

Acklam Whin Primary School Pupil Premium Strategy Statement 2025-2026

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	2025-26 421 FT (+53 Nursery)
Proportion (%) of pupil premium eligible pupils	10.7% (45 children)
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Suzie Prince <i>Headteacher</i>
Pupil premium lead	Gillian Wilson
Governor / Trustee lead	Janet Lucas <i>Chair of Governors</i> Lorraine Sullivan <i>Pupil Premium Link Governor</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£68175

Part A: Pupil premium strategy plan

Statement of intent

At Acklam Whin, our ambition is that every child thrives academically and personally. We are committed to ensuring that disadvantaged pupils receive the support they need to achieve highly and access the full curriculum. Using Pupil Premium funding, we aim to reduce attainment gaps, improve progress for all eligible pupils, and remove barriers that limit learning and wellbeing.

In line with the 2025 DfE guidance, our approach focuses on three evidence-informed priorities:

1. **High-quality teaching:**

We invest in strong classroom practice, staff development, and a curriculum that meets the needs of all learners—particularly those at risk of underachievement.

2. **Targeted academic support:**

We provide structured, evidence-based interventions, including tutoring, small-group work and specialist support for language, communication, and learning needs.

3. **Wider strategies:**

We address non-academic barriers such as attendance, behaviour, confidence and emotional wellbeing, while improving access to enrichment and supporting families where needed.

We recognise that disadvantaged pupils face varied and sometimes complex challenges. Common barriers include lower language levels, attendance issues, social/emotional needs and limited home learning support. Our provision is therefore flexible, responsive, and tailored to individual circumstances.

Our ultimate aims are to:

- close attainment gaps between disadvantaged and non-disadvantaged pupils;
- ensure disadvantaged pupils make strong progress from their starting points;
- improve wellbeing so pupils are ready to learn;
- ensure all pupils access high-quality educational and wider opportunities.

We routinely review data, evaluate the impact of our actions and adapt our strategy to ensure funding is used where it will make the greatest difference. All staff are responsible for understanding the needs of disadvantaged pupils and contributing to their success

Challenges

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

Challenge number	Detail of challenge
1	Narrowing and closing the attainment gap across Reading, Writing and Maths.
2	Children's readiness for school as the Nursery Entry Baseline data shows a large proportion of children are entering our Nursery with delays in Speech and Language and some are needing additional support with their PSED (Personal, Social and Emotional Development).
3	Speech, oral language and communication needs across the school.
4	Reading and vocabulary skills, including variable engagement in reading at home level.
5	Poor mental and emotional health, wellbeing and safeguarding concerns.
6	Challenges with attendance and punctuality.
7	Experiences can be limited therefore they are missing out on all vital experiences to help enhance learning and ensure they have high expectations of themselves.

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
<p>Higher attainment and achievement of Pupil Premium pupils in reading, writing and maths so that they make at least expected progress and close the gap, enabling pupils to reach age-related expectations.</p> <p>Pupils' progress and attainment to be at least in line with national data.</p> <p>Accelerated academic progress of disadvantaged children to close the gap / prevent the gap widening between them and their more advantaged peers.</p>	<p>Strategies to help Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children.</p> <p>Continued use of monitoring systems on Sonar, including specific tracking of PP children and vulnerable learners.</p> <p>Specific time allocated in Pupil Progress meetings to discuss the progress and attainment of PP children, identify gaps and plan interventions/ support.</p> <p>NTS, Salford and Sounds-Write assessments and analysis tools provide data to identify gaps in learning.</p> <p>Planning and assessment reviews/ book scrutiny show positive outcomes.</p> <p>Learning walks and pupil conferencing reflect children's knowledge.</p> <p>Consistently positive attitudes to learning.</p>

<p>High quality first teaching delivered consistently across school with staff incorporating a variety of teaching and learning strategies to promote engagement and involvement of Pupil Premium children, which will result in accelerated progress and the gap narrowing.</p> <p>High aspirations and positive messages conveyed to all pupils.</p>	<p>Teaching will continue to incorporate mastery techniques and promote high engagement of Pupil Premium children, using a variety of T & L strategies; PP children will be fully engaged in all parts of their lessons using effective T & L approaches and personalised strategies.</p> <p>Lessons will involve modelling and teaching of metacognitive and self-regulative strategies to allow pupils to discover the learning strategies that help them the most.</p> <p>Regular opportunities for children to review and recall their prior learning to help them remember more and learn more.</p> <p>Monitoring of teaching through lesson observations, drop-ins and peer reviews.</p> <p>Good or better teaching and the consistency of this through the school and within year groups/phases.</p> <p>Internal data (Sonar) used to track children's attainment and achievements, enabling leaders and teachers to obtain more detailed gap and progress analysis.</p> <p>Regular Pupil Progress meetings to discuss the progress and attainment of PP children, identified gaps and planned interventions/ support.</p> <p>Impact of interventions measured, recorded and reviewed.</p> <p>Planning and assessment reviews/ book scrutiny.</p> <p>Learning walks and pupil conferencing.</p> <p>Positive attitudes to learning displayed by children.</p>
<p>Improved phonics, reading and vocabulary skills – PP children making good or better progress in reading.</p> <p>High quality texts used to allow children to access a rich range of vocabulary.</p> <p>Use of Oxford Language Screen as assessment tool to track the progress of pupils' oral language skills and identify appropriate intervention or specialist support.</p> <p>EYFS staff trained in Elklan's Communication Friendly Setting to enhance vocabulary provision and use in EYFS.</p> <p>Continued refinement of the implementation of Sounds-Write with further staff training</p> <p>Continue to embed Sounds-Write across school.</p>	<p>High quality texts available to access through the organisation of the school library and regular Book Clubs.</p> <p>Focus on vocabulary, reading areas in school, enhancement of school library with children fostering a love and passion for reading.</p> <p>Working walls and vocabulary displayed so that children have access to it when working independently.</p> <p>Positive outcomes from pupil discussions/conferencing and surveys around reading.</p> <p>Highlighted within lessons and provided on display for children to access when writing independently.</p> <p>Increased range of rich vocabulary used by the children within their own writing.</p> <p>Children carefully tracked and appropriate intervention support children to make progress.</p> <p>Training shared with all EYFS staff, so implementation is consistent.</p> <p>Provision reflects training received.</p> <p>All new staff trained in the phonics programme.</p> <p>All staff's subject knowledge deepened.</p> <p>Staff implement within classes and intervention groups.</p> <p>Sustain the number of children passing their Phonics Screening Check.</p> <p>Target interventions so all children can demonstrate progress.</p>

<p>Improved Reading Fluency and Comprehension</p> <p>Use diagnostic materials to identify gaps in reading.</p>	<p>Provide books and activities to support the children in their learning at home.</p> <p>Regular staff training undertaken to share refinements to the reading skills approach.</p> <p>Teaching and learning approach informed by research and good practice.</p> <p>Improved outcomes in Y2 and KS2 ARE.</p> <p>Materials regularly used to monitor progress and identify gaps in learning.</p>
<p>Improved maths outcomes, particularly with number fluency – PP children making good or better progress in maths.</p>	<p>Staff training undertaken to support the development of fluency sessions in lessons.</p> <p>Introduction of Maths Champions programme in Nursery – staff training to support this.</p> <p>Continue the use of Mastering Number sessions in specific year groups - Reception, Years 1,2,4 and 5.</p> <p>Maintain our MTC outcomes in Y4 through intervention and support.</p>
<p>Achieve and sustain high levels of wellbeing for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing supported through our ELSA, The Bungalow, Rubies and The Junction.</p> <p>Lunchtime provision to support vulnerable children.</p> <p>Positive outcomes from pupil discussions/conferencing and surveys.</p> <p>High levels of involvement in enrichment activities.</p>
<p>Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <p>Attendance of identified PP pupils increasing and the gap between PP and non-PP narrowing.</p> <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p> <p>All stakeholders having a greater awareness of current attendance and importance of children attending school.</p>
<p>Increased parental engagement: Parents will be aware of the high expectations of their children and what this involves.</p>	<p>Positive outcomes from parental discussions and surveys: parents indicate that there are strong links between home and school, and support is received for a wide range of needs when necessary.</p> <p>Continue the Parental Engagement sessions to allow opportunities for parents/cares to be involved in their children's learning.</p> <p>Any issues are addressed in a timely and appropriate manner.</p> <p>Staff will maintain regular contact with families to communicate progress and expectations, providing support with home learning as appropriate.</p>
<p>Improved experiences and extra-curricular opportunities.</p>	<p>Pupil and parental voice; discussions and surveys indicate that children are involved in a range of experiences in school.</p> <p>Data tracked to show involvement in school clubs and experiences.</p> <p>Social skills, independence, perseverance and teamwork are developed.</p>

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: £31875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality first teaching for all pupils.</p> <p>PP Champion to track, monitor and evaluate strategies to maximise outcomes for PP children, including highly achieving disadvantaged children.</p> <p>Appropriate CPD and work with colleagues within school and across other schools/ cluster of schools/Trust.</p> <p>Continue to raise the standard of pedagogical practice across school with continued professional development, using current effective research on teaching and learning.</p> <p>Peer reviews and Trust SIQAs in key areas.</p>	<p>EEF Research and Guide to Pupil Premium – tiered approach: high quality teaching. What makes great teaching? - The Sutton Trust 4 Signs of an effective Early Years Classroom Effective Professional Development EEF Supporting the attainment of disadvantaged pupils: articulating success and good practice</p> <p>EEF Promising Programmes Maths Champions (+3)</p>	1, 2, 3, 4
Support for and development of Early Career Teachers	<p>Early Career teachers (ECTs) are fully supported and developed following the Early Career Framework and supplemented with additional training opportunities. What makes great teaching? - The Sutton Trust Early Career Framework</p>	1, 2, 3, 4
Training and collaboration with local English Hub and Trust focusing on moderation, assessment and the development of phonics.	<p>Regular reading reviews and CPD from the Westgarth English Hub.</p> <p>Engagement with all Trust Network groups to support teacher development.</p> <p>Impactful professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice. Effective Professional Development EEF</p>	1, 2, 3, 4
Refine and build on wider curriculum review. Continued implementation of new AW curriculum to provide a sequential, progressive approach to inspire and engage all learners.	EEF Research and Guide to Pupil Premium – tiered approach: high quality teaching.	1, 2, 3, 4

Continue to embed Sounds-Write programme across school to improve pupil outcomes in reading. Additional staff training to provide regular updates. Peer reviews in key areas.	EEF Teaching and Learning Toolkit Phonics (+5)	
Rigorous, robust assessment, monitoring and evaluation systems to track PP children's progress, identify gaps in learning, inform future teaching and learning, and plan where specific, bespoke intervention needs to be put in place. More detailed gap and progress analysis available with continued CPD. - Sonar tracker - NTS Assessments - Salford Reading Test - Oxford Language Screen - Focus4 TAPS in Science	Data analysis provides a clear picture of the progress and attainment of all groups within the school, ensure appropriate provision and targeted support is put in place to maximise the opportunities to narrow gaps and enable all children to succeed. Marc Rowland, An Updated Practical Guide to the Pupil Premium – the importance of robust assessment. If assessment is inconsistent or poor, it is disadvantaged learners who are more likely to 'slip through the net'. Monitor progress regularly and evaluate outcomes robustly. Disadvantaged learners are most successful when teachers in the classroom feel accountable for their outcomes. EEF Promising Programmes Focus4TAPS (+2) Attainment Measures database EEF	1, 2, 3, 4
Pupil assessment and feedback to support pupils with their learning through pupil discussion /conferencing, helping to identify areas of strength and areas for development. Identify particular areas and assess key concepts.	EEF Teaching and Learning Toolkit Feedback (+6)	1, 2, 3, 4

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

Budgeted cost: £18500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and deliver targeted support to PP children across school.	Language, Reading and Mathematics interventions effectively act as a vehicle for accelerating progress and narrowing gaps. EEF Teaching and Learning Toolkit Teaching Assistant Interventions (+4)	1, 2, 3, 4
Targeted, timely support for PP children in across school whose language and communication barriers are proving a barrier to success (use of specialist TA).	EEF Teaching and Learning Toolkit Oral Language Interventions (+6)	1, 2, 3, 4

Use of BLAST programme and specialist SALT TA to support identified needs.		
Provision of teaching assistants to deliver specific intervention programmes across school. Immediate and effective intervention when appropriate i.e. when progress is stalling or slowing for PP learners. Phonics to Fluency programme Sounds-Write intervention programmes Word Wasp 1st Class@Number Handwriting (Teodorescu)	EEF Teaching and Learning Toolkit Phonics (+5) Reading Comprehension Strategies (+7) Small group tuition (+4) EEF Promising Programmes 1st Class@Number (+2)	1, 2, 3, 4
Targeted intervention in Year 6, including booster sessions.	EEF Teaching and Learning Toolkit Small group tuition (+4)	1, 4

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

Budgeted cost: £17710

Activity	Evidence that supports this approach	Challenge number (s) addressed
Close monitoring of PP attendance to improve school attendance in accordance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance with national benchmarks and ensure pupils are accessing learning regularly and on time. Increase time from EWO to support Attendance /PP Lead in this role.	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance Working together to improve school attendance (applies from 19 August 2024)	6
<i>Jigsaw</i> RSE framework to continue to provide emotional support, encourage mental wellbeing and cater for the pastoral needs of vulnerable learners and their families. Supporting children with behaviour strategies. *ELSA support in school *Access to support from external agencies: - The Bungalow Project - The Junction Foundation Support - Additional Educational Psychologist - Rubies	Staff are equipped to identify gaps in children's emotional development EEF Teaching and Learning Toolkit Behaviour Interventions (+3) EEF Teaching and Learning Toolkit Metacognition and self-regulation (+3) Social and Emotional Learning (+3)	5
Lunchtime Club for vulnerable children, targeted at PP children where appropriate.	EEF Teaching and Learning Toolkit Behaviour Interventions (+3)	5

	EEF Teaching and Learning Toolkit Metacognition and self-regulation (+3)	
Extra-curricular opportunities to ensure PP children are given 'first consideration /priority' and to enable them to access high-quality, memorable educational opportunities and experiences beyond the classroom (e.g. P.E clubs, music tuition, Outdoor Classroom, memorable cultural visits and experiences).	EEF Teaching and Learning Toolkit Physical activity (+2) Life skills and enrichment EEF	7
Regular, supportive communication and liaison with parents, including via the School App, BLOG, school website, regular newsletters, Seesaw, and parent workshops, to continue to engage pupils and parents and provide effective home-school communication. Continue Parental Engagement afternoons, encouraging parents to be involved in their children's learning.	EEF Teaching and Learning Toolkit Parental Engagement (+4)	4, 5, 6
Continued replenishment of the school library to encourage reading for pleasure and foster a love for reading. Develop a safe, warm and welcoming place for PP children and other learners. Continue to encourage a reading community in school and foster a love and pleasure for reading. Continue Parent Drop-In sessions where children can share the books with their parents/carers.	Evidence states that children who enjoy reading are motivated to read more frequently and make better progress. Higher attainment in reading indicates better life chances. Middlesbrough LA – National Literacy Trust focus and links with local authors and writers.	1, 2, 3, 4

Total budgeted cost: £68175

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Impact
<p>Higher attainment and achievement of Pupil Premium pupils in reading, writing and maths so that they make at least expected progress and close the gap, enabling pupils to reach age-related expectations.</p> <p>Pupils' progress and attainment to be at least in line with national data.</p> <p>Accelerated academic progress of disadvantaged children to close the gap/ prevent the gap widening between them and their more advantaged peers.</p>	<p>Strategies to help Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children.</p> <p>Continued use of monitoring systems on Target Tracker, including specific tracking of PP children and vulnerable learners.</p> <p>Specific time allocated in Pupil Progress meetings to discuss the progress and attainment of PP children, identified gaps and planned interventions/ support.</p> <p>NFER tests and analysis tools.</p> <p>Pupil Premium children will be given priority for 1:1 tuition, possibly from the National Tutoring Programme.</p> <p>Planning and assessment reviews/ book scrutiny.</p> <p>Learning walks and pupil conferencing.</p> <p>Improved attitudes to learning, as appropriate.</p>	<p>Summer 25 KS2 Results at ARE or higher:</p> <p>Reading PP children 71.4% All Children 66.7% Writing PP children 71.4% All Children 84% Maths PP children 50% All Children 66.7% Combined PP children 50% All children 54.4%</p> <p>Summer 25 KS1 Results at ARE or higher:</p> <p>Reading PP children 50% All Children 80.7% Writing PP children 50% All Children 71.9% Maths PP children 100% All Children 84.2%</p>
<p>High quality first teaching delivered consistently across school with staff incorporating a variety of teaching and learning strategies to promote engagement and involvement of Pupil Premium children, which will result in accelerated progress and the gap narrowing.</p>	<p>Teaching will continue to incorporate mastery</p> <p>Techniques and promote high engagement of Pupil Premium children, using a variety of T & L strategies. PP children will be fully engaged in all parts of their lessons using effective T & L approaches and personalised strategies.</p> <p>Lessons will involve modelling and teaching of metacognitive and self-</p>	<p>Learning walks, lesson observations and peer reviews highlight the strength of subject knowledge and the use of the lesson design across a range of subjects.</p> <p>Use of vocabulary, Stem sentences and the lesson sequences to support children remembering and learning more evident across school.</p>

<p>High aspirations and positive messages conveyed to all pupils.</p>	<p>regulative strategies to allow pupils to discover the learning strategies that help them the most.</p> <p>Monitoring of teaching through lesson observations, drop-ins and peer reviews.</p> <p>Good or better teaching and the consistency of this through the school and within year groups/phases.</p> <p>Internal data (Target Tracker) used to track children's attainment and achievements, enabling leaders and teachers to obtain more detailed gap and progress analysis.</p> <p>Regular Pupil Progress meetings to discuss the progress and attainment of PP children, identified gaps and planned interventions/ support.</p> <p>Impact of interventions measured, recorded and reviewed.</p> <p>Planning and assessment reviews/ book scrutiny.</p> <p>Learning walks and pupil conferencing.</p> <p>Improved attitudes to learning, as appropriate.</p>	<p>All teachers are aware who the Pupil Premium children in their class are and ensure any adaptations required are made to ensure all pupils can reach their potential.</p>
<p>Improved phonics, reading and vocabulary skills – PP children making good or better progress in reading.</p> <p>High quality texts used to allow children to access a rich range of vocabulary.</p>	<p>High quality texts also available for access through reading schemes, school library and book clubs.</p> <p>Focus on vocabulary, reading areas in school, refurbishment of school library with children fostering a love and passion for reading.</p> <p>Working walls and vocabulary displayed so that children have access to it when working independently.</p> <p>Use of 'Book in a Box' to further develop a love for reading. Scholastic Book Fair.</p> <p>Positive outcomes from pupil discussions/conferencing and surveys.</p> <p>Highlighted within lessons and provided on display for children to access when writing independently.</p>	<p>All staff are effective at teaching and supporting Sounds-Write</p> <p>Improved outcomes in literacy outcomes in reception</p> <p>50% of PP children achieved expected at Word Reading compared to 78.7% of all children.</p> <p>Improved overall outcomes in Y1 Phonics Screening with 75% of PP children passing and 85.5% all children passing.</p> <p>Y2 Phonics – 50% of PP children passed their phonics resit compared to 55.6% of all children who resat.</p> <p>Outcomes in reading in KS1</p> <p>50% of PP children were at or above ARE in Reading compared to 81.7% of all children.</p>

<p>Use of Oxford Language Screen as assessment tool to track the progress of pupils' oral language skills and identify appropriate intervention or specialist support.</p> <p>EYFS staff trained in Elklan's Communication Friendly Setting to enhance vocabulary provision and use in EYFS.</p> <p>Continued refinement of Sounds-Write implementation with further staff training.</p> <p>Continue to embed Sounds-Write across school.</p> <p>Improved Reading Fluency and Comprehension</p>	<p>Increased range of rich vocabulary used by the children within their own writing.</p> <p>Children carefully tracked and appropriate intervention support children to make progress.</p> <p>Training shared with all EYFS staff, so implementation is consistent. Provision reflects training received.</p> <p>All staff trained in the phonics programme.</p> <p>All staff's subject knowledge deepened.</p> <p>Staff implement within classes and intervention groups.</p> <p>Sustain the number of children passing their Phonics Screening Check.</p> <p>Target interventions so all children can demonstrate progress.</p> <p>Provide books and activities to support the children in their learning at home.</p> <p>Staff training undertaken to support the refinement of the reading skills approach.</p> <p>Teaching and learning approach informed by research and good practice.</p> <p>Improved outcomes in Y2 and KS2 ARE.</p>	<p>Outcome in reading in KS2</p> <p>77.1% of PP children were at or above ARE in Reading compared to 66.7% of all children.</p> <p>Children in EYFS assessed and intervention groups (supported by our specialist TAs) successful to support need.</p> <p>Provision and practice evident in EYFS and comments made on vocabulary rich environment within EYFS SIQA.</p> <p>All staff trained in delivering Sounds-Write. All staff undertaking the course passed at the appropriate level. Staff given regular updates to enhance their practice. Staff attending regular updates. Interventions have been closely tracked and groups assessed and reorganised. Support reflected in the Y1 Phonics Screening outcomes (see above) and improved outcomes in word reading and Y2 Reading Outcomes.</p> <p>Improved outcomes in KS2 reading for PP children (see above) and across internal KS2 data supported by the new approach to reading.</p>
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Purchase of diagnostic materials to identify gaps in reading.	Materials regularly used to monitor progress and identify gaps in learning.	Salford Reading purchased to help diagnose weaknesses and provision put in place. Outcomes closely monitored to support progress.
Achieve and sustain high levels of wellbeing for all pupils, particularly disadvantaged pupils.	<p>Sustained high levels of wellbeing support through our ELSA, The Bungalow and The Junction.</p> <p>Positive outcomes from pupil discussions/conferencing and surveys.</p> <p>High levels of involvement in enrichment activities.</p>	<p>4 PP children accessed The Bungalow, 3 PP children accessed The Junction, and 20 PP children accessed our ELSA over the academic year, supporting their mental and emotional wellbeing.</p> <p>At least 6 PP children regularly accessed Lunchtime Club, and this supported them making the right choices over lunchtime and them having an environment to meet their needs socially and emotionally.</p> <p>100% of PP children had opportunity to access at least one after school club which enhanced their enjoyment of sport/other interests and improve their skill set.</p> <p>Feedback from parents and children is positive and the support has a positive impact on the children accessing learning.</p>
<p>Increased parental engagement.</p> <p>Parents will be aware of the high expectations of their children and what this involves.</p>	<p>Positive outcomes from parental discussions and surveys: parents indicate that there are strong links between home and school, and support is received for a wide range of needs when necessary.</p> <p>Any issues are addressed in a timely and appropriate manner.</p> <p>Staff will maintain regular contact with families to communicate progress and expectations, providing support with home learning as appropriate.</p>	<p>There was regular communication with parents via phone calls, morning meet and greet, newsletters and school app notifications.</p> <p>Continuation of the weekly BLOG gave a regular weekly update on events, achievements, attendance and other resources that were supportive to families - feedback from this has been positive.</p> <p>Feedback from parents/carers show that these are all valued, and any issues are acted upon (comments on displays and floorbooks)</p>
Achieve and sustain improved attendance for	Sustained high attendance by 2026/27 demonstrated by:	PP children average 94.2% attendance compared to 95.4% for the whole school. The PP %

all pupils, particularly our disadvantaged pupils.	<p>Attendance of identified PP pupils increasing and the gap between PP and non-PP narrowing.</p> <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p> <p>All stakeholders having a greater awareness of current attendance and importance of children attending school.</p>	<p>was particularly affected by 3 children who had attendance under 85%. Without these 3 children, the gap to all children would have been narrower.</p> <p>Continued monitoring to improve attendance through the support of Education 5.</p> <p>Close monitoring and liaising with parents supported attendance over the year.</p> <p>Positive impact from key PP children who were supported through liaising with parents and ACCs.</p>
Improved experiences and extra-curricular opportunities.	<p>Pupil and parental voice: discussions and surveys indicate that children are involved in a range of experiences in school.</p> <p>Data tracked to show involvement in school clubs and experiences.</p> <p>Social skills, independence, perseverance and teamwork are developed.</p>	<p>All PP children have accessed all educational visits and residentials subsidised across the year giving them access to all curriculum enhancement opportunities and experiences.</p> <p>PP children have had priority access to additional swimming tuition.</p> <p>PP children have had the opportunity to learn a musical instrument.</p>

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
Power Maths	Pearson
White Rose Premium	White Rose
Grammarsaurus	Grammarsaurus
Comprehension Ninja Vocabulary Ninja	Andrew Jennings
Literacy Shed / Ed Shed	Education Shed Ltd (EdShed)
English Curriculum Document	Middlesbrough English Hub
Times Tables RockStars	Maths Circle Ltd
Salford Sentence Reading and Comprehension Test	Hodder Education
Teacher Assessment in Primary Science (TAPS)	Primary Science Teaching Trust
Jigsaw PSHE and RE	Jigsaw Education Group

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**

Social and Emotional Support.

Small group tuition.

Access to clubs and subsidies for trips.

The impact of that spending on service pupil premium eligible pupils

Reduction in anxiety

Improved self-esteem and social wellbeing

Improved resilience

Improved concentration and participation in class

Improved outcomes in reading, writing and maths.