

Pupil premium strategy statement – Christchurch Junior School 2024 to 2027.

All schools within Twynham Learning have an uncompromising ambition for every pupil to achieve their full potential. We are determined that every pupil in our care, who is disadvantaged, is encouraged and supported to achieve their academic potential and will leave school with a positive relationship with education. We recognise that improving educational outcomes for disadvantaged pupils is complex because poverty is so multifaceted. Our Trust Equity strategy ensures all schools are united in their approach to supporting and championing our pupils who are disadvantaged and is part of the broader Twynham Learning excellence plan.

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	2025/26 Update
School Name	Christchurch Junior School	
Number of pupils in school	495	478 (5/12/25)
Proportion (%) of pupil premium eligible pupils	17% (84 pupils)	16.5% (79 pupils)
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)	2024-2025 2025-2026 2026-2027	
Date this statement was published	December 2024	
Date on which it will be reviewed	October 2025	December 2026
Statement authorised by	Sam Fuller (Headteacher)	
Pupil premium lead	Vick Dibdin	
Governor / Trustee lead	Karen Butler	

Funding overview (25/26 figures in red)

Detail	Amount
Pupil premium funding allocation this academic year	£134,262 £136,380
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£134,262 £136,380

Part A: Pupil premium strategy plan

Statement of intent

At Christchurch Junior School, it is our intention that all children, irrespective of their background or the challenges they may face, will achieve excellence both in their learning and in their lives. We want to equip them to be successful, confident, contributors and responsible citizens.

In line with the EEF tiered approach, our foci for our pupil premium strategy are:

- 1) Driving up standards and attainment across the school through quality first teaching, having high expectations and developing our relationships with the children we teach.
- 2) Targeting support and interventions to challenge and extinguish the disadvantage gap.
- 3) Improving well-being and increasing the wider opportunities available to our disadvantaged children by building cultural capital and poverty-proofing the school day.
- 4) Raising attendance levels for disadvantaged pupils so that they are in line with their non-disadvantaged peers with a key focus on reducing persistent absenteeism.

[Tiered model and menu of approaches 1.0 pdf.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf)

The Pupil Premium Excellence Plan is cascaded from our CJS Excellence Strategy, which in turn cascades from our wider TL 2030 Ambition, working towards world class outcomes for all of our children. The children and their needs are placed at the centre of all that we do and we work towards excellence through forensic data analysis and consistent implementation of strategies to support, leading to the narrowing of gaps year on year.

Our Strategy relies on all stakeholders having shared responsibility and accountability for any child who as an individual is disadvantaged. Within this we include supporting the needs of children who may not be in receipt of pupil premium funding but who may be vulnerable, such as children with a social worker.

Further, the strategy has been designed to be responsive to both common and individual challenges that are faced by our pupils.

To ensure it is effective in challenging disadvantage and closing the attainment gap, we will ensure:

- staff take time to get to know all pupils as individuals.
- there is shared understanding that early intervention is key to making progress.
- all pupils are challenged by the learning they are given, including high attainers.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional wellbeing of disadvantaged pupils is impacting on academic progress with pupils falling further behind EXS. The key challenge is to ensure we are meeting the core needs of pupils so they can thrive academically.
2	Reading (including Phonics): data from assessments indicates that Reading attainment among disadvantaged pupils is below that of their non-disadvantaged pupils. In house assessments suggest that disadvantaged pupils generally have greater difficulties with phonics, compared to their non-disadvantaged peers, impacting on their reading and writing progress.
3	Writing: teacher assessments indicate that Writing attainment among disadvantaged pupils is significantly below their non-disadvantaged peers.
4	Maths: data from assessments indicates that Maths attainment among disadvantaged pupils is below that of their non-disadvantaged pupils.
5	Many of our disadvantaged pupils lack enrichment opportunities out of school.
6	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils (3.2% gap 23/24). The key area of focus is to reduce persistent absenteeism.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Greater staff awareness of individual challenges through strengthened information sharing. leading to enhanced needs led support. Improve self-esteem and emotional wellbeing of disadvantaged pupils – to ensure core needs are being met.	Detailed handovers between teachers at the end of each year (including Y2 to Y3 and Y6 to Y7 with additional involvement from school pastoral support team) will ensure a firmer needs-led approach (Maslow's Hierarchy of Need) to pupils learning. Use of Boxall profiling for all pastoral interventions to measure progress.
2. a) End of KS2 assessments will show improved reading attainment for disadvantaged pupils b) End of year data (years 3, 4 and 5) will show reading progress for disadvantaged pupils.	The gap in KS2 Reading outcomes between PP and non-PP will narrow year on year with more disadvantaged pupils meeting the expected standard. The gap between PP and non-PP pupils achieving GDS in Reading will narrow with a greater number of PP pupils achieving GDS.

c) Improved phonic skills among disadvantaged pupils.	End of year data (years 3, 4 and 5) will show a narrowing gap in Reading for EXS+ and GDS between PP and non-PP pupils. Fewer disadvantaged pupils will require additional phonic intervention support (Little Wandle) year on year. Disadvantaged pupils will demonstrate they can apply phonic knowledge to independent spellings. This will be evident in spelling age assessments, reading assessments and in written learning.
3. a) End of KS2 teacher assessments will show improved writing attainment for disadvantaged pupils. b) End of year teacher assessed data (years 3, 4 and 5) will show improvements in writing for disadvantaged pupils (with identification or clear next steps)	The gap in KS2 TA Writing outcomes between PP and non-PP will narrow year on year with more disadvantaged pupils meeting the expected standard. The gap between PP and non-PP pupils achieving GDS in Writing will narrow. End of year TA data (years 3, 4 and 5) will show a narrowing gap in Writing for EXS+ and GDS between PP and non-PP pupils.
4. a) End of KS2 assessments will show improved maths attainment for disadvantaged pupils. b) End of year data (years 3, 4 and 5) will show improved maths data for disadvantaged pupils.	The gap in KS2 Maths outcomes between PP and non-PP will continue to narrow year on year with more disadvantaged pupils meeting the expected standard. The gap between PP and non-PP pupils achieving GDS in Maths will narrow. End of year data (years 3, 4 and 5) will show a narrowing gap in Maths for EXS+ and GDS between PP and non-PP pupils.
5. A wider breadth of extra and supra curricular opportunities will be on offer for disadvantaged pupils beyond the classroom. There will be increased pupil uptake.	This will be measured through the monitoring of pupils' uptake of clubs, representation (e.g. sports events, orchestra) and recorded on Arbor and individual pupil trackers.
6. To achieve and sustain 95% and above attendance for all pupils (whether disadvantaged or non-disadvantaged)	The overall attendance of PP pupils is greater than 95% and in line with their non-PP peers. There is a reduction in persistent absentees.

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:

- Little Wandle: £800 ~~£300~~
- Staff CPD: £4000 ~~£2000~~

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activities to support narrowing the attainment gap between disadvantaged and non-disadvantaged pupils: 1. Continue to embed selected <i>Walkthrus</i> in whole class practice to ensure consistency across classes and improved QFT. 2. Continue to embed the 2021 feedback and marking policy ensuring 'live marking' and immediate feedback are paramount. 3. Ensure further CPD on effective feedback strategies for teachers and LSAs. 4. Use of Class Dojo to keep in regular contact with parents. 5. Use of PP Trackers to monitor the progress of pupils. Time given to teachers to ensure data is updated termly and academic and pastoral support is in place as required.	WalkThrus - evidence-informed teaching strategies curated into six strands: 1. Behaviour and Relationships 2. Curriculum Planning 3. Explaining and Modelling 4. Questioning and Feedback 5. Practice and Retrieval: Building secure long-term memory and fluency 6. Mode B Teaching: Delivering a range of learning experiences to deepen and extend learning: www.walkthrus.co.uk 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: Feedback EEF (educationendowmentfoundation.org.uk) Parental engagement has been shown to have a positive impact on progress: Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

6. Subject ambassadors (e.g. Maths Champions) to raise the status of individual subjects and empower learners.		
Activities specific to pupil progress in Reading, Writing and Maths. 1. Bespoke parent Maths workshops led by Maths and PP lead targeting arithmetic skills aimed at (but not solely) restricted to the parents of our disadvantaged pupils. 2. Phonics workshops for LKS2 parents. 3. Investment in Maths No Problem scheme. 4. Rigorous data analysis, visual trackers and pupil progress meetings to identify children for interventions 5. Staff CPD surrounding phonics. New daily spelling sessions led by class teachers with specific phoneme focus and use of 'Grow the code' mats wall charts. 6. Subscription to Little Wandle phonics. 7. Termly cross-Trust writing moderation meetings (Staff CPD focusing on writing requirements for each year group) 8. 1:1 pupil progress meetings with Assessment lead, focusing on pupils not on track for EXS in RWM.	Parental engagement has been shown to have a positive impact on progress: Parental engagement EEF (educationendowmentfoundation.org.uk) Engaging in different reading comprehension strategies has a high impact on reading comprehension progress. Alongside phonics it is a crucial component of reading instruction: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Early intervention is paramount is aiming pupils speaking, reading and writing skills. <i>At the age of five there is a 16-month gap between the vocabulary of children brought up in poverty and the vocabulary of better-off children (Waldfoegel & Washbrook, 2010).</i> Phonics EEF The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF	1, 2, 3, 4

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

Budgeted cost:

- LSAs £115,361 **£119,398**
- Doodle Maths £2,994 **£2,994**
- The Brilliant Club £2,779 **£0**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activities to support narrowing the attainment gap between disadvantaged and non-disadvantaged pupils in all subjects: - Two full-time intervention teachers (for 2024-2025 only) to: - teach phonics through Little Wandle (daily phonics sessions for those pupils who did not pass the end of KS1 phonics screener, - provide daily targeted interventions for Maths/English (as selected by year leader based on data) with cusp ARE PP pupils a key focus, - provide 1:1 and small group conferencing writing sessions to plug individual gaps required to reach ARE. - Planning for disadvantaged pupils is mindful of curriculum equity to ensure children do not always miss the same lessons. - LSA interventions - PP lead to support tutors from <i>The Brilliant Club</i> (a university driven writing course aimed at more able Y5 and Y6 disadvantaged learners) –	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF(educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF When deployed correctly, teaching assistants can provide a large, positive impact on learner outcomes. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Pupils learning to understand their thinking, plan, monitor and evaluate their learning, make strong progress: Metacognition and self-regulation EEF (The Brilliant Club). Programme Overview - Schools - The Brilliant Club Peer tutoring EEF	1, 2, 3, 4

70% cohort from PP register) 5. Subscription to TTRS and Doodle Maths (for home learning as well as in school provision) to improve pupil retrieval and automaticity. 6. Use of bespoke assessments (SENSS, SALT) to identify disadvantaged pupils with SEND needs in order to provide the correct intervention 7. Use of Edukey to provide targeted support for disadvantaged pupils with SEND and ensure parental involvement in addressing pupils' individual needs. 8. Launch of Reading Ambassadors and peer-on-peer tutoring (Reading lead to develop role of Reading Ambassadors and their promotion of the love of reading across CJS and CIS).		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

- PFSM & WO = £51,835 **£60,955**
- Subsidies for trips, music lessons, holiday clubs, uniform etc. £30,000 **£29,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activities to close the attendance gap that exists between our disadvantaged	Embedding principles of good practice set out in the DfE's advice Working together to improve school attendance - GOV.UK The DfE guidance has been informed by engagement with schools that have	7, 5

and non-disadvantaged pupils: 1. Introduction of RAG (red, amber, green) attendance monitoring by SENDco. Attendance is tracked and reviewed half-termly. Class teachers responsible for contacting parents/guardians in the first instance to discuss attendance concerns. Staged process towards addressing attendance outlined for parents on school website. Evidence of actions to support families to improve attendance levels on an individual basis is recorded. 2. PP trackers used to track a child's attendance throughout their time at CJS giving class teachers early insight into previous absentee patterns. 3. Morning strategies to boost attendance including (notably for those with SEND): table tennis breakfast club and sensory circuits.	significantly reduced levels of absence and persistent absence.	
Strategies related to behaviour: 1. Embedding of school Behaviour Curriculum 2. Maturing House Point System 3. Maturing of Wall of Excellence in every class.	The EEF highlight 6 key steps to improving behaviour in schools. Improving behaviour in schools	5, 7

4. School Values – Belonging, Achieving and Growing. Weekly year group celebration assembly and presentation of BAG certificates 5. Regular revision of learning and behaviour expectations 6. Lunchtime support on a 1:1 basis for stated pupils in addition to small, staffed nurture play area (pupils on register agreed by class teachers and pastoral team) 7. Responsibilities (e.g. wellbeing ambassadors, Bronze ambassadors)		
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Activities to support pupil wellbeing: 1. Pupil and Family Support Worker (LS) and Welfare Officer (NG) working with pupils and families. 2. Staff use of My Concern and referrals to Pastoral team to engage with families under stress/those facing the greatest challenges. 3. Wellbeing lead driving whole-school improvements to pupil wellbeing. 4. Use of questionnaires (e.g. Boxall) at start and end of interventions to assess pupil wellbeing and resilience. All pastoral support interventions to use Boxall. 5. Whole staff training and use of Zones of Regulation.	There is evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5
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6. External counselling provision by Listening Ear and MIND. 7. In house trained ELSA LSAs providing 1:1 and small group focused support. 8. Fresh Air Club (in-school 10-week bespoke programme) 9. Emotions Journal 10. Lego therapy and Think Bricks run by LSAs 11. Play and art therapy sessions (external provision)		
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Activities to increase cultural capital and poverty proof the school day: 1. Subsidised Fresh Air Club (after-school club) 2. Subsidised trips and visits. 3. Offer of one termly funded after-school club-priority selection given to PP pupils 4. Subsidised peripatetic music tuition with priority given to PP children 5. Soundstorm music support. 6. The Brilliant Club and supporting visit to Bournemouth University. 7. Use of Arbor to monitor club attendance (class teachers to ensure this is updated on individual PP trackers. Teachers to discuss with pupils and parents to increase engagement in clubs) 8. Music and PE leaders to	By poverty proofing the school day we will raise the self-esteem of our most disadvantaged children, therefore placing these children in a better position for learning. Also, by providing pupils with new opportunities, they will be able to make links between their learning and other life experiences. A multitude of evidence states that physical activity has important benefits in terms of health, wellbeing and physical development which carries forward into teenage years. Physical activity EEF http://educationendowmentfoundation.org.uk Exercise helps mental health in pre-teen years The University of Edinburgh	5, 6 (and ultimately 2, 3, 4 and 7)
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ensure PP pupils are well-represented at		
matches and events and PP lead to help guide staff to ensure pupils are not missing out.		

Additional support and supra-curricular activities to support wider opportunities for disadvantaged pupils: 1. Honeypot residential 2. Funding for school residentials 3. Uniform and food bank vouchers 4. Holiday club provision 5. PP lead developing wider opportunities project offering supra-curricular learning for our most disadvantaged pupils. within the local community. Activities include: visit to RNLI, pottery workshop, Pizza Express pizza making, swimming catch-up tuition.	There is evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk) Sport England (2021) has found only about two in five children (42%) from low-income homes do the recommended 60 minutes exercise a day, compared with 54% for children from better-off homes. pe-and-attainment-evidence-paper-januaryhttps://www.youthsporttrust.org/media/zyyo133r/pe-and-attainment-evidence-paper-january-2022.pdf2022.pdf (youthsporttrust.org) Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEF The EEF state that there is an evidence base indicating that outdoor adventure learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience: Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	5, 6, (leading onto 2, 3, 4 and 7)
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £207,769 £217,426

Part B: Review of outcomes in the 24/25 academic year

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

Review: Last year's aims and outcomes (24/25)

The 2025 Year 6 cohort experienced two lockdowns: Year 1 Summer Term and Year 2 Spring 1.

68% (15/22) of this cohort were SEND (2 EHCP, 1 ECHNA, 9 SEN Support, 3 Monitored). In addition, we had 8 registered as young carers and 2 LAC/PLAC.

End of KS2 Results 2025

Cohort: 124 pupils: 22 PP, 102 non-PP

<u>Measure</u>	<u>Score (EXS+)</u>	<u>Score (GDS)</u>
Reading	36%PP (83% non-PP CJS, 81% National non-PP)	TBC
Writing	50%PP (85% non-PP CJS, TBC National non-PP)	TBC
Maths	46%PP (92% non-PP CJS, TBC National non-PP)	TBC
Combined	32%PP (77.5% non-PP CJS, 69% National non-PP)	TBC National non-PP 11%

There has been a significant widening of the PP gap with this cohort. Non-PP pupils have increased across all areas while PP pupils have decreased. The SEND and pastoral needs must be considered.

Successes

- Of the 7 children not on the SEND register, 5 achieved EXS or above in RWM. One boy achieved EXS in RW and a scaled score of 98 for Maths, missing out by 5 marks. One girl achieved EXS in W, a scaled score of 99 in Reading and 95 in Maths.
- 2 pupils with SEND needs and pastoral support overcame a number of barriers to achieve RWM EXS combined.

Development areas include:

- Significant emphasis needs to be placed in reading standards. Improving this would have a positive impact on raising both writing and maths reasoning results.
- Targeted support of multiplication tables and basic arithmetic skills in years 3-5 to ensure these are embedded prior to Year 6.
- SEND focus ????

Intended Outcome	2024/25 Progress towards outcome
1. a) Greater staff awareness of individual challenges through strengthened information sharing. leading to enhanced needs led support. b) Improve self-esteem and emotional wellbeing of disadvantaged pupils – to ensure core needs are being met.	a) Teachers meet at the end of each academic year to hand over key data information, pastoral and SEND needs to new teacher. Pastoral team reassign My Concerns to new teaching staff. PP lead, alongside Y6 staff meet with pastoral representative and Y7 leader from Twynham and The Grange to hand over key information surrounding disadvantaged pupils. PP lead, alongside Y3 lead meet with Y2 lead to hand over key information for Y2-3 transition. Staff update PP trackers and provision maps termly which ensures all relevant information is available to new teachers and LSAs. My Concern, Arbor and PP trackers used regularly. Staff proficient in referring need to the pastoral and/or SEND team as applicable. Class teacher use of Boxall profiling to monitor pupils accessing key interventions. b) Family Support Officer, Welfare Officer and Wellbeing lead drive the offer for our disadvantaged pupils. This includes but is not limited to: regular Young Carer sessions (inc MyTime support), wellbeing days/sessions with activities driven by Wellbeing Champions (many of whom are on the PP register), Fresh Air Club providing in-school and after school sessions. Honeypot charity residentials, PP pupils encouraged to take lead roles in the school (such as Maths Champions, School Councillors, Sport Ambassadors)
2. a) End of KS2 assessments will show improved reading attainment for disadvantaged pupils. b) End of year data (years 3, 4 and 5) will show reading progress for disadvantaged pupils. c) Improved phonic skills among disadvantaged pupils.	a) 2025 End of KS2 assessments for reading show PP pupils at 36% compared to 83% non- PP. National non-PP reading was 81%. The reading gap has widened significantly both internally (-47%) and compared to the national average (-45%). The SEND needs of this cohort have had an impact on this widening gap. b) Across the school end of year data showed: Y3: (PP/Non-PP) 58.3%/79.5% (-21.2%) Y4: (PP/Non-PP) 54.5%/84.3% (-29.8%) Y5: (PP/Non-PP) 86.4%/85.6% (+0.8%)

	c) Of the 15/58 (26%) PP pupils continuing Little Wandle phonics, all upper school children (with the exception of 1 Y6 child, graduated). For 25/26, 25% of Little Wandle pupils (14/57) are on the PP register (Y3: 7/28, Y4: 3/18, Y5 4/8, Y6: 0/3) and will continue with LSA led phonic sessions. Class teachers continue to follow the school phonic based spelling scheme on a daily basis.
3. a) End of KS2 teacher assessments will show improved writing attainment for disadvantaged pupils. b) End of year teacher assessed data (years 3, 4 and 5) will show improvements in writing for disadvantaged pupils (with identification of clear next steps)	a) End of KS2 writing data showed 50% of PP pupils achieving EXS+ compared to 85% non-PP. The gap has widened to 30% internally. There was a significant non-PP increase (9%) compared to 23/24 but a decrease of 18% for PP. Key stage 2 attainment, Academic year 2024/25 - Explore education statistics - GOV.UK (explorehttps://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainmenteducation-statistics.service.gov.uk) 7/12 (Y5 and Y6) pupils participating in The Brilliant Club were on the PP register. Of these 7, all results were broadly inline with the non-PP pupils (1st class to 3rd gradings). Feedback from tutor, pupils and parents was very positive – notably evident from the end of course questionnaire showing an increase in pupils' confidence sharing their ideas verbally as well as significant changes in pupil aspirations towards further education. This year saw the final year of an additional intervention teacher which played a key role in boosting the writing attainment of our PP pupils through 1:1 conferencing and dissemination of our phonics programme. b) Across the school end of year writing data showed: Y3: (PP/Non-PP) 47.1%/51.8% (-10.1%) Y4: (PP/Non-PP) 45.5%/65.7% (-20.2%) Y5: (PP/Non-PP) 31.8%/60.8% (-29%)

4. a) End of KS2 assessments will show improved maths attainment for disadvantaged pupils. b) End of year data (years 3, 4 and 5) will show improved maths data for disadvantaged pupils.	a) End of KS2 assessments showed 46% PP pupils achieved EXS+ compared to 92% non-PP. The gap significantly widened. Continued investment has been made towards TTRS and Doodle Maths. This was the final year with access to an additional intervention teacher. b) Across the school end of year data showed: Y3: (PP/Non-PP) 75%/89.3% (-14.3%) Y4: (PP/Non-PP) 54.5%/84.3% (-29.8%) Y5: (PP/Non-PP) 86.4%/83.5% (+2.9%)
5, A wider breadth of extra and supra curricular opportunities will be on offer for disadvantaged pupils beyond the classroom. There will be increased pupil uptake.	Continued focus on school values (Belonging, Achieving and Growing), Wall of Excellence and house point and certificate systems. Pupils responding well to milestones and tangible rewards through use of house point cards. Fresh Air club has continued both as an after-school club and in school intervention. Priority access has been given to PP families as well as a continued offer of wide range of funded sporting clubs and music tuition. Continued use of PP trackers showing pupil participation in music lessons, after school clubs and team representation has helped staff identify those pupils who are lacking in opportunity- these pupils have been prioritised for wider opportunities including Honeypot Residential in the autumn term. PE lead has been working towards boosting uptake of after school clubs by pupils on the register. PP and pastoral lead have arranged a number of wider opportunity days for disadvantaged. 24/25 AY- 18 PP pupils (82 non-PP) signed up for music lessons. 25/26 AY- 16 PP pupils (55 non-PP) have signed up for music lessons. This is 23% of peripatetic music lessons and represents (20% of the PP cohort). All PP pupils who have requested tuition have been allocated a place. All Year 3 PP pupils are given a recorder at the start of the year.

6. To achieve and sustain 95% and above attendance for all pupils (whether disadvantaged or non-disadvantaged).	The Gap between PP (FSM- 92.6%) and non-PP (96.1%) attendance has widened slightly from 3.2% (23/24) to 3.5% (24/25). There is still a large discrepancy between persistent absence (19.8% PP- 5.2% non-PP) Our SENCO has continued to ensure YL and CT take responsibility to raise attendance by coordinating a strategic overview of attendance and a step-by-step approach to tackling persistent absentees. Meeting with parents is high on the list of early intervention. Parents evening appointments remain face-to-face and the use of classroom messaging services helps keep in regular contact with those pupils whose attendance has raised concerns. Termly attendance is logged by PP lead on individual pupil trackers, with a colour coded system, including previous years' data to ensure staff are aware of historical issues. Weekly (Friday pm) PP attendance drop to class teacher emails to ensure early identification of absence patterns.
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