East Park Pupil Premium Strategy Statement 2025 - 2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2025 – 2026) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	East Park Primary School
Number of pupils in school	770
Proportion (%) of pupil premium eligible pupils	74 pupils 9.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026 1st Year due to being a new school
Date this statement was published	December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Joanne Rozenbroek (Head Teacher) Rebecca Robinson (Head of School)
Pupil Premium Lead	Joanne Rozenbroek
Governor / Trustee lead	Stuart Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,710
Recovery premium funding allocation this academic year	£0

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	£126,710

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

East Park Primary school (Formally Cavendish and Gillshill Primary Schools) is located within Kingston upon Hull, which remains one of the most deprived Local Authorities nationally. As an inclusive school, East Park Primary provides an engaging and inclusive teaching and learning environment. Our ultimate goal is that no child is disadvantaged socially or academically as we continue to close the attainment gap between our disadvantaged pupils and others within school and nationally and maintain the current standards our disadvantaged children achieve.

The causes of disadvantage can be complex and often beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference. We strive to raise high expectations and lifelong aspirations focusing on removing barriers to learning and achieving excellence.

Overall Aim:

To narrow and ultimately eliminate the attainment and social and emotional gap between disadvantaged and non-disadvantaged pupils within the school. To ensure all disadvantaged pupils in school attend regularly, are safe, healthy, happy, meet or exceed national expectations and leave East Park Primary school well-prepared for the next stage of their education. We embed a whole school ethos of attainment for all with a culture of high expectations for all. There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed and our PP eligible pupils and their families are held in high regard. Leaders, teachers and other adults understand their role within the school's strategy

Our guiding principles for allocating our funding align with those identified in Education Endowment Foundation - Using your Pupil Premium Funding effectively https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium

Key Principles

- We ensure that the curriculum and teaching and learning opportunities meet the needs of all of our pupils both socially and academically regardless of their starting points.
- We ensure that appropriate provision and support both in and out of school is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

- To use assessment data regularly to ensure interventions are effective, progress is being made and adjustments are made accordingly.
- To use attendance data to ensure pupils attend school regularly and families are supported in ensuring pupils are in school.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.
- All stakeholders are involved in the decision-making, monitoring and evaluation process.
- Pupil premium funding will be allocated following a needs analysis of both academic and social priorities which will identify priority classes, groups or individuals.

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning and the school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is carefully monitored and key strategies are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged.

High-quality teaching and learning for all:

- The school places a strong emphasis on ensuring all Pupil Premium eligible pupils receive high-quality teaching and learning to ensure these pupils make strong progress.
- Teachers are committed to successfully engaging with the disadvantaged pupils.
- Professional development is focused on securing strong subject knowledge, pedagogy, questioning, feedback and supporting SEMH and wellbeing.
- Interventions are additional to the entitlement of quality first teaching.

Meeting individual learning needs:

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Pupils eligible for Pupil Premium benefit from enrichment and extra-curricular opportunities, SEMH and well -being support and targeted interventions that enable them to succeed.
- Gaps in learning are addressed so that pupils can become more secure in their learning and work towards meeting age-related expectations or increasingly work at greater depth.
- Transition processes for Pupil Premium pupils are carefully planned and implemented.

Data-driven

- The progress of pupils eligible for Pupil Premium is discussed at all pupil progress meetings and key assessment points. Actions are identified, implemented and regularly reviewed within each assessment subject and phase.

Clear, responsive leadership

- The effectiveness of the Pupil Premium strategy is reviewed by the Head of School, SEND Leader, DSL and Pupil Premium governor. This rigorous evaluation is based on internal analysis, research and best practice.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of Pupil Premium pupils needs.
- Resources are targeted at pupils at risk of underachievement for academic and pastoral development.

Challenges

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

Challenge number	Detail of challenge
1	Higher % of PP pupils are identified with SEND or have gaps in attainment that need to be continually addressed (% of pupils eligible for PP currently are identified as SEND (11%)
2	Assessments, observations, and discussions with pupils indicate high levels of specific literacy difficulties amongst Pupil Premium pupils, especially difficulties mastering the Phonics code. This negatively impacts their development as readers and writers and impacts their ability to access the curriculum. Phonics assessments at the end of year 1 demonstrate that our disadvantaged children do well compared to disadvantaged children nationally as well as others nationally so we strive to maintain this.
3	In school assessments, including discussions with pupils and work scrutiny show that gaps in attainment in reading, writing and maths are evident between our disadvantaged pupils and others. This is evident on entry to EYFS 2 and continues to the end of Year 6 and relates to both EXS and more able pupils. By the end of KS2 our disadvantaged children outperform disadvantaged children nationally so we strive to maintain this.
4	Through analysis of data, gaps in phonics, reading, spelling and mathematics foundational skills need to be addressed as we recognise the ongoing impact of pupil absence and disengagement in homework and extra-curricular opportunities.
5	Lower attendance and punctuality of the pupil premium group compared to their peers, especially PA and term time holidays.
6	Addressing increased Safeguarding, Personal, Social, Health and Emotional factors, especially well-being support for pupils and their families, as there is a growing number of pupils who require additional support, particularly in EYFS2, Year 1 and Year 5.

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
Improved outcomes in GLD, reading, writing and mathematics	**By the end of 2025-2026** • % of disadvantaged pupils achieving GLD is within 5% of national average for all pupils • At end of KS1 % of disadvantaged pupils reaching EXS in reading, writing and mathematics is within 5% of national average for all pupils • At end of KS2 % of disadvantaged pupils reaching EXS in reading, writing, mathematics and RWM is at least in line with national average for all pupils
Improved outcomes in Phonics at the end of Year One and Key Stage One.	• The gap between disadvantaged pupils and non-disadvantaged pupils nationally reduces as pupils reach the required standard at the end of years 1 and 2 in the phonics screening check. • The gap between disadvantaged pupils and others in school in the phonics screening check remains minimal, as well as when comparing with others nationally.
Improved acquisition of early writing skills for disadvantaged pupils with a focus on foundational writing skills	**By the end of 2025-2026** • The gap between disadvantaged pupils and others nationally reduces year on year when comparing those who have reached the ELG in writing and those who have achieved the expected standard at the end of Y2 and Y6 . • In school data shows the gap between disadvantaged and others decreasing, with more children who are disadvantaged reaching end of year expectations.
Improved acquisition of early reading skills and vocabulary development for disadvantaged pupils	**By the end of 2025-2026** • The gap between disadvantaged pupils and others nationally reduces when comparing those who have reached the ELG in C & L and reading • The gap between disadvantaged pupils and others nationally reduces yearly when

	comparing those who have reached the required standard at the end of year 1 and 2 in the phonics screening check.
To improve attendance rates, including a reduction in persistent absence for disadvantaged pupils.	**By the end of 2025-2026** • The Attend Framework approach is successfully implemented to improve the attendance of all pupils, especially those showing signs of school avoidance. • The gap between disadvantaged pupils and others in school is at least in line with national averages. • The percentage of disadvantaged pupils who are classed as persistent absentees is at least in line with national averages. Disadvantaged pupils' attendance is tracked using Bromcom and VYED and families are supported to ensure pupils regularly attend school using the Attend Framework.
Improved social and emotional development, higher levels of well-being and inclusion through ELSA, WRAP, Unique Umbrella and Well-Being support programs from EYFS.	**By the end of 2025-2026** High levels of inclusion and well-being are exemplified by: Successful delivery of the ELSA, WRAP and Well-Being Champions program to a wider range of identified pupils in Key Stage Two through the school referral systems. Successful delivery of the ELSA and Unique Umbrella programs to a wider range of identified pupils in EYFS and Key Stage One through the school referral systems. Qualitative data from pupil and staff voice surveys and qualitative data from a range of parental surveys Reduction in the number of behavioural and anxiety/well-being incidents recorded in CPOMS. Analysis of CPOMS data shows the positive impact of school support and signposting to external partner agencies as required.
Increase outcomes and progress in Mathematics including times tables recall.	The gap between disadvantaged and non-disadvantaged pupils is in line with the national picture at the end of KS2

	Disadvantaged pupils achieve the expected standard in mathematics by the end of KS2 in line with national. Outcomes and progress for disadvantaged pupils within Maths are equal or greater than those achieved by their peers. Pupils are 5 points within the national expectation for the MTC.
To ensure all disadvantaged pupils, including those identified as SEND are receiving targeted support both academically and socially to access the whole school offer.	100% of SEND children experience opportunities to develop their academic and social skills within school and through extra-curricular support to be ready for the next stage of their journey. Teachers and support staff use expertise to plan bespoke learning opportunities to support SEND and disadvantaged pupils and extend opportunities for language development across all aspects of school life. Analysis of out-of-school activities registers and feedback/pupil and parent voice demonstrate high levels of engagement by disadvantaged pupils.

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: **£12,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewal of subscription of DfE accredited Systematic Synthetic Phonics Programme and (RWI) to continue to secure consistently good or better phonics teaching with access to the RWI portal, training/resources/100% decodable books and flashcards. Purchase of further books to support larger groups of pupils at each stage. Setting up of intervention areas to deliver RWI sessions. £3000	Very strong evidence base from school monitoring, assessment data, Outwood Hub findings and Trust monitoring identifies the positive impact on early reading skills and reading into Key Stage Two. education endowment foundation teaching-learning-toolkit phonics DfE Reading framework Teaching the foundations of Literacy _	2,3 & 4
High-quality CPD is delivered from a range of providers including Outwood English Hub, to deliver high-quality phonics and reading sessions and targeted interventions including Fast Track in EYFS/KS1 and Fresh Start in KS2.	DfE-accredited systematic synthetic-phonics-programmes DfE Reading Framework Teaching the Foundations of Literacy _ education endowment foundation teaching-learning-toolkit/phonics	2,3 & 4

Release of the Phonics and Reading Leads to support and coach staff in the development of high-quality T & L. Release of staff to attend CPD at Outwood. Release of staff for Outwood Development Days and RWI CPD. (£3,000)	Very strong evidence base from school assessment data, Outwood Hub findings and Trust monitoring identifies the positive impact CPD both internally and externally has had on early reading skills and reading into Key Stage Two. Staff feedback has identified the positive impact the coaching has had on T & L and end-of-year attainment and progress data. EEF state that with the information diagnostic assessments provide, teachers may: • decide to adjust the level of challenge of activities • reteach specific concepts or topics • adjust curriculum content in the medium or long term • provide pupils with feedback through which they can address their own areas for improvement decide which pupils may need additional, targeted academic support EEF-Diagnostic-Assessmentf guidance-for-teachers/pupil-premium/EEF-Gathering-and-Interpreting-Data-Summaryf	
High-quality CPD is delivered from a range of providers including the White Rose Hub, to deliver high-quality Maths sessions and targeted interventions including MTC sessions. Release of the Maths Leads to support and coach staff in the development of high-quality T & L.	Very strong evidence base from school assessment data, Maths Hub findings and Trust monitoring identifies the positive impact CPD both internally and externally has had on maths skills, especially arithmetic and quick recall of key facts in EYFS, Key Stage One and Key Stage Two. Staff feedback has identified the positive impact the coaching has had on T & L and end-of-year attainment and progress data. EEF state that with the information diagnostic assessments provide, teachers may:	3 & 4

Release of staff for Maths Hub sessions to disseminate to staff. (£1,400)	• decide to adjust the level of challenge of activities • reteach specific concepts or topics • adjust curriculum content in the medium or long term • provide pupils with feedback through which they can address their own areas for improvement decide which pupils may need additional, targeted academic support. Education Endowment Foundation Improving mathematics in Key Stage 2-3 EEF-Diagnostic-Assessmentf guidance-for-teachers/pupil-premium/EEF-Gathering-and-Interpreting-Data-Summaryf	
Release of SEND Leader to support staff on meeting the needs of all pupils with a focus on those with SEND/ vulnerable and who are not making the expected progress from their starting points. SEND Leader to support staff merging both sets of pupils. SEND Leader to support PP families with meeting SEND needs. (£5000)	Effective implementation of B Squared Assessment for SEND pupils. Coaching from SEND Leaders. Merge of pupils from both previous schools and new systems set up to support PP pupils with SEND. EEF state that with the information diagnostic assessments provide, teachers may: • decide to adjust the level of challenge of activities to meet the needs of all pupils • reteach specific concepts or topics • adjust curriculum content in the medium or long term • decide which pupils may need additional, targeted academic support.	1

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

Budgeted cost: **£41,381.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain support staff across year groups to support / challenge disadvantaged pupils through bespoke interventions. 2 x ASA 2 hours daily £18, 907.20 Additional reading/ phonic practice individual Fast Track delivered by 2 x trained 2 x ASA's x 1 hour daily £9,453.60	As identified by the EEF support staff are used to deliver high-quality one to one or small group intervention in addition to the high quality first teaching pupils receive. This includes Fast Track and Fresh Start Phonics, MTC interventions as well as bespoke tasks. As part of quality first teaching within the core subjects, teachers will support low-attaining groups allowing additional staff to support and challenge other groups of pupils. Small group tuition has been shown to be an effective approach to pupil progress, particularly in primary schools. Pupils with specific needs, especially lower attainers, can benefit most from this approach. The school refers to research by the EEF 'Making best use of Teaching Assistants' in how they are deployed. Teaching-learning-toolkit/small-group-tuition	3 & 4
Doodle Maths to be embedded across the school to support mental recall and provide opportunities for pupils to practise their recall of knowledge and application both at home and school Doodle Maths - £4374	Analysis identified that pupil's stamina was a barrier within national tests as well as quick recall of key number facts. Teachers will set up the learning journey for pupils on Doodle Maths and monitor their performance and pupils will have to access to Doodle Maths teaching resources to support both in school and at home.	3 & 4

	education endowment foundation Improving mathematics in key stage 2-3 'Assessment and Monitoring Pupil Progress' EEF	
Targeted interventions used to support Reading/Phonics with specific pupils and groups of pupils across the school. Interventions include: Stories for Talking/ RWI Fast Track and Fresh Start /Dyslexia Gold/Times Table Rockstars/Spelling Shed Spelling - Ed Shed - £1352.70 Maths - TT Rock stars - £94.90 Dyslexia Gold - £699 Resources - £500 Total: £2,646.60	Ensuring pupils are able to decode and read fluently is critical for all pupils to be then able to access the wider curriculum. Targeted interventions such as Read, Write Inc Fast Track in Key Stage One/Lower Key Stage Two and Fresh Start in Key Stage Two will support these key areas of development. Dyslexia Gold online intervention tool will support the reading, language and spelling development for specific Pupil Premium and SEND pupils. Spelling shed resources used to support the application of spelling rules for children for both home and school. Times Tables resources used to support the application of times table rules for children for both home and school, especially in Year 4 in preparation for the Times Table Check. 'Making best use of Teaching Assistants' in how they are deployed. Teaching-learning-toolkit/small-group-tuition	2, 3 & 4
Implementation of bespoke provision and intervention for children with complex needs including specialist support, resources and ASA training. Support to include wider and	EEF states that interventions led or supported delivered trained teaching assistants have broadly the same input as if delivered by a teacher. Education Endowment Foundation send Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports	1 & 6

extra-curricular opportunities. £2000	achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.	
Renaissance assessment system used to accurately track and monitor progress of all pupils. £4000	Renaissance assessments are built specifically for the National Curriculum – helping teachers to identify students' mastery of skills and the next steps in their learning quickly and effectively. Renaissance Star Assessments can be taken as often as schools/Trusts and teachers want and provides them with instant reporting saving teachers time and reducing the workload of senior leaders and teachers to drill down to find out about individuals, groups, classes and year groups. The standardised tests offer increased objectivity, validity and reliability to teacher assessments and support the school in measuring progress. These tests help to create an accurate picture of each individual child's needs and abilities which then links to quality first teaching and interventions when required. Staff are able to use the information to plan appropriate interventions and work with home to address specific areas. Staff have received training on how to interpret the outcomes and renaissance is now integrated into the Trust's assessment policy. Renaissance is a tool to triangulate with teacher assessment/outcomes in books and statutory assessment, to support teachers in informing planning. 'Assessment and Monitoring Pupil Progress' EEF	3 & 4

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

Budgeted cost: **£72,928.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being, social and emotional development and inclusion to be a high priority within the curriculum offer: • Implementation of PHSE Jigsaw curriculum • Continue to develop the roles of our WRAP facilitators, EYFS and KS1/2 ELSA's and Well-Being Champions Lead. • Implement the Unique Umbrella SEMH support in EYFS and Key Stage One. • Work with the Attendance Team to engage all pupils and improve attendance of pupils struggling with their well-being. • Support safeguarding DSL and DDSL • Deliver ELSA intervention in EYFS, KS1 and KS2 • Regular 1-1 check-ins with most vulnerable pupils by SWAO and well-being team	Education Endowment Foundation T & L Toolkit Social & Emotional Learning Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills at all ages. These skills are likely to influence a range of outcomes for pupils: lower social and emotional skills are linked with poorer mental health and lower academic attainment. Social and emotional interventions in education are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic performance. ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them WRAP supports a better understanding of what impacts on wellness and mental health and offers a system that helps young people make their lives more the way they want them to be. It helps them choose and enjoy more of the things they want to do. WRAP helps them get through the difficult	5 & 6

Specialised support and partner agency working: • Barnado's well-being champions program delivered across KS2 • Deliver the Barnado's WRAP program in KS2 • SEMH support – focus on most vulnerable (CLA, CIN, EHASH, those with social workers DSL Release Time - £8, 985 Staffing for WRAP – £2, 189.60 + £1,454.40 = £3644 Staffing for ELSA - £2, 189.60 + £1, 766.40 + £1,454.40 + £1,454.40 = £6,864.80 Staffing for Well-Being Champions - £2, 189.60 Staffing for Unique Umbrella - = £2, 189.60 x 2 = £4, 379.20 Jigsaw online - £1220 Resources - £500 Total £29, 917.46	experiences and uncertainty that can come with making friends, navigating peer pressure, managing schoolwork, and dealing with home and family challenges through use of their own tool kit.	
Retain the position of the Safeguarding, Well-being and Attendance officer to support families across the new school with addressing Personal, Social, Health and Emotional factors, including behaviour and well-being. SWAO to work with Admin Team and Head Teacher to ensure	To support the disadvantage pupils and families and the wider school community Cavendish have retained our Safeguarding, Well-Being and Attendance Officer to work as part of the safeguarding team to help support and address: Safeguarding, Personal, Social, Health and Emotional factors, including safeguarding, attendance, behaviour and well-being. This is to ensure all our pupils and families feel supported, happy and safe. This role supports targeted children and families with greater needs, and responds to	5 & 6

pupils attend regularly and appropriate paperwork is completed for the Attend Framework £39,556	the day to day needs of the school in a supportive manner. It improves pupil and parental engagement and forges positive relationships between school and home. The school have found that the SWAO has supported positive behaviour, mental health and well-being as well as academic performance through 1:1 sessions leading to an improvement in academic performance and attendance. Case studies and data highlight the support provided has a positive effect on pupil attendance, well-being, social development, positive attitudes and relationships, and academic performance. The importance of SEL is highlighted in the EEF report 'Social and Emotional Learning.'	
Continue to promote the importance of good attendance: • Strong attendance ethos led from the top with clear lines of accountability • Attendance team to work together using regular monitoring and analysis to identify children causing concern and address attendance issues early. • Robust follow-up of absence including working with partner agencies – EWO	Development of attendance tracker and use of FFT Aspire and VYED. Attendance Policy and tracking systems overseen by the Safeguarding, Well-Being and Attendance Officer, Admin Attendance Officer and Head Teacher. LA Attend Framework implemented. DfE school attendance DfE Improving School Attendance support for schools and LA's DfE guidance based on cases studies with school with high levels of attendance. Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE)	5

• Embed principles of 'Improving school attendance' and the Attend Framework into daily practise. Welfare Checks/Home Visits £500	Attendance-interventions-rapid-evidence-assessment eef	
Maintain above average attendance and further reduce persistent absence for disadvantaged pupils through free access to the before-school club – Early Birds, regular contact from the attendance team and incentives. Incentives – Epraise £2000 Incentives – Attendance vouchers and prizes 24 classes x £35 = £840 Incentives – Attendance prizes £250 Total £3, 090	Range of attendance incentives implemented: weekly certificates for attendance and punctuality, top position on the attendance board in the hall, specific attendance newsletters, half termly and termly 100% attendance certificates and prizes/book tokens/vouchers, allocated golden time. Attendance-interventions-rapid-evidence-assessment Providing free before-school care will ensure families are supported with work commitments and pupils are in school on time for the start of the school day. Parents who have not been able to afford the provision and have not gone out to work can take up working roles. It has also ensured pupils have had a light snack. The Safeguarding, Well-Being and Attendance Officer working with the admin attendance officer, School DSL and Head as part of the Pastoral Team is able to target and support persistent absence and pupils with falling absence rates.	3

Ensure all PP children, including SEND can access a wider school offer and additional extracurricular activities including music and sport. • Attend lunchtime and after-school clubs • Additional music lesson offer • Subsidies for school visits and visitors £2,500	EEF Physical Activity By providing physical activities as part of the school offer and break, lunch and after school, we give pupils access to benefits and opportunities that might not otherwise be available to them such as to take music lessons and take part in a wider range of sports. EEF Arts Participation The EEF suggests that there is an fundamental value in ensuring children access a rich, stimulating creative arts curriculum. Opportunities to experience live theatre.	5

Total budgeted cost £126,710

Part B: Review of outcomes in the previous academic year 2024 – 2025

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Evaluation
To improve outcomes and progress in Phonics and Reading.	Gillshill: 66.1% achieved GLD – all pupils No PP pupils 84.7% passed the check at the end of Year 1 – all pupils 100% (1) Pupil Premium pupils passed the check at the end of Year 1 95.4% passed the check at the end of Year 2 – all pupils 100% (3) Pupil Premium pupils passed the check at the end of Year 2 73.4% achieved EXS and 14.1% GDS in Reading in Year 2 – all pupils 100% (3 PP pupils) achieved EXS and 33.3% achieved GDS (1) Cavendish: 75% achieved GLD – all pupils No PP pupils 80% passed the Phonics Screening Check in Y1 66% (3/4) Pupil Premium pupils passed the check 100% passed the Screening check at the end of Y2. 100% of Pupil Premium pupils (7) passed the check at then end of Year 2 72.1% achieved EXS and 26.2% GDS in Reading in Year 2 – all pupils 83.3% (5 PP pupils) achieved EXS and 33.3% achieved GDS (2)

Intended outcome	Evaluation
To improve outcomes and progress in Writing.	Gillshill 64.1% achieved EXS and 12.5% GDS – all pupils in Year 2 66.7% of Y2 disadvantaged pupils achieved EXS. 33.35 GDS The gap between the school and the national average for disadvantaged pupils is well above the national at the end of KS1. 81.4% achieved EXS and 15.3% GDS – all pupils in Year 6 50% of Y6 disadvantaged pupils achieved EXS. 0% GDS The gap between the school and the national average for disadvantaged pupils is below the national at the end of KS2 for EXS and EXS. Cavendish 68.9% achieved EXS and 11.5% GDS – all pupils in Year 2 83.3% of Y2 disadvantaged pupils achieved EXS and 0% GDS. The gap between the school and the national average for disadvantaged pupils is above the national at the end of KS1 for EXS but below for GDS. 72.7% achieved EXS and 15.9% GDS – all pupils in Year 6 44.4% of Y6 disadvantaged pupils achieved EXS and 11.1 GDS The gap between the school and the national average for disadvantaged pupils is below the national for EXS but above for GDS at the end of KS2.

Intended outcome	Evaluation
Increase outcomes and progress in Mathematics including times tables recall.	Gillshill 66.7% of Y2 disadvantaged pupils achieved EXS and 33.3% achieved GDS. 50% of Y6 disadvantaged pupils achieved EXS and 0% achieved GDS. Cavendish 83.3% of Y2 disadvantaged pupils achieved EXS and 16.7% achieved GDS which is above the national. 55.6% of Y6 disadvantaged pupils achieved EXS, which is below the national. 0% of pupils achieved GDS so were below the national. Gillshill: 34.6% achieved 25/25 and Cavendish: 30% achieved 25/25 0% of disadvantaged pupils achieved 25/25 but 75% achieved 23 or more. The average score was 20.75 for disadvantaged pupils.

Intended outcome	Evaluation
To improve attendance rates, including a reduction in persistent absence for disadvantaged pupils.	Gillshill Attendance for 2024 – 2025 was 95.6% and PA was 8.4% Cavendish Attendance 2024 – 2025 was 96.2% and PA was 2.4% National: 94.85% PA National: 13.5% Both schools were well above the national figure.

Intended outcome	Evaluation
To ensure all disadvantaged pupils identified as SEND are receiving targeted support both academically and socially so they are equipped with the skills for the next stage of their academic journey	100% of SEND children experience opportunities to develop their academic and social skills within school and through extra-curricular support to be ready for the next stage of their journey. The curriculum is fully inclusive with SEND pupils taking part in visits, residentials, peripatetic lessons and sporting events as well as extra-curricular sports and music clubs. The SEND leader has provided staff support to ensure the SEND needs of pupils are met.

Intended outcome	Evaluation
Maintain support staff across year groups to support / challenge disadvantaged pupils through bespoke interventions.	Support staff time has been organised to support teachers with addressing areas of development identified through Renaissance testing and TA. Within morning teaching time, support staff have provided quality support as part of pupils' quality first teaching. Fast Track Phonics for pupils identified as working below in the RWI Phonics has been a key focus for support staff to provide targeted daily intervention in Key Stage One and Fresh Start Phonics in Key Stage Two. This supported the achievement of above national results in the Y1 and Y2 screening check. Support staff have delivered high-quality one to one or small group intervention in addition to the high-quality first teaching pupils receive using the Mastering Maths intervention resources. . Learning walks have identified how as part of quality first teaching within the core subjects, most teachers provide bespoke support for low-attaining groups allowing additional staff to support and challenge other groups of pupils. Staff absence has impacted on the intervention offered during this academic year.
Renaissance assessment system used to accurately	Renaissance assessments have been undertaken termly and resulted in teachers being able to identify students' mastery of skills and the next steps in their learning quickly and effectively.

track and monitor progress of all pupils.	Instant reporting has saved teachers time and reduced the workload of senior leaders and teachers to drill down to find out about individuals, groups, classes and year groups. These tests have helped to create an accurate picture of each child's needs and abilities so staff have used the information to plan appropriate interventions and work with home to address specific areas. Renaissance has been used to triangulate with teacher assessment/outcomes in books and statutory assessment, to support teachers in informing planning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read. Write Inc	Dyslexia Gold
Doodle Maths	Times Table Rockstars
Spelling Shed	RWI Fresh Start and Fast Track Phonics Interventions

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding. Continue to implement and embed the Read Write Inc Phonics and Reading Scheme across the school including the Fresh Start RWI Phonics Intervention for upper Key Stage Two pupils. To introduce the full Talk for Writing teaching sequence following Trust wide CPD across the whole school. To enhance SEMH support time for Pupil Premium Pupils through ELSA/WRAP involvement in these programs. To offer parental coffee mornings to support Pupil Premium parents and carers to focus on key academic and social development support as well as life skills.