

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the academic years 2024 to 2027 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Matthew's CE Primary School
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027 2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Julian Rogers
Pupil premium lead	Lynne Martin
Governor / Trustee lead	Fiona Pattison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,970 (Oct 2024 census)
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	£120,970

Part A: Pupil premium strategy plan

Statement of intent

School Demographic

St. Matthew's Church of England Primary School is situated in an area of social and economic deprivation. 94% of children come from families in the bottom 40% most deprived nationally, (Index of Deprivation affecting Children, January 2024) with 44% of children in the bottom 10%. 28% of children are entitled to free school meals which is above the national figure of 24.6% for 2023/24.

98% of our children have English as an additional language and those who have most recently arrived in the UK, require the most support. For these children, English is not spoken at all at home and they rely on school to introduce them to the language for both social and academic purposes.

Overall, 29% of children have SEND, 32% of which are also eligible for PP funding. During the last 3 years the severity and complexity of SEND across school has increased significantly. In 2019/20 the number of children with Education Health Care Plans was 11. By 2023/24 this figure had increased to 18 and is on track to increase to 19 by January 2025. The percentage of children with SEND has increased from 20% in 2020/21 to the current figure of 29% in 2024/25.

Statement of Intent St. Matthew's Church of England Primary School

Our curriculum is designed to engage, support and challenge pupils to achieve their potential. We are committed to ensuring highly effective teaching, support and tuition are in place for our disadvantaged children to improve their academic outcomes. Staff and governors understand that any child, regardless of eligibility for PP funding, may at some point require additional support or intervention. We are committed to doing our very best to meet academic, social, emotional and welfare needs of all our children.

Our Pupil Premium Lead is the Deputy Headteacher and, as a Designated Safeguarding Lead, is able to support the wellbeing of children and families. The designated Pupil Premium Governor is a retired Headteacher with a wealth of experience in schools.

This document details the proposed spend of the Pupil Premium Grant for the next three academic years. Informal reviews will take place twice per academic year. A full, written evaluation will be published on an annual basis.

Anticipated funds available 2024 to 2025 = £120, 970 (based on current school PP numbers October census)

Anticipated funds available 2025 to 2026 = £120, 970* (based on current school PP numbers)

*figures are subject to change

Pupil Premium (PP) provides additional funding for:

- **Pupils who are eligible for free school meals, or have been eligible in the past 6 years (£1, 480)**
- **Pupils who have been adopted from care or have left care (£2, 570)**
- **Pupils who are looked after by the local authority (£2, 570)**

Service Pupil Premium (SPP) provides additional funding (£340) for the pastoral support of pupils with a parent who currently serving in HM forces or has retired on a pension from the Ministry of Defence.

In- School Barriers to Learning

- 28% of children in school are entitled to additional funding through the Pupil Premium Grant. This is above the national figure for 2023/24 of 24.6% (school census, June 2024).
- 29% of children from Reception to Year 6 have SEND which is significantly above the national figure of 18.4% (EHCP and SEND support combined, school census June 2024).
- 32% of PP pupils also have SEND, some with significant barriers to learning, progress and development. Social/emotional needs are also additional barriers for some PP pupils.
- Many children enter school with low levels of language, vocabulary and comprehension skills which impacts on attainment. This includes newly arrived *Fair Access* pupils across school with little or no English.
- School is still recovering from the legacy of closures and disruption to education during the COVID-19 pandemic. This has particularly affected communication, vocabulary and knowledge retention. Gaps in writing have been a particular challenge and although much has been done to remedy this, some of our younger children are still working below age related expectations.
- The limited engagement and gaps in learning of some pupils means that only the highest quality teaching and learning opportunities must be provided. Therefore, continuous professional development remains an essential part of school improvement.
- Extended holidays abroad during term time has a detrimental impact on learning and development for a small number of pupils. School has robust systems in place to discourage this type of leave but this does not always dissuade parents as they are understandably keen to visit family abroad. Fixed penalty notices are issued to parents but do not serve as a deterrent as they often save thousands of pounds by taking holidays during term time.

External Barriers

- The home environment for some pupils eligible for PP funding is not conducive to learning – due to socio-economic factors such as low income, over-crowding and sometimes, isolation.
- The lack of spoken English at home, or greatly reduced exposure to language and vocabulary, can limit children significantly.
- Limited life experiences can have a detrimental effect on the understanding and engagement of some children. With our *Fair Access* children, these barriers are often compounded.
- Increasing numbers of parents have a limited understanding of the importance of their role in reinforcing the school's work in both the academic and personal development of their children. A small minority of parents are disinclined to support the school's ambitions for their children at home.
- A small but significant number of parents and carers rely on intensive support for issues that, on the surface, may seem beyond the remit of a school but ultimately impact the education and well-being of their children.
- The national cost of living crisis has impacted the majority of our families and their ability to meet the financial demands of running a home and providing additional opportunities for their children.

Challenges

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

Challenge number	Detail of challenge
1	Attainment To improve the outcomes for all PP children in reading, writing and mathematics.
2	Achievement To improve academic achievement for all children through high quality teaching, learning and assessment and feedback opportunities across the curriculum.
3	Engagement To improve engagement and academic achievement for all children through an inspiring curriculum, metacognition, self-regulation and personal development.
4	Language To ensure all pupils, but particularly those new to English, are given rich and varied opportunities to develop language skills and extend their vocabulary and understanding.
5	Wellbeing To identify and support the social, emotional and mental health needs of children. Children with SEND, from vulnerable families or those who have experienced trauma or disruption are potentially most affected.

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
To ensure that outcomes for PP children are at least in line with those of all other pupils in school in reading, writing and mathematics.	Outcomes for PP children are at least in line with all other children in phonics, reading, writing and mathematics.
To ensure all PP children, particularly those with SEND, make good progress from their individual starting points.	Increase in the number of children achieving end of year expectations or bespoke SEND targets.
To ensure all children receive high quality teaching, learning and assessment opportunities delivered by well trained teachers and teaching assistants.	Children continue to enjoy an inspiring, inclusive curriculum that ensures they 'know more and remember more'. Gaps in learning and development are addressed through high quality teaching and intervention.
To ensure the social, emotional and well-being needs of all PP children are supported to ensure they reach their potential.	Children's needs are met through a successful in-school, team approach and with outside agencies where appropriate.

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: **£53,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Upper KS2 Teacher Year 5 and 6 smaller class and nurture provision for SEND and vulnerable children.</p> <p>Reduced class numbers (-10) in Year 5 and 6 to increase teacher time and high quality interactions with groups or individual pupils.</p> <p>All upper KS2 children benefit from smaller class sizes and increased flexibility of organisation and quality/quantity of feedback.</p> <p>£34, 000</p>	<p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Feedback + 6 months impact</p> <p>Collaborative learning approaches + 5 months impact</p> <p>Social and emotional learning + 4 months impact</p> <p>Reducing class size + 2 months impact</p>	<p>1, 2, 3, 4 & 5</p>
<p>Lower KS2 Teacher Year 3 and 4 smaller class and nurture provision for SEND and vulnerable children.</p> <p>Reduced class number to increase teacher time and high quality interactions with groups or individual pupils.</p> <p>Children will benefit from smaller class size and increased flexibility of organisation and quality/quantity of feedback.</p> <p>Partial funding £8,000</p>	<p>The success of this approach in UPKS2 has provided leaders and governors with the evidence to extend this strategy into lower Key Stage 2</p> <p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Feedback + 6 months impact</p> <p>Collaborative learning approaches + 5 months impact</p> <p>Social and emotional learning + 4 months impact</p> <p>Reducing class size + 2 months impact</p>	<p>1, 2, 3, 4 & 5</p>

<p>Additional HLTA hours</p> <p>To provide release for teachers and phase leaders to improve teaching and learning across school.</p> <p>This will include devising bespoke knowledge organisers as part of the school's priority of improving retrieval practice so that children 'know more and remember more'</p> <p>£5,000</p>	<p>EEF Research Guidance: High Quality Teaching</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	<p>1, 2, 3 & 4</p>
<p>Continuous Professional Development</p> <p>Programme of high quality INSET and other training and resources (mainly teacher reference books) to further improve curriculum, teaching, learning & assessment.</p> <p>2024/5 & 2025/6 priorities will be reading fluency and comprehension & retrieval practice in non-core subjects.</p> <p>3 members teachers to complete middle leadership programmes (NPQLM)</p> <p>£5,000</p>	<p>EEF Research Guidance: High Quality Teaching (as above)</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>Bespoke training courses for teachers and support staff.</p> <p>Consultant training, support and challenge to develop leadership and management across school.</p>	<p>1, 2, 3, 4 & 5</p>
<p>'Learning By Questions'</p> <p>Digital resource for all children in Year 3 to Year 6.</p> <p>£1,000</p>	<p>Learning by Question is endorsed by EEF research (https://www.lbq.org/Evidence)</p> <p>Learning by Questions is 'used to support great teaching by identifying gaps, immediate feedback, increased enjoyment, targeted interventions, topic reviews and ready to progress resources.'</p>	<p>1, 2, 3 & 4</p>

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

Budgeted cost: **£31,770**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early years interventions</p> <p>Trained Level 3 Teaching Assistant to deliver interventions on a daily basis to selected children.</p> <p>(Interventions include Wellcomm, early reading, mathematics and Body Awareness)</p> <p>£10, 257</p>	<p>EEF Toolkit :</p> <p>Communication and language approaches + 7 months impact</p> <p>Early literacy approaches + 4 months impact</p> <p>Early numeracy approaches + 7 months impact</p> <p>Physical development approaches + 5 months impact</p> <p>Play-based learning + 4 months impact</p>	<p>1, 2, 3 & 4</p>
<p>Mixed class targeted HLTA/TA support</p> <p>Support in Year 1 & 2 mixed aged class to deliver age related curriculum in English and mathematics in smaller groups.</p> <p>£7,790</p>	<p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Feedback + 6 months impact</p> <p>Collaborative learning approaches + 5 months impact</p>	<p>1, 2, 3 & 4</p>
<p>Upper Key Stage 2 Tuition</p> <p>HLTA delivery of daily tuition before school for target children in Years 5 and 6.</p> <p>All sessions will be linked to classroom teaching and the curriculum.</p>	<p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Reading comprehension strategies + 6 months impact</p> <p>Feedback + 6 months impact</p>	<p>1, 2, 3 & 4</p>

<p>£3,960</p>	<p>Small group tuition + 4 months impact</p> <p>Extending school time + 3 months impact</p>	
<p>Fischer Family Trust Reading Intervention</p> <p>Trained teaching assistant to deliver daily one to one reading/writing sessions with selected children</p> <p>(Designed for children who do not have the skills to access group programmes.)</p> <p>£3, 420</p>	<p>EEF Toolkit :</p> <p>Reading comprehension strategies + 6 months impact</p> <p>Feedback + 6 months impact</p> <p>One to one tuition + 5 months impact</p> <p>Homework + 5 months impact</p> <p>Parental engagement + 4 months impact</p>	<p>1, 2, 3 & 4</p>
<p>Effective deployment of HLTAs and teaching assistants to support selected children across school.</p> <p>Delivery of targeted interventions including support for children with SEND who do not receive additional funding</p> <p>£4,000</p>	<p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Reading comprehension strategies + 6 months impact</p> <p>Feedback + 6 months impact</p> <p>Small group tuition + 4 months impact</p> <p>EEF Research Guidance ‘Making Best use of Teaching Assistants’</p>	<p>1, 2, 3, 4 & 5</p>
<p>Commission 6 week placements in local specialised nurture provision for pupils with significant behaviour needs and vulnerabilities.</p> <p>£2, 343</p>	<p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Social and emotional learning + 4 months impact</p> <p>Behaviour interventions + 4 months impact</p>	<p>3 & 5</p>

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

Budgeted cost: **£36,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Relax Kids' Out-reach teacher to deliver wellbeing and resilience development programme from Reception to Year 6.</p> <p>1 to 1 or small group intervention for the most vulnerable pupils to promote positive mental health.</p> <p>Group work for socially and emotionally vulnerable KS2 pupils in preparation for high school.</p> <p>£7,000</p>	<p>EEF Research Guidance 'Improving Social and Emotional Learning in Primary Schools'</p> <p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Social and emotional learning + 4 months impact</p> <p>Behaviour interventions + 4 months impact</p>	<p>2, 3 & 5</p>
<p>School Clubs <i>Breakfast Club</i> Children are provided with a healthy, nutritious start to every school day. Children attending school for before school tuition also given a free breakfast.</p> <p>£3,700</p> <p><i>A range of curriculum and enrichment activities including KS2 Homework Club</i></p> <p>£1,500</p>	<p>EEF Toolkit :</p> <p>Metacognition & self –regulation + 7 months impact</p> <p>Homework + 5 months impact</p> <p>Social and emotional learning + 4 months impact</p> <p>Extending school time + 3 months impact</p> <p>Children were keen to participate in a range of after school clubs. This is demonstrated through the increased % participation. Homework Club is particularly beneficial for those new to English and ensures access to ICT equipment for these children.</p>	<p>1, 2, 3, 4 & 5</p>

<p>Pupil and Families Wellbeing Lead For all children and families, but particularly those with SEND or social/emotional, academic or attendance vulnerabilities.</p> <p>PFWL to provide support and rigour to improving attendance across the federation.</p> <p>PFWL to support children with behavioural challenges or pastoral needs as part of the DSL team.</p> <p><i>Partial funding</i> £12,000</p>	<p>This key appointment has allowed senior leaders and DSLs to have more time available to focus on SEND provision and improving teaching, learning and assessment.</p> <p>EEF Research Guidance ‘Improving Social and Emotional Learning in Primary Schools’</p> <p>EEF Research Guidance ‘Working with Parents to Support Children’s Learning’</p> <p>EEF Toolkit : Metacognition and self-regulation + 7 months impact</p> <p>Parental engagement + 4 months impact</p> <p>Behaviour interventions + 4 months impact</p>	<p>1, 2, 3, 4 & 5</p>
<p>Trips and Experiences</p> <p>Reviewing and improving our curriculum engagement by providing heavily subsidised or free events/trips/visitors to school.</p> <p>Funding for inspirational visitors to school during our September Super Learning Week.</p> <p>Reception to Year 6 contribution to selected curriculum based trips for disadvantaged children.</p> <p>£10,000</p>	<p>Educational and experiential visits are an important part of our curriculum offer. Leaders believe that this provides further inspiration for pupils’ academic achievement and progress, and overall wellbeing.</p> <p>Events during Super Learning Week allow teachers to go through previous year’s reports to parents with all children. These extended conversations about academic progress and personal development are very much valued by both teachers and children.</p> <p>The cost of educational trips and visits has increased significantly in the past two years. The cost of living crisis means it is more difficult for parents to make a voluntary contribution to fund these activities.</p>	<p>2, 3, 4 & 5</p>

<p>Additional Resources</p> <p>To purchase additional resources including class sets of motivating and challenging class novels to use for teaching whole class reading fluency and comprehension.</p> <p>£2,000</p>	<p>EEF Toolkit :</p> <p>Peer tutoring + 7 months impact</p> <p>Reading comprehension strategies + 6 months impact</p> <p>Feedback + 6 months impact</p> <p>Collaborative learning approaches + 5 months impact</p>	<p>1, 2, 3 & 4</p>

Total budgeted cost: £120,970

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Outcome 1 - To ensure that outcomes for PP children are at least in line with those of all pupils in school in reading, writing and mathematics.

EYFS

End of EYFS (8/36 children)

Good Level of Development: 25% of PP children achieved GLD compared to 61% of all others.

The percentage of PP children achieving GLD has decreased by 55%, although the number of PP in the cohort was small. For non-PP children, the decrease was 4%. Overall GLD has decreased by 7% from 60% (2024) to 53% (2025). Half of the PP children in this cohort were also categorised as SEND with two having significant and complex needs. Phonics, language and personal, social and emotional development interventions were initiated immediately after 2024 baseline assessments which had a positive impact on the progress of individual pupils from their low starting points.

All children benefitted from high quality teaching, learning and assessment opportunities. Interventions (including Wellcomm) were prioritised in order to support children to develop the language skills needed to access the EYFS curriculum. Leaders monitored the impact of the daily curriculum and interventions regularly and teachers made adaptations where necessary. From September 2025, the EYFS Leader will move into Reception class from nursery to enable the school to move swiftly to support any children at risk of falling behind. PP children will be discussed individually at pupil progress review meetings and targeted for appropriate interventions at the earliest opportunity from September 2025 in order to reduce the attainment gap by summer 2026.

Key Stage 1

Phonics Screening Check (6/40 children)

67% of PP children achieved the expected standard compared to 71% of all others. The School PP result is in line with the Local Authority figure (-3%). One of the two PP children who did not meet the expected standard has significant SEND and the other narrowly missed the pass mark. School

moved to a DfE accredited phonics scheme in September 2024 and continues to embed this across EYFS and KS1.

Key Stage 2

Year 4 Multiplication Tables Check (21/40 children)

PP children achieved an average score of 21.4 (2024 national 18.9) compared to 20.9 (2023 national 21.3) for all others.

KS2 Statutory Assessments (15/41 children)

Reading				Writing				Mathematics				Grammar			
EXP +		GDS		EXP +		GDS		EXP +		GDS		EXP +		GDS	
PPG	Non	PPG	Non	PPG	Non	PPG	Non	PPG	Non	PPG	Non	PPG	Non	PPG	Non
47%	62%	27%	19%	47%	54%	0%	12%	47%	69%	20%	19%	53%	73%	33%	38%

% EXP+ in reading, writing and mathematics - PP 47% (equals national) and non-PP 50% (-19% national). It should be noted that 8 out of the 41 children in the cohort were working below the level of the tests and therefore did not sit them.

2025 reading results declined slightly on the previous year and non-PP children outperformed their PP peers by 15%. However, the gap is closing compared to last year (1%). The proportion of PP children achieving greater depth increased significantly from the previous year to 27% (+19%). This is as a result of the school's new approach to developing reading fluency and comprehension, and targeted reading tuition.

Attainment in writing declined slightly on the previous year for all children (PP down 7% and non-PP down 5%) despite structured extended writing within class, sessions with a visiting author to inspire children and small group tuition. The attainment gap between PP and non-PP has also increased slightly this year from 4% to 7%. However, leaders intend to build upon the success of the new reading approach to improve writing across school. The school's investment into high quality, whole class reading books means that these can now be used as a basis for a revised and improved writing curriculum. This year, leaders and teachers have welcomed the DfE 2025 Writing Framework and intend to use this to develop systematic and effective teaching strategies across school.

53% of PP children achieved the expected standard in SPAG compared to 73% of other children. This is a significant attainment gap of 20% compared to only 7% last year. However, leaders and

teachers are encouraged by the new Writing Framework and the impact this will have in this particular area.

The most significant attainment gap in 2025 was in mathematics which was -23% for PP pupils compared to non-PP. This was very disappointing as last year's results for the two groups were very similar. More PP children achieved greater depth than in the previous year (+14%) which is in line with non-PP outcomes. Leaders and governors recruited a senior leader from September 2025 who holds a nationally recognised qualification and expertise in leading primary mathematics. This member of staff will complete an audit of teaching, learning and assessment with a view to identifying areas for improvement.

37% of Year 6 children were entitled to additional funding through PP. Of these, 40% had SEND and 13% had significant EAL needs. Therefore, over half of PP children (53%) also had one other significant disadvantage. Leaders believe this impacted the overall end of year outcomes. However, evidence shows that these children, particularly those with significant language and vocabulary needs, made good progress from their starting points. The small group, nurture provision provided in upper Key Stage 2 ensured children were able to build the basic skills required to give them the best opportunity to adapt to the new challenges that high school will bring.

Outcome 2 - To ensure all PP children, particularly those with SEND, make expected progress from their individual starting points.

In the academic year 2024-2025, 35% of PP children across school also had SEND. In some classes, up to 80% have SEND, some of which are highly complex. These children have worked successfully towards personalised targets with additional adult support and carefully selected resources. Significant numbers of SEND children have oversight from LA advisory teachers or additional family support through medical or social care.

Teachers and teaching assistants continue to embed the improved teaching, learning and assessment procedures for all SEND children that were implemented following the whole school SEND review in 2023 -24. All classroom staff received bespoke training and support and now more children are assessed using Performance Indicators for Valued Assessment and Targeted Learning (PIVATs). This assists staff to plan for specific, appropriate and motivating learning opportunities for individuals.

The new Lower Key Stage 2 nurture provision, initiated in September 2024, supports individuals to reach their academic and personal developmental potential. Children in this class enjoy coming to school and made good progress from their individual starting points. Advisory teachers have

commended staff for their skill and hard work in achieving this inclusive approach which includes providing for a child awaiting specialist provision.

All teachers and teaching assistants who are either fully or partially funded through PP, continue to work hard to ensure all SEND children thrive both in and outside the classroom. Leaders are keen to ensure SEND pupils receive the best teaching and learning opportunities that the school can provide. In 2025, leaders received training regarding the 'double disadvantage' that children categorised as both PP and SEND are challenged with. Staff and governors are committed to developing their understanding of this and therefore support children and families more effectively. Therefore, leaders have invested in bespoke INSET training in 2025, for all staff and governors, delivered by the Head of Content and Engagement at the Education Endowment Foundation.

Outcome 3 - To ensure all children receive high quality teaching, learning and assessment opportunities delivered by well trained teachers and teaching assistants.

Teaching and learning observations carried out by phase and subject leaders provide evidence of consistently strong teaching across school. Teachers and teaching assistants accessed professional development through INSET days, staff and phase meetings and attending courses. School leaders received support and challenge from an experienced education consultant and the local School Improvement Group. Two members of staff completed National Professional Qualifications in Middle Leadership.

Reading was the focus of much of the training, trialling and evaluation in 2025. This has enhanced teacher's understanding of the importance of fluency, prosody and vocabulary acquisition in developing reading comprehension. The familiar guided reading with written comprehension tasks, was gradually replaced by whole class reading sessions across school. Leaders are encouraged to see the development of essential reading skills that children will not only apply in English but across all curriculum areas. Staff and pupil feedback questionnaires are both positive and informative regarding next steps.

Reading remains a school priority for 2025-26 and as such leaders have invested in bespoke INSET for all staff and governors, delivered by the Head of Content and Engagement at the Education Endowment Foundation. This training will have a particular focus on the support and teaching strategies that disadvantaged children require in order to overcome barriers to learning. Pupil premium monies will also be used to expand the school's stock of non-fiction texts to be used in whole class reading sessions in a bid to develop their knowledge and understanding of the world, a vital tool in improving their reading comprehension.

All teachers received training regarding the use of Knowledge Organisers to support retrieval practice across school. Additional release time was provided for all teachers to devise Knowledge Organisers for selected foundation subjects, based on an agreed format and the training received. This action required teachers to scrutinise the curriculum and focus on what children must know and remember long term. Subject leaders were also allocated time to enable them to oversee the development of Knowledge Organisers and supported teachers to adapt where necessary. Retrieval practice is now at the early stages of becoming embedded as an integral part of the school's curriculum and formative assessment practice.

The school consultant and improvement partner met with all subject leaders to review monitoring in each subject and provided curriculum guidance and next steps for improvement. He reports that subject leadership and expertise is strong in most areas and that teachers are committed to ensuring that children enjoy 'an inspiring and inclusive curriculum' that develops their long-term knowledge and understanding.

Skilled members of school staff delivered a comprehensive programme of tuition or interventions either before school or during school day. This was carried out on a 1 to 1 basis or in small groups. Leaders are currently reviewing reading interventions across school and hope to recruit a specialist member of staff to help support the learning needs of the least fluent readers in Key Stage 2.

Outcome 4 - To ensure the social, emotional and well-being needs of all PP children are supported to ensure they reach their potential.

All staff work extremely hard to both safeguard children and provide the emotional support and guidance they need in order to thrive. The needs of both children and families 'beyond education' has not only increased but has become more complex. As in other similar schools, providing support for children and families has become a much more significant part of the daily work of educators. School has now employed a permanent Pupil and Family Wellbeing Lead to work across the federation. This appointment has allowed school leaders to focus on many of the areas identified in the PP strategy plan, including SEND provision. As a result, the newly appointed SENDCo will continue to build upon the successes of the previous academic year and work with staff to improve the education and opportunities provided for all SEND pupils.

Individual and group sessions for emotionally vulnerable children took place as planned. This supported our most vulnerable children and those with needs pertaining to the family. The Pupil and Family Wellbeing Lead has increased the federation's capacity to provide essential support for children and families. The PFWL is involved in all TAC meetings or CP plans and provides informal support/signposting to families who are identified by the DSL team.

Children's social, emotional and wellbeing was supported and developed through a variety of whole class, group and individualised programmes and school clubs. All children from Reception to Year 6 took part in 12 hours of 'Relax Kids' across the year. This practice is now embedded across school and strategies compliment class work related to metacognition and self-regulation.

Our school 'Pastoral Passport' system continued to support children's social, emotional and behavioural needs. Where appropriate, children with greater needs were referred to other agencies to access further help. However, pressure on these local services means referrals are rarely successful so staff do what is reasonably possible in school to support children and their families. School funded short-term placements at a local specialised nurture provision in order to support two children and their families.

During last academic year, it became apparent that the behaviour of small groups or individuals was having a negative impact on the learning and well-being of others in the classrooms or the school yard. As a result, valuable teaching and learning time was being lost and some children, particularly in KS2, felt vulnerable at breaktimes. Leaders reviewed and analysed incidents of poor behaviour and current break time arrangements, and consulted with staff and children. Following a consultation with parents, a new Behaviour Policy was trialled and came into effect in September 2025.

Leaders and governors implemented a new Attendance Policy that came into effect from September 2024. Rigorous procedures are now in place and applied consistently to promote and support good attendance for all children. This has resulted in much improved attendance in the academic year 2024-25.

Overall attendance

Whole school = 95.5% (national average 94.8%)

Pupil Premium children = 95.9% (similar schools 93.6%)

Persistent Absence

Whole School = 4.8% (national average 12.6%)

Pupil Premium children = 0.9%

Children enjoyed a wide range of after school clubs including reading, SATs revision and a variety of sports clubs. The breakfast and Key Stage 2 homework clubs ran all year and proved to be very popular. Homework club continued to be very popular and up to 45% of attendees were eligible for PP and 27% SEND. Our breakfast club also provided food for children attending morning tuition sessions which proved to be very successful.

All clubs were attended by between 11% and 56% of PP children. Numbers of SEND children accessing clubs increased again this year with some having up to 75%. The offer of extra curriculum clubs has been reviewed in order to encourage increased participation by girls. Reading, First Aid, dance, sewing and art clubs were particularly popular choices for girls.

Increased funding was allocated to subsidise educational visits due to the increased living costs families are currently experiencing. Educational, experiential visits, and whole school events such as Super Learning Week are an important part of the school's curriculum offer. Leaders believe that this provides further inspiration for pupils' academic achievement and progress, and overall wellbeing.

Externally provided programmes

Programme	Provider
Wellcomm	GL Assessment
Body Awareness	Blackburn with Darwen SEND Support Service
See and Learn	Blackburn with Darwen SEND Support Service
Attention for Learning (autism)	Blackburn with Darwen SEND Support Service
FFT Reading Intervention	Fischer Family Trust
Read Write Inc	Ruth Miskin
Rising Stars Assessments	Hodder Education
British Picture Vocabulary Scale	GL Assessment
York Assessment for Reading Comprehension	GL Assessment
Relax Kids	Relax Kids Franchise
Kagan	Kagan Ltd CPD
Learning by Questions	Learning by Questions
Times Tables Rockstars	Maths Circle Ltd
Mathletics	Mathletics