Pupil Premium Strategy Statement
2025 - 2028

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	45
Proportion (%) of Pupil Premium Eligible Pupils	80%
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)**	2025 - 2028
Date this Statement was Published	06/10/2026
Date on which it will be Reviewed	01/011/26
Statement Authorised by	D. Gibbs-Naguar
Pupil Premium Lead	D. Gibbs-Naguar
Governor / Trustee Lead	Mr. Ron Harris

Funding Overview

Detail	Amount
Pupil Premium Funding Allocation this Academic Year	£53, 751.67
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*	£53, 751.67

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our core objective for disadvantaged pupils is to ensure they achieve strong academic progress, develop secure foundational skills in literacy and numeracy, and participate fully in the wider life of the school. We also aim to close attainment gaps between disadvantaged pupils and their peers by removing barriers that limit learning, wellbeing, or aspiration. Through this strategy, we are committed to providing high-quality teaching, targeted academic support, and carefully aligned wider pastoral and enrichment opportunities that enable every disadvantaged pupil to thrive.

To achieve these objectives, **we will prioritise evidence-informed approaches that strengthen teaching practice, including focused CPD, instructional coaching, and curriculum refinement. Targeted interventions—such as small-group tuition, structured literacy and numeracy programmes, and one-to-one support—will be deployed responsively, based on need identified through assessment. Alongside this, wider strategies will address non-academic challenges that influence learning, including attendance, behaviour, wellbeing, and access to co-curricular opportunities.** This blend of approaches ensures that support is comprehensive and tailored to the specific barriers our disadvantaged pupils face.

The key principles underpinning this plan are consistency, precision, and sustainability. We will invest in approaches that have strong evidence of impact and can be implemented reliably across the school. Decisions will be guided by clear diagnosis of need, robust monitoring, and ongoing evaluation so that resources are allocated where they make the greatest difference. Above all, the plan is driven by a belief that disadvantaged pupils deserve the same high expectations, equitable access to opportunity, and uncompromising ambition that we hold for every child in our school.

Challenges

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

Challenge number	Detail of challenge
1	**Emotional Regulation Difficulties** We have noticed that many pupils with Social Emotional and Mental Health (SEMH) needs experience difficulties managing strong emotions such as anxiety, frustration, or anger. These moments of dysregulation often interrupt their readiness to learn and can result in lost learning time or reduced engagement.
2	**Low Self-Esteem and Reduced Confidence** A number of pupils struggle with self-belief. When confidence is low, pupils are less inclined to participate, take risks in their learning, or persevere with challenging tasks, which can slow their academic progress over time.
3	**Barriers to Positive Relationships** Some pupils find it challenging to build and sustain positive relationships with peers and adults. Difficulties interpreting social cues or managing conflict can leave them feeling isolated, and this can affect both their wellbeing and their ability to access collaborative learning opportunities.
4	**Cognition and Learning** Many disadvantaged pupils experience gaps in prior knowledge, weaker working memory, and reduced metacognitive skills. These challenges can make it harder for pupils to access age-related content, retain new information, and independently apply learning strategies. As a result, even high-quality lessons may not fully meet their needs, leading to slower progress and lower attainment compared to their peers. Upskilling staff is a powerful way to mitigate this challenge. Through targeted professional development, teachers and support staff can deepen their understanding of how pupils learn and how disadvantage can impact cognitive processes. Training in areas such as scaffolding, adaptive teaching,

	explicit instruction, retrieval practice, and metacognition enables staff to design lessons that reduce cognitive load, build knowledge incrementally, and make learning strategies explicit. Staff can also become more confident in using formative assessment to identify misconceptions early and adjust teaching accordingly. By strengthening staff expertise in evidence-based approaches to cognition and learning, teaching becomes more consistent, inclusive, and responsive—ensuring that disadvantaged pupils are better supported to overcome learning barriers and make sustained progress, in line with the aims of the Pupil Premium.

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
a. Improved Emotional Regulation	a. Pupils demonstrate increased ability to manage emotions, as evidenced by reduced incidents of dysregulation recorded on behaviour logs. b. Staff report improved readiness to learn at key transition points through pastoral monitoring. c. Pupils can articulate and use agreed self-regulation strategies more consistently.
b. Increased Confidence and Engagement in Learning	a. Higher levels of participation observed in lessons, group work, and enrichment activities. b. Pupil voice surveys show improved confidence in learning and willingness to attempt challenging tasks.

	c. Progress data indicates that disadvantaged pupils with SEMH needs are making at least expected progress across core subjects.
c. Strengthened Relationships with Peers and Adults	a. Fewer social-related incidents reported, including conflict, isolation, or peer difficulties. b. Pupils engage positively with key adults and demonstrate improved collaborative skills during group tasks. c. Attendance in social-skills or nurture-based interventions remains high and pupils show clear gains in social interaction skills.

Activity in this Academic Year – 2025 - 2026

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: **£22,468.05**

Activity	Evidence that Supports this Approach	Challenge no. addressed
High-Quality, Evidence-Informed CPD focused on Behaviour, Emotional Regulation, and Relational Practice.	The Education Endowment Fund(EEF) highlights that high-quality teaching has the greatest impact on disadvantaged pupils, and that effective behaviour and SEMH approaches rely on consistent, well-developed classroom practice. The *Improving Behaviour in Schools* guidance report emphasises the importance of	**1, 2, 3**

	establishing clear routines, explicit instruction in self-regulation strategies, and strong teacher–pupil relationships. High-quality CPD that equips staff with these skills is associated with improved behaviour, better emotional regulation, and greater readiness to learn.	
Embedding and Enhancing Explicit Teaching Strategies across the Curriculum *(e.g., modelling, scaffolding, metacognitive approaches).*	The EEF's *Teaching and Learning Toolkit* identifies metacognition and self-regulation as one of the most cost-effective and high-impact strategies, especially for disadvantaged pupils. Explicit instruction, modelling, and scaffolding support pupils who struggle with confidence or emotional barriers by providing clarity and reducing cognitive load. The *Improving Social and Emotional Learning in Primary Schools* report also notes that structured opportunities to develop self-management and resilience within academic teaching help improve learning dispositions and engagement.	**4**

Targeted Academic Support *(for example, tutoring, one-to-one support, structured interventions)*

Budgeted cost: £6,628.65

Activity	Evidence that Supports this Approach	Challenge no/s. addressed
Targeted small-group or one-to-one tuition in reading, writing and numeracy.	EEF evidence indicates that both 1:1 tuition and small-group tuition have a high impact on pupil progress, particularly when sessions are regular, structured, and closely aligned with classroom	**1, 2, 4**

	teaching. These approaches help disadvantaged pupils address specific gaps and provide the predictable, supportive environment that benefits learners with SEMH needs.	
Delivery of structured literacy or numeracy intervention programmes.	The EEF highlights that structured interventions—such as phonics catch-up, precision teaching, or evidence-based maths programmes—are effective when delivered with fidelity and monitored carefully. These programmes provide clear sequences, reinforcement, and frequent feedback, supporting pupils who require high levels of scaffolding due to SEMH-related barriers.	**4**

Wider Strategies *(for example, related to attendance, behaviour, wellbeing)*

Budgeted cost: £24,654.97

Activity	Evidence that Supports this Approach	Challenge no/s. addressed
Enhanced pastoral and nurture provision ***(including emotion coaching, key adult support, and small-group social–emotional work).***	The EEF's *Improving Social and Emotional Learning in Primary Schools* guidance report highlights that structured SEL approaches can improve pupils' emotional regulation, relationships, and overall readiness to learn. Providing regular access to key adults and nurture-based sessions supports pupils with SEMH needs to develop self-management skills and strengthen their sense of belonging.	**1, 2, 3,**

Development of a structured wellbeing curriculum and whole-school approach to Social Emotional Learning (SEL).	According to the EEF's *Improving Social and Emotional Learning in Primary Schools* guidance report, explicitly teaching SEL skills—such as self-awareness, self-regulation, social awareness and responsible decision-making—can improve behaviour, wellbeing, and academic outcomes. Embedding SEL into the curriculum and daily routines promotes consistency, strengthens pupils' emotional literacy, and supports disadvantaged pupils in developing key skills for learning.	**1, 2, 3, 4**

Total Budgeted Cost: £53,751.67

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

At the start of the academic year, **39 pupils** were identified as eligible for Pupil Premium funding; by the end of the year, this reduced to **27 pupils**, largely due to changes in eligibility and pupil mobility. Throughout the year, the school used a combination of summative assessments, formative teacher observations, and ongoing tracking to monitor progress and identify emerging needs. This approach enabled leaders to build an accurate picture of attainment as well as the additional factors influencing learning, including behaviour climate, staff stability, and access to consistent teaching.

Of the 27 disadvantaged pupils, **8 were in Year 6** and completed end-of-Key-Stage assessments. Of these pupils, **3 achieved the expected standard in English** and **1 achieved the expected standard in Mathematics**. When considered alongside **local and national averages for the 2024–2025 academic year**, outcomes for disadvantaged pupils are below expected levels. However, these comparisons must be treated cautiously given the school's **small cohort size**, where the performance of a single pupil represents a substantial percentage shift. It is also important to acknowledge the context of the year, which included **instability in teaching staff**, **interruptions to learning caused by inappropriate behaviour from peers**, and **exclusions**, all of which disrupted the continuity of learning for disadvantaged pupils. Furthermore, **changes in leadership** contributed to variations in expectations and systems, affecting the consistency of provision.

Despite these challenges, internal assessments, classroom observations, and pastoral records indicate that many disadvantaged pupils demonstrated progress from their individual starting points, particularly in areas such as engagement, resilience in learning, and readiness to participate more fully in classroom routines. While these gains are not fully reflected in national assessment outcomes, they provide a foundation for renewed stability and clearer strategic direction moving forward. With improved staffing structures, a more settled learning environment, and strengthened leadership capacity, the school is now better positioned to deliver a more consistent and effective pupil premium strategy in the year ahead.

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
Counselling	Counselling withC (CG)
Psychotherapy	Kynochcounselling – N. Kynoch
Music Therapy	Music Therapy Works
Maths-Mastery Development	Origin Maths Hub
Mentoring for positive wellbeing and improved health	KICK Sports Coaches
Music	Warwickshire Music Services