

Pupil Premium Strategy Statement

2024-2027 (December Review Annually)

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

| Detail | Data |
|--|-----------------------------|
| School name | Manston Primary School |
| Number of pupils in school | 211 (no Nursery) |
| Proportion (%) of pupil premium eligible pupils | 63 – 29.8% |
| Academic year/years that current strategy covers | 2024 - 2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 / 2026 / 2027 |
| Statement authorised by | James Clay |
| Pupil premium lead | James Clay |
| Governor lead | Henry McVittie |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £97,680 |
| Recovery premium funding allocation this academic year | £2,646 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £100,680 |

Year group characteristics 2024

| | Number on roll | % FSM6 | % EAL |
|-----------|----------------|--------|-------|
| Reception | 30 | 10 | 3 |
| Year 1 | 28 | 39 | 4 |
| Year 2 | 31 | 29 | 0 |
| Year 3 | 30 | 40 | 0 |
| Year 4 | 30 | 37 | 13 |
| Year 5 | 29 | 45 | 7 |
| Year 6 | 30 | 30 | 10 |

Statement of Intent

At Manston Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, discovering and developing talents and interests that they will pursue in later life. The following contextual information gives a good flavour of the eclectic mix within the school. The catchment area is varied and wide. Two thirds of our children come from the Grimes Dyke and Swarcliffe areas, which are not directly next to the school, and one third come from a more affluent estate in Crossgates. The range of living situations tends to lie at two extremes, school maps and tracks this as it changes based on cohort progression.

"Unemployment is prevalent in some parts of the local area with high levels of social deprivation and increasing incidents of domestic violence and mental health issues. Aspiring families sometimes move from the area when the opportunities arise. To address this, we:

- Form close, supportive, and open relationships with families, allowing appropriate challenge. This is especially true for families of vulnerable learners
- Ensure that our school has staff dedicated to supporting our pupils and family's needs
- Overcome barriers to learning through school-based support, supportive and challenging relationships with parents\carers and excellent work with external agencies
- Give children an aspirational outlook for the future.
- Excite and enthuse children to learn through a creative curriculum and the development of enterprise skills.
- Ensure that we provide challenge to all pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and/or are Children Looked After (CLA). The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our educational approach will be responsive to common challenges and individual needs, rooted in robust assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and supported in their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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Challenges

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

| Challenge | Detail of challenge |
|-----------|---|
| 1 | Due to not having a school Nursery, children arrive in Reception class from different settings. This makes the low starting points of some children even lower. Many are living in language poor contexts and limited life experiences. |
| 2 | Reading skills are hampered by lack of vocabulary. Assessments, observations, and discussions with pupils indicate underdeveloped oracy skills that are evident from Reception through to KS2 for some pupils. |
| 3 | Maths can be a struggle for some children who cannot use basic recall to help them tackle maths learning. Access to adults who are confident in maths outside of school or who act as 'maths role models' is limited for some pupils. |
| 4 | Attendance – a range of attendance strategies are in place at school and have made a measurable and significant difference to pupils against national and local data. However, continued ongoing support and challenge around attendance is still needed for some disadvantaged children with persistent absence. Some of these children have multiple vulnerabilities, that can negatively affect their attendance. |
| 5 | Lack of parental and confidence or support , stemming from their own educational experiences and other pressures in their lives. This can manifest in a number of ways including but not limited to: academic performance, personal development and in terms of a pupil's individual needs for learning or behaviour support. |
| 6 | Some families have difficulty paying for extra-curricular activities such as day trips in all year groups and residential experiences in Y5 and Y6 |
| 7 | Writing – School have increasingly seen the impact on writing post pandemic and have put measures into place to tackle this over time. However, this is a target area for the school for all pupils including those that are pupil premium. |

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 |
|---|--|
| Reading & writing attainment and/or progress will be accelerated as soon as children start school, to aid their academic achievements. | From very low starting points, most pupil premium children will reach or exceed expected standards by the end of KS2. Data shows how these children make accelerated progress during their academic journey in school. |
| Maths attainment and/or progress will be accelerated as soon as children start school, to aid their academic achievements. | From very low starting points, most pupil premium children will reach or exceed expected standards by the end of KS2. Data shows how these children make accelerated progress during their academic journey in school. |

| | |
|---|---|
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained, improved attendance demonstrated by: The overall absence rate for all pupils being as near as possible to the current national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being narrowed. The percentage of all pupils who are persistently absent being below the current national average, and the figure among disadvantaged pupils being no more than their peers.</p> |
|---|---|

Activity in this academic year (2024-2025)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £18,000

| Activity | Evidence that supports this approach | Challenges |
|--|--|------------------|
| Recruitment and retention processes are strong and rigorous. Time is spent well ensuring that the best teachers join the team at Manston | All forms of monitoring teaching and learning such as: lesson visits, pupil voice, work scrutiny and triangulation should show the high calibre of classroom staff. All classes have substantial numbers of adults to pin-point extra teaching when needed. | 1, 2, 3,7 |
| Planned and sequenced CPD linked to the curriculum and Quality First Teaching | Evidence by the EEF into its tiered approach model for quality teaching shows how important this is to effective pedagogy and the provision of an enriched curriculum: <ul style="list-style-type: none"> increased participation in enrichment activities, particularly among disadvantaged pupils increased enhancement opportunities – trips, residential, visitors; accessed by all through school a large variety of activities undertaken by pupils throughout the year | 1, 2, 3,7 |
| High quality teaching of Early Reading. The school uses the Floppy's Phonics scheme in its entirety and with fidelity throughout school. | Floppy's Phonics training is always being refreshed so that it is delivered in line with the scheme's directives. The impact on children's reading is already showing good results. 'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research. | 1, 2.7 |
| Curriculum leadership support Frequent time release is given to staff members for them to improve the curriculum offer to all children. | All cover is provided by internal staff who the children are familiar with – more settled behaviour and focused learning attitudes. Subject leaders, ECT teacher, well-being time, reading/phonics leader have time to focus on these areas on a rolling program. SDP priorities given more time and focus. | 1, 2, 3 |

Targeted academic support

Budgeted cost: £120,000

| Activity | Evidence that supports this approach | Challenges |
|--|---|------------------|
| Wide range of school interventions in house, delivered during the school day and an afterschool Y6 Maths booster groups. | Assessment information internal and published. Tracking progress of intervention impact Data analysis | 1, 2, 3 |
| To provide interventions and support behaviour there is high staffing in all classes to target children during QFT and improve learning focus. | EEF research: 'Behaviour interventions' has a high impact of (+4 months) for a moderate cost. | 1,2,3,5 |
| Phonics interventions are in place for lowest 20% children regardless, but most are disadvantaged. Tracking in place throughout the school (Y3-Y6) | 'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research. | 2 |
| Interventions from outside school eg. SEMH workers and playworker sessions. Referrals are made by the safeguarding/wellbeing leader in school. | EEF research: 'social and emotional learning' which has high impact (+4 months) for relatively small cost. | 1, 2,4, 5 |
| The Tutor Trust charity is used for reading and maths support for Year 5 and/or 6 children. These groups aim to contain 75% pupil premium pupils. | EEF: 'Tutoring' has an impact of +5 months for 1:1 tuition, and +4 months 'small group tuition' | 1 , 2 |
| Speech and Language therapist working in school 1 day per fortnight Speech and Language assistant working in school 1 morning each week. | EEF research: 'Oral Language interventions' has a high impact +6 months with moderate-to-low cost. | 1 |
| Use of Lexia specialist literacy software supports pupils from Year 1 to Year 6 by providing personalised learning to develop reading and literacy skills. The program adapts to individual needs, allowing teachers to monitor progress and target support effectively. | 'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research. | 1,2,7 |

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Wider strategies

Budgeted cost: £24,000

| Activity | Evidence that supports this approach | Challenges |
|--|--|-------------|
| To provide enhanced attendance support (and other forms of support) to families in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than the current national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers narrowing. the percentage of all pupils who are persistently absent being below the current national average, and the figure among disadvantaged pupils being no more than their peers. NfER - Being Present: the Power of Attendance and Stability for Disadvantaged Pupils | 4, 5 |
| Membership in the local Cluster provides access to a network of schools working collaboratively to address attendance and well-being issues. | <ul style="list-style-type: none"> Membership in the local Cluster provides access to a network of schools working collaboratively to address attendance and well-being issues. The school's attendance officer attends Cluster meetings regularly to share insights and strategies for improving pupil attendance. The Cluster also facilitates the use of an attendance collection system, enabling schools to coordinate home visits for students with persistent absence, which has been shown to effectively re-engage students and improve attendance rates. The Cluster partnership allows access to therapeutic services such as play therapy and counselling, providing essential support to pupils with emotional or mental health needs. Accredited courses, both in-person and virtual, are also offered to parents, equipping them with skills and knowledge to support their children's education and overall wellbeing. This can also link to work with a family support worker. | 4, 5 |
| Lack of parental confidence support and, stemming from their own educational experiences and other pressures in their lives. Shine charity works with target parents with younger children. They showed | <p>EEF 'parental engagement' research: high impact (+4 months) for relatively low cost.</p> <p>Covid disruption has hindered contact, but a good number engaged with Y1 phonics meetings recently.</p> | 5 |

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| | | |
|---|---|-----------------------|
| <p>how to play games (pm session) and gave them things to go home with. Established relationships between staff and community.</p> <p>Remote learning provision and home learning</p> | <p>EYFS stay and play sessions have been reintroduced. Attendance numbers will give engagement information</p> <p>Home learning (especially reading) has been covered in 'meet the teacher' presentations at the start of the year including a specific 'reading' meeting for new Reception parents.</p> <p>EEF: 'Homework' and remote learning research shows an impact of +5 months for children.</p> | |
| <p>Residential Visits</p> <p>Y5 – Bewerly Park</p> <p>Y6 – Bewerly Park</p> <p>Partly subsidised elements of trips for all classes.</p> | <p>Research on 'outdoor and adventure learning' and 'metacognition and self-regulation' has significant impact (+7 months) justifying the high cost.</p> | <p>6</p> |
| <p>Educational visits, visitors</p> <p>Life skills experiences</p> <p>Partly subsidised</p> | <p>Research on 'Outdoor and adventure learning' and 'metacognition and self-regulation' has significant impact (+7 months) justifying the high cost.</p> | <p>6</p> |
| <p>Breakfast club /ASC is offered to families who need targeted places on an individual basis</p> | <p>Hunger poverty can be a barrier to learning.</p> | <p>4, 5</p> |
| <p>Contingency fund for acute issues.</p> | <p>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.</p> | <p>All</p> |
| <p>Implement Zones of Regulation across the school to help PP pupils develop self-regulation skills. Activities include staff training, embedding strategies into daily routines, targeted interventions for PP pupils, and parental workshops to support home use. Impact will be monitored through behaviour data, pupil voice, and parental feedback.</p> | <p>According to the Education Endowment Foundation (EEF), self-regulation interventions can lead to significant improvements in behaviour and academic outcomes, particularly for disadvantaged pupils. Evidence suggests that programmes focusing on emotional regulation can enhance pupils' resilience and reduce behaviour incidents, supporting the progress and well-being of PP pupils.</p> <p>EEF research: 'Behaviour interventions' has a high impact of (+4 months) for a moderate cost.</p> | <p>1,2,5,7</p> |

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Part B: Review of outcomes Dec 25

| Year Group | 2024/25 | | 2025/26 | |
|--------------|----------------------|----------------------------|-----------------|------------|
| | Total PP Pupils | % of Class | Total PP Pupils | % of Class |
| Rec | 3 out of 30 | 10.0% | 1 of 29 | 3% |
| Y1 | 5 out of 29 | 17.2% | 6 of 29 | 21% |
| Y2 | 13 out of 31 | 41.9% | 5 of 29 | 17% |
| Y3 | 12 out of 30 | 40.0% | 13 of 31 | 42% |
| Y4 | 13 out of 31 | 41.9% | 9 of 31 | 29% |
| Y5 | 10 out of 30 | 33.3% | 11 of 29 | 38% |
| Y6 | 8 out of 30 | 26.7% | 10 of 30 | 33% |
| Total | 63 out of 211 | 30% of total school | | |

| Tier 1 Teaching | | | |
|---|------|---|---|
| Barriers to Learning Strategies / actions | Cost | Projected Impact (data where possible) | Actual Impact Annual Review |
| Recruitment and retention processes are strong and rigorous. Time is spent well ensuring that the best teachers join the team at Manston | | All forms of monitoring teaching and learning such as: lesson visits, pupil voice, work scrutiny and triangulation should show the high calibre of classroom staff. All classes have substantial numbers of adults to pin-point extra teaching when needed. | No vacancies, all roles advertised received a good number of applications and provided a field for interview. Continuation of school's extra efforts to advertise and show around candidates school. |
| Planned and sequenced CPD linked to the curriculum and Quality First Teaching | | <p>Evidence by the EEF into its tiered approach model for quality teaching shows how important this is to effective pedagogy and the provision of an enriched curriculum:</p> <ul style="list-style-type: none"> increased participation in enrichment activities, particularly among disadvantaged pupils increased enhancement opportunities – trips, residential, visitors; accessed by all through school <p>a large variety of activities undertaken by pupils throughout the year</p> | <p>Ongoing success, evidenced by outcomes in school which were strong for 2025 in many areas. See Data Sumamry 2025 for specific areas of strength and development.</p> <p>A range of trips, workshops and visitors took place in 2024-25. These were very positive experiences for pupils and enhanced learning and learning behaviours throughout school.</p> <p>All trips and enrichment added to Arbor to</p> |

| | | | enable data analysis end of 25-26. Well Leeds annual report showed high engagement from school against peers locally. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|---|--|------------------------|-----------|-----------|------------------------|------|------|------|------|------------|--------|------|------|------|---------|-----|------|------|------|-------------|---------|-------|------|------|------------|---------------|-------|------|------|------------|--------|------|------|------|---------|-----|-------|------|------|------------|---------|------|------|------|---------|-----|-------|-------|-------|--------------|--|
| Floppy's Phonics training is always being refreshed so that it is delivered in line with the scheme's directives. The impact on children's reading is already showing good results. | | 'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research. | PSC Data as Data Summary 25 – 80% of PP pupils achieved the pass score. This is inline with national data for all pupils of 80%. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th>Student Group</th> <th>2022/2023</th> <th>2023/2024</th> <th>2024/2025</th> <th>Change since 2023/2024</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>75.0</td> <td>81.3</td> <td>73.3</td> <td>down -7.9%</td> </tr> <tr> <td>Female</td> <td>94.4</td> <td>84.6</td> <td>93.3</td> <td>up 8.7%</td> </tr> <tr> <td>SEN</td> <td>33.3</td> <td>60.0</td> <td>50.0</td> <td>down -10.0%</td> </tr> <tr> <td>Not SEN</td> <td>100.0</td> <td>94.7</td> <td>91.7</td> <td>down -3.1%</td> </tr> <tr> <td>Pupil Premium</td> <td>100.0</td> <td>81.8</td> <td>80.0</td> <td>down -1.8%</td> </tr> <tr> <td>Not PP</td> <td>80.0</td> <td>83.3</td> <td>84.0</td> <td>up 0.7%</td> </tr> <tr> <td>FSM</td> <td>100.0</td> <td>81.8</td> <td>75.0</td> <td>down -6.8%</td> </tr> <tr> <td>Not FSM</td> <td>81.8</td> <td>83.3</td> <td>84.6</td> <td>up 1.3%</td> </tr> <tr> <td>EAL</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>neutral 0.0%</td> </tr> </tbody> </table> | Student Group | 2022/2023 | 2023/2024 | 2024/2025 | Change since 2023/2024 | Male | 75.0 | 81.3 | 73.3 | down -7.9% | Female | 94.4 | 84.6 | 93.3 | up 8.7% | SEN | 33.3 | 60.0 | 50.0 | down -10.0% | Not SEN | 100.0 | 94.7 | 91.7 | down -3.1% | Pupil Premium | 100.0 | 81.8 | 80.0 | down -1.8% | Not PP | 80.0 | 83.3 | 84.0 | up 0.7% | FSM | 100.0 | 81.8 | 75.0 | down -6.8% | Not FSM | 81.8 | 83.3 | 84.6 | up 1.3% | EAL | 100.0 | 100.0 | 100.0 | neutral 0.0% | |
| Student Group | 2022/2023 | 2023/2024 | 2024/2025 | Change since 2023/2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 75.0 | 81.3 | 73.3 | down -7.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 94.4 | 84.6 | 93.3 | up 8.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEN | 33.3 | 60.0 | 50.0 | down -10.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not SEN | 100.0 | 94.7 | 91.7 | down -3.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium | 100.0 | 81.8 | 80.0 | down -1.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not PP | 80.0 | 83.3 | 84.0 | up 0.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FSM | 100.0 | 81.8 | 75.0 | down -6.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not FSM | 81.8 | 83.3 | 84.6 | up 1.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EAL | 100.0 | 100.0 | 100.0 | neutral 0.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Tier 2 Targeted Academic Support

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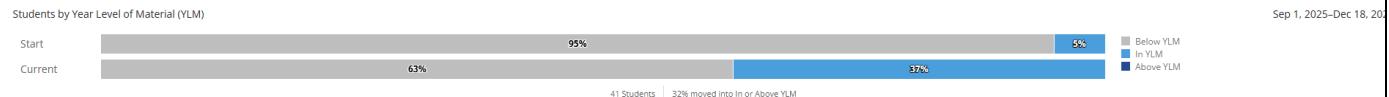
| Barriers to Learning Strategies / actions | Cost | Projected Impact | Actual Impact Annual Review | | | | | | | | | | |
|--|---------|--|--|---------|---------|---------|---------|-----------------------|-----|-----|-----|-----|--|
| Wide range of school interventions in house, delivered during the school day and an afterschool Y6 Maths booster groups. | | <p>Assessment information internal and published. Tracking progress of intervention impact</p> <p>Data analysis</p> | <p>KS2 maths, writing and SpaG levels remain consistent and in-line/above national. Levels of PP pupils declined from previous year. See data and analysis.</p> <p>Year 6 Maths booster continues to run with full attendance.</p> <p>Continued use of Tutor Trust for reading and maths interventions – clear focus on Pupil Premium pupils for this.</p> | | | | | | | | | | |
| To provide interventions and support behaviour there is high staffing in all classes to target children during QFT and improve learning focus. | | EEF research: 'Behaviour interventions' has a high impact of (+4 months) for a moderate cost. | Behaviour interventions now more formalised with new BIO role in place from September 2025. Behaviour data as below. | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th>Year</th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr> </thead> <tbody> <tr> <td>Incidents Total Aut 1</td><td>126</td><td>183</td><td>293</td><td>111</td></tr> </tbody> </table> | Year | 2022-23 | 2023-24 | 2024-25 | 2025-26 | Incidents Total Aut 1 | 126 | 183 | 293 | 111 | |
| Year | 2022-23 | 2023-24 | 2024-25 | 2025-26 | | | | | | | | | |
| Incidents Total Aut 1 | 126 | 183 | 293 | 111 | | | | | | | | | |
| Phonics interventions are in place for lowest 20% children regardless, but most are disadvantaged. Tracking in place throughout the school (Y3-Y6) | | 'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research. | 80% of PP pupils achieved the PSC in 2025. In line with previous year and above national for all pupils. | | | | | | | | | | |
| Interventions from outside school eg. SEMH workers and playworker sessions. Referrals are made by the safeguarding/wellbeing leader in school. | | EEF research: 'social and emotional learning' which has high impact (+4 months) for relatively small cost. | Evidence from behaviour monitoring, pupil survey data (Zones of Regulation Evaluation 2024-25 (1).docx - | | | | | | | | | | |

| | | | |
|--|--|--|---|
| | | | <p><u>Pupil Survey Results 2025.docx</u></p> <p>and case studies shows needs are met and that social and emotional learning needs are met. This process is ongoing for our school with new needs identified early. However, elevation to specialists can often have a significant wait time. This only reinforces the need for school to focus on early identification and support.</p> |
| <p>The Tutor Trust charity is used for reading and maths support for Year 5 and/or 6 children. These groups aim to contain 75% pupil premium pupils.</p> | | <p>EEF: 'Tutoring' has an impact of +5 months for 1:1 tuition, and +4 months 'small group tuition'</p> | <p>Ongoing monitoring of this intervention is in place with pupils selected based on data criteria.</p> |
| <p>Speech and Language therapist working in school 1 day per fortnight</p> <p>Speech and Language assistant working in school 1 morning each week.</p> | | <p>EEF research: 'Oral Language interventions' has a high impact +6 months with moderate-to-low cost.</p> | <p>High levels of support in place for pupils. Linked to positive feedback from HNS staff, reports and parents.</p> |
| <p>Use of Lexia specialist literacy software supports pupils from Year 1 to Year 6 by providing personalised learning to develop reading and literacy skills. The program adapts to individual needs, allowing teachers to monitor</p> | | <p>'Reading strategies' has a high impact on pupil outcomes (+6 months) for a relatively low cost according to EEF research.</p> | <p>19/41 (465) pupils currently on Lexia are PP. This is an over representation of the group PP size. Pupils are placed on Lexia to support difficulties or gaps in literacy skills (spelling, reading, word level..) and show good progress over time. Current</p> |

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| progress and target support effectively. | | | Lexia cohort data shows increase of 5% to 37% for those accessing age expected material over the Aut term. |
|--|--|--|--|



Tier 3 Wider Strategies

| Barriers to Learning Strategies / actions | Cost | Projected Impact | Actual Impact Annual Review |
|---|------|---|--|
| To provide enhanced attendance support (and other forms of support) to families in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than the current national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers narrowing. the percentage of all pupils who are persistently absent being below the current national average, and the figure among disadvantaged pupils being no more than their peers. <p>NfER - Being Present: the Power of Attendance and Stability for Disadvantaged Pupils</p> | <p>Dec 25 Attendance data Sept 25 – 15/12/25: Arbor. PP 93.7% vs. Non PP 96.1%</p> <p>Annual Attendance data analysis shows that PP pupils are overly represented in PA data and emphasise the need for continued challenge and support of this demographic. Full analysis - CP,Att, Behaviour and Admission Data Overview 2025-26.docx.docx</p> <p>Targeted support meeting with LCC attendance team - Aug 25 highlighted many strengths in the school approach and additional actions to address PP (or other) groupings).</p> |
| Lack of parental confidence support and, stemming from their own educational experiences and other pressures in their lives. | | <p>EEF 'parental engagement' research: high impact (+4 months) for relatively low cost.</p> <p>Covid disruption has hindered contact, but a good number</p> | <p>School continues to promote home learning especially in UKS2 with it being a key feature of parental consultation. Many events in school held</p> |

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| Shine charity works with target parents with younger children. They showed how to play games (pm session) and gave them things to go home with. Established relationships between staff and community. Remote learning provision and home learning | | <p>engaged with Y1 phonics meetings recently.</p> <p>EYFS stay and play sessions have been reintroduced. Attendance numbers will give engagement information</p> <p>Home learning (especially reading) has been covered in 'meet the teacher' presentations at the start of the year including a specific 'reading' meeting for new Reception parents.</p> <p>EEF: 'Homework' and remote learning research shows an impact of +5 months for children.</p> | <p>to encourage parental engagement and ways to be involved in wider school life.</p> <p>Reading meetings held for reception parents and meet the teacher for all other classes Sept 25.</p> |
| Residential Visits Y5 – Bewerly Park Y6 – Bewerly Park Partly subsidised elements of trips for all classes. | | Research on 'outdoor and adventure learning' and 'metacognition and self-regulation' has significant impact (+7 months) justifying the high cost. | 2026 Residential attendees are 30% PP, inline with whole school proportions. |
| Educational visits, visitors Life skills experiences Partly subsidised | | Research on 'Outdoor and adventure learning' and 'metacognition and self-regulation' has significant impact (+7 months) justifying the high cost. | Educational Visits attended by all pupils; no instances of visit being cancelled due to lack of parental contributions even if not all parents contribute. |
| Breakfast club /ASC is offered to families who need targeted places on an individual basis | | Hunger poverty can be a barrier to learning. | Ad hoc places offered. Extended services managed proactive in reminding parents of subsidies and tax free schemes. |
| 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. | |
| Implement Zones of Regulation across the school to help PP pupils develop self-regulation skills. Activities include | | According to the Education Endowment Foundation (EEF), self-regulation interventions can lead to significant improvements in behaviour and academic outcomes, | Zones of regulation review shows strong understanding of approach and behaviour data shows |

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| <p>staff training, embedding strategies into daily routines, targeted interventions for PP pupils, and parental workshops to support home use. Impact will be monitored through behaviour data, pupil voice, and parental feedback.</p> | | <p>particularly for disadvantaged pupils. Evidence suggests that programmes focusing on emotional regulation can enhance pupils' resilience and reduce behaviour incidents, supporting the progress and well-being of PP pupils.</p> <p>EEF research: 'Behaviour interventions' has a high impact of (+4 months) for a moderate cost.</p> | <p>impact in Aut 1 with vastly reduced incidences.</p> |
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