cohort. The school needs to respond flexibly and effectively to pupils arriving with SEMH and trauma-related needs, who require timely, personalised and trauma-informed support to establish security, develop positive relationships and engage successfully in learning. This can place additional demands on staff, resources and existing provision, requiring the school to adapt support quickly as individual needs emerge.
5	**The school faces the challenge of engaging some parents and carers of disadvantaged pupils who can be harder to reach due to practical, financial, language, literacy and emotional barriers. Building strong, trusting and inclusive relationships with these families is essential to enable meaningful engagement with school and support for their children's learning at home.** Examples of barriers to parental engagement include: • Practical and financial barriers: Long or irregular working hours, childcare responsibilities, financial pressures and transport costs can make it difficult for some parents to attend meetings, workshops and school events. • Communication and digital barriers: Limited English, literacy difficulties, unfamiliarity with educational terminology and limited access to devices, internet or data can affect families' ability to access and respond to school communication. • Confidence and previous experiences: Previous negative experiences of education, anxiety or concerns about being judged can affect parents' confidence, trust and willingness to engage with school. • Changing family circumstances: Housing instability, health concerns and other pressures can affect parents' capacity to engage consistently or navigate school and external support services. • Building meaningful engagement: The school needs to ensure communication is accessible, flexible and genuinely two-way, enabling families to share concerns, contribute to decisions and support their child's learning.

6	**The school faces the challenge of ensuring that available resources are allocated where they will have the greatest impact for disadvantaged pupils, while ensuring equitable access to the full breadth of the curriculum, enrichment opportunities and participation alongside their peers. This requires a careful balance between targeted financial and educational support, differing family circumstances and the sustainable use of school resources.** This challenge is influenced by a range of competing and evolving demands, including: • Increasing demand for targeted academic support requires the school to identify and prioritise pupils who are at risk of falling behind, including those with gaps in reading, writing and mathematics. Ensuring that interventions are timely, appropriately matched to identified needs and closely monitored for impact remains a key challenge. • Providing targeted academic support alongside high-quality classroom teaching requires careful coordination to ensure that interventions complement rather than replace effective teaching and that pupils do not miss important curriculum learning as a result of additional support. • Increasing demand for targeted support, including ELSA provision, school-led tutoring and small-group teaching, requires careful prioritisation to ensure resources are directed towards pupils with the greatest identified need. • Balancing targeted intervention with curriculum enrichment remains a challenge, particularly when resources are also required to subsidise educational visits, enrichment activities and wider curriculum opportunities for disadvantaged pupils. • Ensuring sustainable use of resources requires the school to balance immediate individual needs with longer-term investment in provision that has the greatest impact on disadvantaged pupils.

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
1. Disadvantaged pupils attend school regularly and consistently, reducing the impact of absence on learning, progress and attainment.	• Evaluate attendance patterns for disadvantaged pupils weekly and monthly, identifying persistent absence, declining attendance and emerging concerns at individual and year-group level, and using this evidence to target support and intervene at the earliest opportunity. • Evaluate the impact of targeted attendance interventions, including personalised attendance plans, attendance targets and early intervention, assessing whether identified barriers are being reduced and whether improvements are sustained over time. • Assess the effectiveness of parental and multi-agency engagement, including work with families, the Education Welfare Service and Family Help, by evaluating whether agreed actions result in improved attendance and sustained engagement. • Monitor and evaluate the attendance of disadvantaged pupils who are new to the school or approaching persistent absence, ensuring that emerging concerns are identified promptly and that support is adapted in response to individual need and evidence of impact. • Evaluate attendance alongside engagement, progress and attainment, assessing whether improvements in attendance are contributing to better educational outcomes for disadvantaged pupils and adapting provision where improved attendance is not yet translating into improved learning outcomes.
2. The attainment gap between disadvantaged and non-disadvantaged pupils in combined Reading, Writing and Maths is reduced, with more disadvantaged pupils achieving the expected standard at KS1 and KS2.	• KS1 Combined Expected Standard: By July 2027, 7/8 disadvantaged pupils (88%) will achieve the combined expected standard in Reading, Writing and Maths. This represents an improvement of 28% points from the 2026 outcome of 60%. • KS2 Combined Expected Standard: By July 2027, 11/13 disadvantaged pupils (85%) will achieve the combined expected standard in Reading, Writing and Maths. This will represent a significant improvement in the proportion of disadvantaged pupils achieving the expected standard across all three subjects. • Impact of Cohort Size and Variance: Attainment outcomes for disadvantaged pupils are particularly sensitive to changes in individual pupil performance because of the small cohort sizes. At KS2, one disadvantaged pupil represents approximately 8% of the cohort (1/13), compared with 20% for one non-disadvantaged pupil (1/5). Consequently, the performance of individual pupils can have a disproportionate impact on the reported attainment gap and should be considered alongside the underlying progress and attainment of individual pupils. • Impact of SEND and EHCP Needs: At KS1, 2/3 disadvantaged pupils with an EHCP were assessed using Pre-Key Stage Standards in Reading, Writing and Maths. Their assessment outcomes reflect their significant additional needs and are likely to have a substantial

	impact on the disadvantaged cohort's overall attainment, including the combined Reading, Writing and Maths measure. Progress for these pupils will therefore be evaluated alongside appropriate individualised outcomes and measures of progress, rather than solely against age-related attainment measures.
3. More disadvantaged pupils achieve the combined high standard in Reading, Writing and Maths, with the attainment gap with non-disadvantaged pupils reduced.	• KS1 Combined High Standard: By July 2027, 3/8 disadvantaged pupils (38%) will achieve the combined high standard in Reading, Writing and Maths. This represents an improvement from 0% in 2026, when no disadvantaged pupils achieved the combined high standard. The reported attainment gap will be sensitive to the small cohort size. For example, if 1/1 non-disadvantaged pupil (100%) achieves the combined high standard, the comparison with 3/8 disadvantaged pupils (38%) will produce a large percentage-point gap. This should be interpreted in the context of the very small non-disadvantaged cohort, where the attainment of 1 single pupil represents 100% of the cohort. • KS2 Combined High Standard: By July 2027, 4/13 disadvantaged pupils (31%) will achieve the combined high standard in Reading, Writing and Maths. This represents an improvement of 20% points from the 2026 outcome of 11%. The attainment gap is expected to reduce when compared with the projected outcome for non-disadvantaged pupils, where 2/5 pupils (40%) are expected to achieve the combined high standard. This would reduce the projected gap to 9% points, compared with the current position.
4. Disadvantaged pupils with SEND receive personalised, targeted and trauma-informed provision that improves their wellbeing, attendance, engagement and learning.	• Identified disadvantaged pupils with SEND receiving targeted emotional literacy support based on assessed need. • ELSA pupils demonstrate measurable improvements in emotional literacy, self-regulation, resilience and confidence**,** evidenced through baseline and review assessments, pupil voice and staff observations. • ELSA interventions contribute to improved attendance, engagement and readiness to learn**,** with individual pupil progress reviewed regularly and provision adapted where necessary. • Teachers complete whole-school trauma-informed training and understand the principles and strategies for supporting pupils affected by adversity and trauma. • Staff use trauma-informed approaches, including relational practice, co-regulation, predictable routines, emotionally available responses and de-escalation strategies**,** evidenced through learning walks, observations and staff feedback. • Staff report increased confidence and consistency in responding to pupils' emotional and behavioural needs following training. • Disadvantaged pupils with SEND experience improved sense of belonging, emotional safety and engagement**,** evidenced through pupil voice, pastoral records and wellbeing measures. • The school uses attendance, behaviour, wellbeing and learning data to identify barriers early, monitor impact and refine ELSA and trauma-informed provision**.** • The gap in attendance, engagement and/or behaviour outcomes between disadvantaged pupils with SEND and their peers reduces over the academic year. • Case studies demonstrate that targeted ELSA support and whole-school trauma-informed practice have enabled identified pupils to access learning more consistently and make appropriate academic and/or personal progress**.**
5. Parents and carers of disadvantaged pupils are increasingly engaged with school and feel supported and	• Parent/carer participation in meetings, workshops and consultations will increase from the identified baseline, with engagement tracked termly and additional support provided where needed. • Identified families will receive timely, targeted support, with the impact of interventions reviewed termly and evidence of improved attendance, wellbeing, engagement and/or learning for targeted pupils.

able to work in partnership with the school to improve outcomes for their children.	• Targeted workshops and consultations, including EP support, will increase parents' understanding of their child's needs and confidence in supporting learning and wellbeing at home. • Families will have access to a named member of staff and will report feeling listened to, respected and supported, with communication becoming more proactive and strengths-based. • Regular feedback from disadvantaged parents/carers will inform improvements to support and provision, with evidence that parents contribute to support for their child, including decisions made about their child. • EP recommendations and agreed strategies will be consistently implemented by staff and families, with evidence that improved family-school partnership contributes to better outcomes for targeted pupils.
6. Pupil Premium resources are targeted strategically and sustainably to remove barriers, improve outcomes and ensure disadvantaged pupils have equitable access to the curriculum, enrichment and wider school opportunities.	• Funding is used strategically to ensure that no disadvantaged pupil is prevented from accessing essential curriculum, enrichment or wider school opportunities because of an identified financial barrier. • Appropriate financial support is provided by the school where an identified financial barrier may prevent a disadvantaged pupil from accessing essential curriculum, enrichment or wider school opportunities. • Governors demonstrate increased awareness and understanding of the needs, barriers and support required by disadvantaged pupils, evidenced through termly scrutiny of Pupil Premium expenditure, participation, outcomes and impact data. • Governance minutes and monitoring records evidence appropriate challenge, questioning, evaluation and follow-up actions, demonstrating that governors effectively hold leaders to account for the impact, effectiveness and value for money of Pupil Premium spending.

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: £9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Phonics implementation	The EEF states that a synthetic phonics approach has a high impact for low cost. This is based on very extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,6
CPD/Training programme including ECT Training	The Education Endowment Foundation Guide to The Pupil Premium states that: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have additional needs. Additional intervention and support cannot compensate for a lack of good quality teaching.	2,3,6
National College Subscription	The CPD Certification Services states that: A structured, practical and methodical approach to learning helps employers across industries to retain key staff and develop the skills & knowledge in their organisations to maintain a sustainable and competitive advantage. Engaging in Continuing Professional Development ensures that both academic and practical qualifications do not become out-dated or obsolete; allowing individuals to continually 'up skill' or 're-skill' regardless of occupation, age or educational level.	1,2,3,4,5,6
Trumpet Tuition	Research cited at www.shankarmahadevanacademy.com/ reports that playing a musical instrument relieves stress, makes you smarter, helps build confidence, teaches patience, fosters creativity, improves memory, develops discipline and gives you a sense of achievement.	4,6
Sports CPD for teaching staff	The EEF says there is a positive impact of activity on academic attainment as well as promoting a healthy lifestyle and supporting children's well-being.	2,3,4,6

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

Budgeted cost: £75,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring (1:1/small groups)	The Education Endowment Foundation (EEF) identifies that if tutoring is high-quality and aligned to classroom teaching, 1:1 tuition can result in up to 5 months additional progress. Small group tuition, in groups of 2 to 5 pupils, can result in up to 4 months of additional progress	2,3,4,6
Investment in High-Quality Teaching using Teaching WalkThrus	The EEF states that the best available evidence indicates that high quality teaching is the most important lever schools have to improve outcomes for their pupils.	2,3,4,6
1 Full Time TA to enhance staffing levels and provision in Year 6.	The EEF Guide to The Pupil Premium states that: Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component.	2,3,4,6
HLTA Interventions: phonics (Y1), reading across KS1 & KS2	Across KS2, PPG children's attainment in reading is lower than non-PPG children. We want to narrow this gap throughout this year. The EEF COVID-19 Support Guide for Schools states that: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	2,3,6
Reading and Maths Greater Depth Interventions led by SLT members of staff.	The EEF COVID-19 Support Guide for Schools states that: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	2,3,6
Phonics Club	The EEF COVID-19 Support Guide for Schools states that: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	2,3,6

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

Budgeted cost: £72,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from an Educational Psychologist	High-quality support and input from an Educational Psychologist, for identified pupils (including PPG pupils) will result in precision judgements being made and effective interventions and strategies being put into place for those pupils. Outcomes of observations and the subsequent recommendations will enhance and support how targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, can be given.	2,3,4,5,6
Education Welfare Support	Poor attendance means that pupils miss key learning within their classroom, including provision for targeted interventions. Improved attendance improves attainment and closes gaps. Non-attendance reduces school hours and causes PPG pupils to fall behind. A high proportion of PPG are persistently absent, resulting in significantly missed learning time. Social and emotional wellbeing will also be improved through good attendance in school.	1,4,5
Closely monitor, track and engage families of historic PA children (especially those who are eligible for PPG).	Poor attendance means that pupils miss key learning within their classroom, including provision for targeted interventions. Improved attendance improves attainment and closes gaps. Non-attendance reduces school hours and causes PPG pupils to fall behind. A high proportion of PPG are persistently absent, resulting in significantly missed learning time. Social and emotional wellbeing will also be improved through good attendance in school. PPG and their parents will appreciate and value the importance of good attendance for higher education and employment	1,5
Cultural Dance Workshops (Back to my Roots)	Out of classroom experiences will build cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK and its various communities.	6
Languages Café including (Back to my Roots) and Author Visits.	High quality reading experiences increase students' participation in reading and promote a love for reading. Often PPG students will not have access to high quality texts outside of school so providing these in school enrichens their reading experiences.	2,3,5,6
Y3 Education Visit Subsidy	Planned educational visits targeted to diminish the difference and celebrate successful attitude and progress. Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and	4,6

	draw upon in their learning. Out of classroom experiences will build cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK and its various communities. Part subsiding school clubs, educational visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part. Through internal pupil voice we know that trips are really important for our children to understand the context of our 3Ps curriculum.	
Y4 Residential Subsidy	Planned educational visits targeted to diminish the difference and celebrate successful attitude and progress. Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Out of classroom experiences will build cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK and its various communities. Part subsiding school clubs, educational visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	4,6
Y6 Residential Subsidy	Planned educational visits targeted to diminish the difference and celebrate successful attitude and progress. Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Out of classroom experiences will build cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK and its various communities. Part subsiding school clubs, educational visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	4,6
Educational Trips and visits (including in school visits) subsidy fund.	Planned educational visits targeted to diminish the difference and celebrate successful attitude and progress. Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Out of classroom experiences will build cultural capital and understanding of the rich artistic, cultural, spiritual, and social heritage of the UK and its various communities. Part subsiding school clubs, educational visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	4,6
CPOMS subscription	Tracking behaviour incidents in a clear, consistent and manageable way can support teachers and leaders in implementing support for individual, identified children so that they are able to access learning and self-regulate their emotions. This can also support in early identification and safeguarding referrals.	1,2,3,4,5

Uniform	Families are supported with purchasing uniform which ensures that children are correctly prepared and equipped for the school day.	
After School Clubs subsidy	Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Part subsiding school clubs, educational visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	1,4,6
Breakfast School Care subsidy	Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Part subsiding school clubs, educational visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	1,4,5,6
After School Care subsidy	Opportunities and experiences will help to widen children's horizons and diminish the difference, providing pupils with experiences that they can discuss and draw upon in their learning. Part subsiding school clubs, educational visits and residential trips will improve participation and ensure those in receipt of PPG funding are given the same opportunity to take part.	1,4,5,6

Total budgeted cost: £157,545