Pupil premium strategy statement – Raddlebarn Primary and Nursery School

This statement details our school's use of pupil premium funding (and recovery premium) to help improve the attainment of our disadvantaged pupils. This is a 3-year strategy therefore this plan will develop and be evaluated each academic year.

This strategy began in 24 – 25 and has pupil premium funding allocations including the recovery premium for the academic year 25-26. It will continue into 26-27

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 2025-2026

Detail	Data
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	25% (98 pupils)
Academic year/years that our current pupil premium strategy plan covers.	24-25 (Previous year) 25-26 (Current year) 26-27
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Jessica Merritt - Interim Headteacher
Pupil premium lead	Dave Wheildon AHT
Governor / Trustee lead	Rev. Alex French

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148, 470
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Early years Pupil premium funding	TBC
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*	£148, 470

Part A: Pupil premium strategy plan

Statement of intent

Our Beliefs and Vision

Raddlebarn Primary & Nursery School – 'Success for All'

Our vision is that Raddlebarn Primary & Nursery School will provide a safe and secure environment, in which our children are nurtured to become happy, confident and valued as unique individuals.

All our children will become **resilient**, self-assured and **respectful** of all, and thrive upon the high expectations of behaviour and learning evident across school. Our curriculum will nurture curiosity and a love of learning by inspiring, challenging and engaging all children.

Our children will take **responsibility** for their learning and we will work in partnership with their parents and carers to support their growth. They will leave us equipped with the skills to **reflect** upon themselves as learners, and to become **resourceful** young people ready to make a positive contribution to their community, their future learning and the world around them.

Our intention at Raddlebarn is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

Our Pupil Premium funding is strategically focused on six high-impact priorities that address the most significant barriers faced by our disadvantaged pupils.

Key Strategic Priorities

- Increase attendance, Engagement and Family Support
- Ensure Quality First Teaching & Professional Practice
- Improve children's social, emotional and mental health
- Improve Early Language, Phonics and Reading Fluency
- Close the KS2 Mathematics Gap
- Equality of access to enrichment and aspirational opportunities

Our objectives are to:

- Ensure that disadvantaged pupils' attendance is at least 96% and in line with whole-school attendance
- Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils in Reading, Writing, Mathematics and Science
- Ensure pupils can read fluently with a good understanding to enable them to access all areas of the curriculum

- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to continue to develop resilience
- Enable equity of access to opportunities which develop their knowledge and understanding of the world they live in and thus build their cultural capital for their future lives

This whole school commitment fosters equity across the school. Supporting disadvantaged pupils is a collective responsibility. All staff are accountable for the progress, attainment, and well-being of these pupils

Achieving our objectives:

In order to achieve our objects and overcome identified barriers to learning we will:

- Provide timely and targeted attendance support to quickly address pupil attendance that falls below 96%
- Provide teachers with ongoing CPD to ensure pupils access quality first teaching
- Provide resources which will ensure pupils access quality first teaching
- Provide targeted intervention and support quickly to identify and address gaps in learning including the use of small group work
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom.
- Work to facilitate pupil access to a wide range of enrichment and aspirational opportunities and experiences; subsidising the cost of these where possible

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principles:

We will ensure that effective teaching and learning meets the needs of all pupils through the effective analysis of purposeful and proportionate assessment data. Alongside academic support, we will ensure that pupils who may have social, emotional and mental health needs at any time are also able to access high quality provision from appropriately trained adults in school to develop their own resilience and independence so that they are ready for the next step in their learning journey. Funding is allocated through a careful needs analysis.

Long-Term Strategy and Continuous Improvement

Our Pupil Premium strategy is designed with a long-term focus and is rooted in evidence-informed practice. We regularly review and evaluate the effectiveness of our

approach, using assessment data and research evidence to refine strategies, teaching, and interventions. This continuous improvement cycle ensures that Pupil Premium funding has a sustained impact on outcomes for disadvantaged pupils, supporting our ambition to provide the best possible education for all children.

Evaluation & Review Cycle

The impact of our Pupil Premium strategy is reviewed termly and refined annually.

We evaluate by:

- Analysing attainment, progress and attendance data for DA pupils
- Reviewing intervention impact and cost-effectiveness
- Using pupil voice, staff feedback and family engagement data
- Adjusting or discontinuing strategies that do not demonstrate impact

Accountability

- Interim Headteacher: strategic oversight
- AHT/DHT: implementation and monitoring
- Governors: challenge, scrutiny and expenditure is aligned with the statutory Conditions of Grant

The spending outlined within this Pupil Premium strategy is aligned with the DfE Menu of Approaches, with a clear focus on high-quality teaching, targeted academic support and wider strategies to remove barriers to learning for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1. **Social, emotional and mental health development** Impacts: attendance, engagement, self-regulation, learning stamina	**Updated Autumn 2025** The school currently has 23/53 43% of pupils eligible for PP funding who are being supported or monitored through safeguarding and pastoral provision as 'Vulnerable Pupils'. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for certain pupils. These challenges particularly affect our disadvantaged pupils, impacting on their attainment. Low self-esteem, emotional intelligence and resilience and ACES (Adverse Childhood Experiences) are some of the specific challenges amongst pupil premium pupils. Associated with this are complex social and environmental issues including severe income-deprivation, unstable housing and poor parental mental health and wellbeing which significantly affects pupil well-being.

2.

Gaps in phonics, reading, and mathematics achievement primarily

Impacts: KS2 outcomes, confidence, secondary readiness

Updated Autumn 2025

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged: School	National	National distribution banding	School disadvantaged compared to national non-disadvantaged: National (non dis)	Gap	Gap Trend	Year group context
3-year	54	54%	60%	Close to average (non-sig)	80%	-26	Not applicable	Not applicable

Birmingham LA data indicates:

EYFS pupil achievement – current Year 1 cohort: 9 Pupils eligible for PP.

1. 55.6% of pupils eligible for Free School Meals (FSM) achieved Good Level of Development compared with 77.8% of pupils not receiving free school meals resulting in a gap of -22.2%
2. 77.8% of pupils eligible for FSM achieved Early Learning Goal (ELG) in Communication and Language compared with 91.7% of pupils not receiving free school meals resulting in a gap of -13.9%
3. 55.6% of pupils eligible for FSM achieved ELG in Literacy compared with 83.3% non-FSM resulting in a gap of -27.7%
4. 66.7% of pupils eligible for FSM achieved ELG in Mathematics compared with 94.4% non-FSM resulting in a gap of -27.7%

Year 1 assessment data indicates: Autumn 2025 baseline data identified Phonics achievement in Years 1 as a priority.14/45 children are at risk of not passing their Phonics Screening Check (PSC) in Year 1. 80% (4/5) DA pupils are not on-track to reach age-related expectations in Reading.

Year 2 Phonics Achievement PSC: There are currently 9 children in Year 2 who did not meet the Phonics Screening Check (PSC) threshold in Year 1 – 5 are eligible for pupil premium funding.

Year 6 Cohort: Y5 Teacher Assessment July 2025 indicated significant achievement gaps between disadvantaged and non-disadvantaged pupil attainment in Mathematics particularly.

% On-track to achieve EXS+	DA - Yes	DA - No	Gap
Pupils	25	33	
Mathematics	56% (14/25)	84.8% (28/33)	-28.8
Reading	68% (17/25)	78.8% (26/33)	-10.8

<table>
<tr><td></td><td>
<table>
<tr><td>Writing</td><td>60% (15/25)</td><td>69.8% (23/33)</td><td>-9.8</td></tr>
</table>
</td></tr>
<tr><td>3.
Attendance and Punctuality
Impacts: KS2 outcomes, confidence, secondary readiness

A pupil is recorded as FSM6 (Ever 6) if they:
Are currently eligible for Free School Meals or
Have been eligible for Free School Meals at any time in the previous six years

Non-sig = not statistically significant</td><td>Updated Autumn 2025
After current analysis of school attendance and persistent absenteeism, it has been found that:
1. Current whole-school attendance data for all pupils including non-compulsory school age children is 94.4%
2. Autumn 1 attendance of pupils eligible for free school meals was 93%, lower than at least a quarter of similar schools. (DFE Attendance Report Autumn 1 2025 – 2026 – VYED).
3. 17/57 29.8% pupils on the school's current Persistent Absence monitoring list are eligible for Pupil Premium funding. (Persistent absence is defined by the Department for Education as a pupil missing 10% or more of possible school sessions (DfE, Working together to improve school attendance).
4. 15/35 42.9% pupils on the school's current punctuality monitoring list are eligible for Pupil Premium funding.

FSM6 Persistent Absence: Ofsted Inspection Data Summary Report (IDSR) Autumn 2025
<table>
<tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Trend</th><th>School context</th></tr>
<tr><td>2024/25 (2 term)</td><td>95</td><td>25.3%</td><td>24.5%</td><td>Close to average (non-sig)</td><td>No sig change</td><td>-</td></tr>
<tr><td>2023/24 (3 term)</td><td>89</td><td>21.3%</td><td>27.1%</td><td>Close to average (non-sig)</td><td>Sig decrease</td><td>-</td></tr>
<tr><td>2022/23 (3 term)</td><td>96</td><td>36.5%</td><td>29.3%</td><td>Above (non-sig)</td><td>Sig increase</td><td>-</td></tr>
</table>
</td></tr>
<tr><td>4.
Speech, language and communication needs or other SEND needs.
Impacts: Lower attainment across English and the wider curriculum</td><td>Teacher assessment, including WELLCOMM (a speech and language screening and intervention programme) screening, indicates that many disadvantaged pupils have oral language skills below age-related expectations, particularly in receptive and expressive vocabulary.

Number of pupils with SEND who are also FSM6 and/or Children Looked After: 21. (IDSR 2025).

(NB: WELLCOMM Analysis to be added).</td></tr>
<tr><td>5.
Enrichment and aspirational opportunities

Impacts:
Attainment across the curriculum.</td><td>Many of our disadvantaged pupils have not had the same opportunities and experiences as their peers. This has led to gaps in understanding and context which has put them at a further disadvantage. The challenge here is to provide pupils with the equality of access to enrichment such as music, arts, sports and trips and visits through a variety of means.</td></tr>
</table>

Widens inequality beyond primary school.	

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
Priority 1: Quality First Teaching **To secure consistently high-quality, inclusive teaching across the school so that disadvantaged pupils make strong progress from their starting points and gaps in attainment are reduced.**	**Outcome by July 2026** • Teaching across the school is consistently strong, with higher proportions of disadvantaged pupils achieving age-related expectations. • Disadvantaged pupils with identified SEND make at least expected progress from their learning starting points and. • Internal monitoring shows reduced variation between disadvantaged (DA) pupils and non-disadvantaged pupils in classes and year groups. **How we will measure impact? Success indicators:** • Termly pupil progress meetings focused on DA pupils • Pupil school work reviews show consistent scaffolding, feedback and challenge • Lesson visits evidence effective modelling and adaptive teaching • Reduction in number of DA pupils requiring repeated intervention
Priority 2: Attendance & Family Engagement **To improve attendance and punctuality for disadvantaged pupils by working in partnership with families to remove barriers to regular school attendance and engagement.**	**Outcome by July 2026** • DA attendance is at least 96% and in line with whole-school attendance. • Persistent absence among DA pupils is reduced year-on-year. • In-school gaps in attendance between DA and non-DA groups reduce **How we will measure impact? Success indicators:** • Attendance tracking shows sustained improvement • Increased uptake of Early Help and family support • Reduced number of DA pupils on persistent absence lists

Priority 3: SEMH **To improve children's social, emotional and mental health so that disadvantaged pupils are emotionally secure, regulated, and ready to learn.**	**By July 2026:** • Disadvantaged pupils demonstrate improved emotional regulation and resilience • Reduced incidents of dysregulation impacting learning • Improved engagement in lessons and reduced time out of class • Social, Emotional, Mental Health (SEMH) needs, including those for children with Special Educational Needs and Disabilities (SEND), are identified early and addressed consistently • Pupils can articulate feelings and use strategies to self-regulate **How we will measure impact? Success indicators:** • Reduction in behaviour incidents involving DA pupils • Reduction in repeated safeguarding/pastoral concerns linked to dysregulation • Improved pupil voice outcomes related to well-being and belonging • Improved attendance and punctuality for DA pupils • Teachers report improved readiness to learn for identified pupils
Priority 4: Early Language, Phonics and Reading	**Outcome by July 2026** Gaps between disadvantaged and non-disadvantaged pupils in: • Early Years Foundation Stage (EYFS) – Good Level of Development (GLD) • Year 1 & 2 Phonics Screening • Key Stage One (KS1) reading gaps are significantly reduced. **How we will measure impact? Success indicators:** • At least 80%+ DA pupils pass Year 1 Phonics Screening Check (PSC) • DA pupils not passing PSC make accelerated progress by end of Year 2 • Reading age gaps narrow year-on-year for Key Stage Two (KS2) DA pupils
Priority 5: KS2 Mathematics **To close the attainment gap in Key Stage 2 mathematics by strengthening fluency, mastery-based teaching and mathematical reasoning so that**	**Outcome by July 2026** • The gap between DA and non-DA pupils in KS2 maths is substantially narrowed. • DA pupils make strong progress from KS1 starting points. **How we will measure impact? Success indicators:**

disadvantaged pupils make strong progress from their starting points.	• Increased proportion of DA pupils achieving EXS in Maths • Improved Maths reasoning outcomes in KS2 • Gap analysis shows sustained improvement year-on-year
Priority 6: **Equity of enrichment opportunities and access** **To ensure disadvantaged pupils have equitable access to enrichment and aspirational opportunities that broaden experiences, develop confidence and support engagement, attainment and well-being.**	**Outcome by July 2026** • Disadvantaged pupils participate in enrichment activities, clubs, trips and wider experiences at rates comparable to their non-disadvantaged peers. • Barriers to participation (financial, social or contextual) are identified early and reduced. • Enrichment experiences contribute positively to pupils' engagement, attendance and readiness to learn. **How we will measure impact? Success indicators:** • Participation data shows no significant difference between disadvantaged and non-disadvantaged pupils in: 1. Clubs and enrichment activities 2. Educational visits, residentials and cultural experiences • Increased uptake of enrichment opportunities by disadvantaged pupils. • Pupil voice indicates improved confidence, enjoyment and aspiration linked to enrichment experiences.

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: **£ 84, 403.35**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.Leadership capacity for coaching and mentoring Senior Leaders (AHT/DHT) to work with staff, to support coaching and mentoring training and to raise standards in core subjects and improve progress and attainment	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 Ensuring progress and attainment support is targeted and given to others as and when needed as well as ensuring high standards and expectations of all groups of children are kept and built upon in all areas. This will involve teaching specific groups of children as well as supporting others. DHT and AHT will provide coaching and mentoring to Phase Leaders playing a key role in the establishment of a Coaching for Excellence culture where a core school-aligned, group of effective pedagogical principles of Teaching and Learning will be established and consistently embedded to a high standard. Knowledge and skills around teaching and learning can be disseminated effectively through coaching and training of others following a cycle of assessment- coach- review- reassess. Improving whole school quality first teaching. **Why?** High-quality teaching has the greatest long-term impact, particularly for disadvantaged pupils. **How we will evaluate** • Improved class-level outcomes for DA pupils • Reduced reliance on intervention • Consistent pedagogy across phases	2,4,3

2.High-quality CPD (phonics, maths, SEND, EAL) High quality CPD for teaching team including: -Oracy-rich Teaching Approaches – vocabulary instruction and explicit teaching of background knowledge Provision for pupils with SEND -Provision for pupils with EAL -Accredited SSP Phonics. -Mastery Maths Subject knowledge enhancement sessions/Mastering. NCETM project - training – KS2 - Cultural capital and curriculum enrichment through trips, visits and vsitors	The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. Implementation of Rosenshine principles of effective instruction through whole school pedagogical techniques https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702387918 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	2,4,3, 5
3.Smaller group teaching, 'Keep up' and 'Catch up' sessions. This enables more direct feedback, effective monitoring of underachievement and modelling of metacognition strategies.	Some studies also have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils. Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2,4,3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
4.Improved assessment and feedback systems Review and develop whole school assessment systems to ensure effective use in identification of underachieving children and priority targets for intervention.	Ensuring teachers have the time to respond to misconceptions or gaps identified in assessments is an important priority. It is important that teachers understand the learning gaps of the pupils that receive small group tuition and using this knowledge to select curriculum content appropriately. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	2,4
5.To use technology to improve the quality of explanations and modelling.	To revitalise and improve current digital technology within classrooms. To enable teachers to deliver quality first teaching. Ensuring interactive whiteboards are used to impact on teaching and learning through the use of explanations, partially completed models and live modelling. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1729434833	2

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

Budgeted cost: **£48, 382.77**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.Early language and speech interventions	https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-	1,2,4

NHS SALT to provide CPD for Teaching assistants and teachers so targeted intervention for children requiring SALT can continue. Assessment and delivery of WELLCOMM/ TALKBOOST interventions across EYFS	language&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Early speech and language intervention improves pupils' ability to access learning, regulate emotions and communicate effectively. Providing CPD from NHS Speech and Language Therapists ensures that staff deliver evidence-informed, consistent interventions, enabling targeted support for pupils with identified needs to continue effectively within school. Early identification and intervention through WELLCOMM and Talk Boost help prevent language gaps from becoming entrenched.	
2.Targeted maths support in KS2 Engaging with Century Tech program, using Artificial Intelligence to identify gaps in knowledge, addressing misconceptions and personalising content, pathways and questions for pupils, providing target interventions for KS2 pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=digit Catch-up premium: the updated DfE guidance explained - CENTURY Personalised, adaptive learning supports early identification of gaps and misconceptions, enabling targeted intervention and timely feedback for disadvantaged pupils. Digital platforms can enhance learning when used to complement high-quality teaching and are particularly effective in supporting pupils who require additional practice and reinforcement.	1, 2, 3
3.Phonics catch-up and reading interventions To raise standards in reading for disadvantaged pupils, implement a program of intervention for under achieving disadvantaged pupils in reading – Little Wandle, Precision reading, Comprehension. (Beanstalk - No cost this academic year – fully funded provision).	Reading interventions can have a positive impact on pupil's language skills. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 4
4. Carefully deployed TA-led interventions	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.	1, 2, 3, 4

Targeted Intervention led by TAs in school – overseen by SLT/Phase Leaders.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants **Why?** Early and targeted intervention prevents gaps becoming entrenched. **How we will evaluate?** • Entry and exit data for interventions • Comparison of progress rates for DA pupils • Reduction in number of pupils requiring repeated intervention	

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

Budgeted cost: £20,943.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Strategic SEND leadership and provision development. Working with individual families to support them in breaking down their individual SEND barriers. (Temporary TLR)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Disadvantaged pupils with SEND are more likely to experience poor attendance and disengagement when needs are not identified and supported consistently.	1,2, 3, 4
2.Strategic attendance improvement work to remove barriers to regular school attendance for disadvantaged pupils. To ensure that pupils who are disadvantaged achieve at least 96%	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour To improve life chances all pupils need to attend school as every lesson count. This approach helps support	1, 2, 3,4, 5

attendance over the academic year.	family's breakdown barriers to this. It may include, home visits, meetings with parents/carers to identify where support is needed.	
3.Learning mentor and pastoral support Learning mentor to work across the school- Breaking down barriers-SEMH Working with families Working with attendance.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning For pupils to learn and engage successfully with the curriculum it is important that any underlying social emotional and mental health issues are addressed. **Why?** Pupils must be 'ready to learn' before academic strategies can be effective. **How we will evaluate?** • Attendance data • Pupil voice and well-being indicators • Participation rates in enrichment activities	1, 2, 3, 4, 5
4.Whole-School SEMH and Behaviour Support Programme Annual subscription to Beacon 360 - behaviour support CPD. Whole school SEMH training and development of Zones of Regulation strategies. Developed whole-school Behaviour Policy to include: Universal, Targeted and Specialist pathways of support within the restorative approach.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Staff can access the videos and other training materials to support children with additional behaviour needs. **Why?** A consistent, whole-school approach to SEMH and emotional regulation supports pupils to self-regulate, engage in learning and reduces behaviour-related barriers for disadvantaged pupils. **How we will evaluate?** • Reduction in behaviour incidents involving disadvantaged pupils • Improved engagement and time spent learning • Improved attendance and punctuality for disadvantaged pupils	1, 2, 3, 4

	• Pupil voice and staff feedback indicate improved emotional regulation	
5. To offer further opportunities to develop disadvantaged pupil's life chances by subsiding clubs, trips, residential, music lessons Targeted subsidisation of: Educational visits Residentials Music tuition Clubs linked to pupils' interests and strengths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions **Why?** Research has shown that providing pupils with additional opportunities increases their chances of improved attainment at school and closes the disadvantaged gap. (Life skills and enrichment EEF.org.uk) **How we will evaluate?** • Participation registers • Breakdown of disadvantaged vs non-disadvantaged uptake • Pupil voice on enrichment impact	1, 3, 4, 5

Total budgeted cost: £ 148, 470

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Attainment July 2025

Good level of Development – Reception

% GLD	Disadvantaged 22/23 (5)	Disadvantaged 23/24 (6)	Disadvantaged 24/25 (8)	Non- DA 24/25	All Pupils 2025 (45)
School	20%	9.1% 1/11	50%		73%
National		NA Non DA 70.6% NA DA 51.7%	NA Non DA 71.3% NA DA 51.5%		68%
Comments: 2025 analysis	• The proportions of DA pupils achieving GLD increased significantly from 9.1%. • Despite this, the gap in attainment between pupils eligible for DA and non- DA pupils is significant at -21.3%, although this has reduced significantly from the previous year. • The Disadvantaged pupil(s) in the school are in percentile 45 for EYFS good level of development when compared to other schools compared to percentile 86 the previous year.				

Phonics year 1 and year 2

Phonics PSC achievement Year 1 – Proportions of children achieving the expected standard mark of 32/40 in the Year 1 Phonics Screening Check in June 2025.

% year 1	Disadvantaged 22/23 (8)	Disadvantaged 23/24 (5)	Disadvantaged 24/25 (13)	Non DA 24/25 (45)	ALL Pupils 2025 (58)
School	89%	100%	62%	91.1%	85%
National					NYP
% year 1 and year 2 up-take	**(14)**	**Disadvantaged 23/24 (11)**	**Disadvantaged 24/25 (7)**	**Non DA 24/25 (45)**	**All pupils 2025 (56)**
School	86%	82%	100%	93.9%	95%
National					NYP
Comments: 2025 analysis	• The proportions of DA pupils achieving the expected standard in the Year 1 PSC reduced dramatically to 62%. • 5 DA pupils did not meet the PSC expected standard threshold. • 3 DA pupils achieved a score of over 20+ marks indicating that they are on-track to meet the threshold at the end of Year 2 with effective Phonics teaching.				

End of Key Stage Two Statutory Assessment Targets

Cohort		Reading actual (PP)	All pupils	NA	Writing Actual (PP)	All pupils	NA	Maths Actual (PP)	All pupils	NA
2022-23 (20 pupils)	Exp	65%	75%	73%	60%	75%	71%	38%	64%	73%
	GDS	15%	31%	29%	15%	21%	13%	5%	16%	24%
2023-24 (12 pupils)	Exp	75%	84%	74%	50%	70%	72%	58%	72%	73%
	GDS	8%	35%	28%	0%	9%	13%	17%	38 %	24%
2024-25 (22 pupils)	Exp	81%	82%	75%	82%	75%	72%	64%	78%	74%
	GDS	36%	41%	33%	0%	6%	13%	27%	37%	26%
Comments: 2025 analysis	• Significant increase in proportions of DA pupils achieving EXS in Writing +32% • Significant increase in proportions of DA pupils achieving a high score in Reading +28% • Slight increase in proportions of DA pupils achieving EXS in Mathematics +6% • Increase in proportions of DA pupils achieving a high score in Mathematics +10%									

Birmingham LA Group performance

KS2 2025	*DA - yes*	*DA - no*	*Gap*
Eligible Pupils	*22*	*31*	
% at least EXS Reading	*81.8*	*77.4*	*4.4*
% High Score Reading	*36.4*	*41.9*	*-5.5*
% EXS Writing	*81.8*	*64.5*	*17.3*
% GDS Writing	*0*	*9.7*	*-9.7*
% at least EXS Mathematics	*63.6*	*87.1*	*-23.5*
% High Score Mathematics	*27.3*	*45.2*	*-17.9*
% EXS R,W,M	*63.6*	*61.3*	*2.3*
Comments: 2025 analysis	• There is a significant gap between DA pupils and non-DA pupils in Mathematics.		

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	54	54%	46%	Close to average (non-sig)	68%	-14	Not applicable	Not applicable
2025	22	64%	47%	Above (non-sig)	69%	-6	Widening	-
2024	11	64%	46%	Above (non-sig)	67%	-4	Narrowing	-
2023	21	38%	44%	Close to average (non-sig)	66%	-28	Not available	-

12.12.2025 IDSR OFSTED

Multiplication Times table Check (Year 4)

	DISADVANTAGED 2022/23(16)		DISADVANTAGED 2023/2024 (21)		DISADVANTAGED 2024/2025 ()		School 2024/2025	
MTC	Mean average	25/25	Mean average	25/25	Mean average	25/25	Mean average	25/25
School	19.5	19%	19	10%	18.6	9%	20.4	29%
National (all)	18.3	29%	18.9	34%	19.3	37%	20.6	37%
Comments: 2025 analysis	The MTC data for disadvantaged pupils over the past three years shows a consistent pattern of under-performance compared to national averages, particularly in the proportion of pupils achieving full marks (25/25). While mean scores remain broadly in line with previous cohorts, disadvantaged pupils continue to achieve significantly lower rates of automatic recall than their peers nationally							

Attendance data

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	95	92.3%	92.4%	Close to average	Relative improvement	-
2023/24 (3 term)	89	91.8%	92.0%	Close to average	Relative improvement	-
2022/23 (3 term)	96	90.3%	91.6%	Close to average	Relative decline	-
2018/19 (3 term)	80	94.2%	94.4%	Close to average	Not available	-

12.12.2025 IDSR OFSTED

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
AI software that tailors to the needs of the child and provides additional homework support around core skills.	Century Tech

Service pupil premium funding (optional)

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

Further information (optional)

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