

# Pupil premium strategy statement – Gilthill Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Nicky Allison (Headteacher)
Pupil premium lead	Nicky Allison
Governor / Trustee lead	Cath Barker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£60,600  Total spend £76,941 Overspend of £16,341

# Part A: Pupil premium strategy plan

## Statement of intent

### Pupil Premium Statement of Intent

Our ultimate aim is to ensure that every disadvantaged pupil at our school is provided with the opportunities, support, and challenge they need to **reach their full potential**. Specifically, we aim to:

- **Narrow attainment gaps** between disadvantaged and non-disadvantaged pupils in all subjects.
- **Support pupils' health and mental wellbeing**, recognising that emotional resilience and security are vital foundations for learning.
- **Provide pastoral support for vulnerable pupils and their families**, so that barriers to learning outside the classroom are reduced.
- **Broaden horizons** through access to a wide range of extra-curricular, cultural, and enrichment activities.
- **Secure strong attendance rates** for disadvantaged pupils, recognising that regular attendance is a cornerstone of educational success.

Our current Pupil Premium strategy plan is built on a combination of **targeted academic support, holistic pastoral provision, and enrichment opportunities**. We work towards our objectives by:

- Prioritising **quality first teaching** to ensure that classroom practice is inclusive, ambitious, and meets the diverse needs of all learners.
- Using our **Pupil Premium calculator** and other diagnostic tools to identify individual needs, ensuring funding is allocated strategically and in an evidence-based way.
- Delivering **small group and one-to-one interventions** led by skilled teaching assistants and teachers, focused on raising attainment in core subjects.
- Embedding a **strong programme of pastoral support** for children and families, including access to mental health resources and early help where required.
- Increasing **opportunities for enrichment**, ensuring that disadvantaged pupils benefit from the same range of cultural, sporting, and extra-curricular experiences as their peers.
- Implementing robust **attendance monitoring and intervention**, ensuring disadvantaged pupils attend school consistently and on time.

### What are the key principles of your strategy plan?

**Equity and inclusion** – Every child deserves access to high-quality education and the chance to succeed.

**Quality first teaching** – The most effective way to raise outcomes is to ensure teaching is consistently strong and inclusive.

**Evidence-based allocation of resources** – Funding decisions are guided by robust evidence of impact, recognising that not all pupils in receipt of free school meals face the same barriers.

**Early intervention and targeted support** – We prioritise timely and precise interventions for pupils who are falling behind, both academically and pastorally.

**Staff training and development** – Teachers and support staff are equipped with the knowledge and skills to meet the needs of disadvantaged pupils.

**Whole-child approach** – Recognising the importance of wellbeing, enrichment, and family support alongside academic progress.

**High expectations** – We maintain high aspirations for all disadvantaged pupils, ensuring they are supported and challenged to achieve their potential.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Internal assessments (PP calculator) indicate that a proportion of our disadvantaged pupils are not yet meeting age-related expectations in writing. Out of 33 pupils identified as Pupil Premium, 12 children (36%) are working towards the expected standard (WTS) or below in writing.</p> <p>This challenge is compounded by the fact that 4 of our disadvantaged pupils also have SEND needs, and these pupils are disproportionately represented among those below the expected standard. Observations and book looks suggest that barriers include weaker transcription skills and difficulties in sustaining writing stamina.</p>
2	<p>Internal assessments indicate that a proportion of our disadvantaged pupils are not yet meeting age-related expectations in maths. Out of 33 pupils identified as Pupil Premium, 10 children (30%) are working towards the expected standard (WTS) or below.</p> <p>This challenge is particularly acute for disadvantaged pupils who also have SEND needs (4 pupils), as they are disproportionately represented among those below the expected standard. Observations and pupil voice highlight barriers including difficulties with number fluency, recall of multiplication facts, and application of mathematical reasoning in problem-solving contexts.</p>
3	<p>Attendance data indicates that while overall Pupil Premium attendance has improved steadily over the past three years (+2.3%), persistent absence among this group has increased by 1.3%. At the end of the most recent academic year, 5 out of 33 disadvantaged pupils (15%) had attendance below 90%, classifying them as persistently absent.</p> <p>Persistent absence is a particular concern as it directly impacts academic attainment, access to enrichment opportunities, and overall wellbeing. For some families, barriers include health concerns, parental engagement with school routines, and wider socio-economic challenges.</p>
4	<p>Our Pupil Premium calculator highlights that 5 of our disadvantaged pupils score 6 or more on the 'family circumstances' disadvantage index, indicating significant barriers linked to family circumstances. These include limited parental support at home, reduced engagement with school activities, and restricted opportunities to access enrichment or cultural experiences beyond school.</p> <p>Such challenges can affect pupils' ability to consolidate learning outside of school, reduce the positive impact of parental engagement, and limit children's aspirations and confidence. Without targeted support, these factors risk contributing to lower academic outcomes and reduced personal development for the pupils affected.</p>
5	<p>Assessments, observations, and pupil discussions indicate that underdeveloped oral language skills remain a significant challenge for many disadvantaged pupils.</p> <p>Our recent work with oracy and Voice 21 has started to close this gap; however, progress is not yet consistent across all cohorts. This challenge is further compounded by the fact that 3 disadvantaged pupils score 7 or more on the 'social and emotional needs' section of our Pupil Premium calculator, particularly around self-esteem and confidence.</p> <p>Underdeveloped oral language limits pupils' ability to participate fully in lessons, impacts vocabulary acquisition, and can hinder progress in reading and writing. Low confidence and self-esteem exacerbate these challenges, creating barriers to participation and achievement.</p>

	Further developing oracy will not only strengthen pupils' communication and learning but also support improvements in confidence and resilience, helping to reduce these high indicator scores over time.
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## 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
By the end of the strategy cycle, disadvantaged pupils currently below age-related expectations in writing will make accelerated progress, with a greater proportion achieving the expected standard. The attainment gap between disadvantaged and non-disadvantaged pupils will reduce over time.	<p>At least 50% of the identified disadvantaged pupils, who do not have an identified SEND need, currently working towards age-related expectations achieve the expected standard in writing by the end of KS2.</p> <p>Disadvantaged pupils with SEND make measurable progress from their starting points, including improved transcription accuracy and increased writing stamina.</p> <p>Internal assessments and book looks show a year-on-year reduction in the proportion of disadvantaged pupils below age-related expectations in writing.</p>
By the end of the strategy cycle, disadvantaged pupils currently below age-related expectations in maths will make accelerated progress, with a greater proportion achieving the expected standard. The attainment gap between disadvantaged and non-disadvantaged pupils will narrow year on year.	<p>At least 50% of the identified disadvantaged pupils, who do not have an identified SEND need, currently working towards age-related expectations achieve the expected standard in maths by the end of KS2.</p> <p>All disadvantaged pupils with SEND make measurable progress from their individual starting points, particularly in number fluency and problem-solving.</p> <p>Internal assessment data shows year-on-year reduction in the proportion of disadvantaged pupils below age-related expectations in maths.</p>
By the end of the strategy cycle, disadvantaged pupils will have improved attendance, with persistent absence reduced to below national figures.	<p>Overall attendance for disadvantaged pupils remains at or above 95%, sustaining the three-year upward trend. Persistent absence for disadvantaged pupils reduces from 15% to below 13%, with a year-on-year downward trajectory.</p> <p>Attendance gaps between disadvantaged and non-disadvantaged pupils narrow annually.</p> <p>Monitoring shows that attendance interventions (e.g. family support, targeted mentoring, incentives) lead to measurable improvements for identified pupils.</p>
Disadvantaged pupils facing significant barriers due to family circumstances will be better supported both academically and pastorally, ensuring they have access to the same enrichment opportunities as their peers.	<p>Increased levels of parental engagement with school events, workshops, and home learning support.</p> <p>All pupils identified with high disadvantage scores (6+) participate in enrichment or cultural activities during the academic year.</p> <p>Evidence from pupil voice and pastoral records shows improved confidence, aspirations, and readiness to learn.</p>

	Attainment and progress data demonstrate that these pupils are making progress in line with their peers, with gaps narrowing over time.
By the end of the strategy cycle, disadvantaged pupils will show improved oral language skills and greater confidence in speaking and learning, leading to stronger engagement across the curriculum. Developing oracy will also support pupils' self-esteem and resilience, particularly for those identified as having high social and emotional needs.	Pupil voice and lesson participation records show that disadvantaged pupils are more confident in contributing to class discussions and group work.  Mental health needs traffic lights assessments show year-on-year improvement for identified pupils, with scores for confidence and resilience moving from red/amber towards green.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,881

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to online reading scheme through Little Wandle	<a href="#">EEF Effective Parental Engagement +3</a> By offering online reading material that is matched to our phonics scheme parents can support early reading at home	4
Purchase of standardised diagnostic assessments. (CAT 4)  Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:  <a href="#">Diagnostic assessment   EEF</a>	1, 2,
Implementing a bespoke oracy framework through <b>Voice 21</b> programme. This will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom have a high impact on attainment.  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://voice21.org/our-mission/">https://voice21.org/our-mission/</a>	1, 2, 5

<i>Purchase B Squared software and staff training to support pupil tracking and evidence of learning.</i>	<p>The purchase of digital technology can enhance teaching and learning by enabling staff to track pupil data more effectively and respond quickly to emerging needs. As highlighted in the EEF guidance on digital technology, schools can use technology not only to influence classroom practice but also to support broader systems such as assessment and monitoring, ensuring interventions are better targeted and outcomes more effectively measured.”</p> <p><a href="#">EEF Digital technology guide</a></p>	1, 2, 5
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £48,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide additional TA support to deliver 1:1 or small group phonics sessions</i>	<p><a href="#">EEF Teaching assistant interventions +4</a></p> <p>EEF guidance report ‘Making best use of teaching assistants’ states that we should ‘use teaching assistants to deliver high-quality one to one or small group support using structured interventions.’</p> <p>EEF Toolkit states phonics has a positive impact on progress (+5months)</p> <p><a href="#">EEF Toolkit - phonics</a></p>	1,5
<i>Literacy and Maths Guided Groups and SEN support - KS1 (TA NJC 17 TTO – 1 day)</i>	<p>As above</p> <p><a href="#">EEF Teaching assistant interventions +4</a></p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p>	1, 2, 5
<i>Literacy and Maths booster sessions UKS2 Spring term (x1 day for 12 weeks)</i>	<p><a href="#">EEF Small group Tuition +4</a></p> <p>Targeted small group tuition with trained teacher to prepare for end of KS2 expectations and assessment. Diagnostic assessment (NFER/DFE) used to target specific need.</p>	1, 2, 5
<i>Guided Groups - KS2 (TA NJC 17 TTO - 1 days) KS2 SEN Interventions/Elsa/Drawing and Talking (TA NJC 17 TTO -2 days)</i>	<p><a href="#">EEF small group tuition +4</a></p> <p>This intensive tuition, conducted by a trained teaching assistant targeted to pupils’ specific needs. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p><a href="#">EEF Social and emotional learning +4</a></p>	1, 2, 4, 5

	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	
<i>Addressing EYFS language low baselines (TA NJC 17 TTO - 1 day) through oracy framework development (Voice 21)</i>	<p><b>The DFE guidance document Reading Framework</b> – section 2 – language comprehension states the importance of talk in developing early language skills. This guidance can be used to model classroom practise that can be used by teacher and TA to develop early reading skills.</p> <p><a href="#">EEF Teaching and learning toolkit – Oral language interventions +6</a></p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	1, 5, 4

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

Budgeted cost: £16,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trips/Visitors/Residential Participation in clubs</i>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>Learning is contextualised in concrete experiences and language rich environments. Financial support will ensure PP children participate in enrichment activities that offer children a context for learning and a stimulus to trigger their interest. This is then reflected in the work they produce and their overall progress levels.</p>	4
<i>Train Withe Me Dance Workshops</i>	<p><a href="#">EEF (Teaching and Learning Toolkit – Arts Participation) +3</a></p> <p>Supports the benefits of Arts participation for core academic attainment.</p> <p>OFSTED research 2019 explored the importance of developing cultural capital for PP pupils, that is introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. Providing additional music and sports tuition provides opportunities to develop cultural capital that might not be available outside of school.</p>	4
<i>First Aid Training for children</i>		4
<i>Sports Coach lunchtime and after school clubs</i>		4
Embedding principles of good practice set out in the	<a href="#">Improving School Attendance</a>	3

<p>DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and releasing time for staff to develop and implement new procedures to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Access to the EMET school counsellor</p>	<p><a href="#">EEF Social and emotional learning +4</a> Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health.</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>

**Total budgeted cost: £ 76,941**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil Premium Review July 2025

Attendance data 24 - 25

PP – 95.6%

Non PP – 96.9%

-1.3% difference (gap has reduced by 0.9% on previous years data)

EYFS - GLD

	Achieving GLD
Total %	63%
PP %	100%
Non PP	61.5%

End of KS1 (9 children – all PP children including those with additional needs)

	Reading	Writing	Maths
Total % (30)	90%	70%	77%
PP % (4)	75%	50%	50%
Non PP % (26)	92%	73%	81%

End of KS2 (4 children - all PP children including those with additional needs)

	Reading	Writing	Maths
Total % (30)	83%	73%	83%
PP % (9)	67%	55%	67%
Non PP % (21)	90%	81%	80%

Intended outcome	Success criteria	Evidence
PP pupils are engaged in a wide range of experiences and activities beyond the classroom.	<ul style="list-style-type: none"> <li>Improved engagement in a range of extracurricular activities and experiences.</li> <li>PP children positively engage with enrichment activities (arts, music and PE)</li> <li>A percentage of PP children participate in competitive sports events.</li> <li>PP children participate in residential visits and other educational visits to support their learning.</li> </ul>	<p>This academic year, 86.8% of all pupils have actively participated in at least one after-school club, with 80.4% of pupil premium (PP) children engaging similarly. PP pupils have benefitted from peripatetic music tuition and participated in Samba music sessions led by a qualified instructor. Our commitment to arts in education has culminated in achieving the Gold Artsmark in Summer 2025.</p> <p>25% of our cross-country team comprises pupil premium children. Additionally, several pupil premium children have participated in various sporting events, including the swimming gala and district sports competitions.</p> <p>All PP children have participated in our residential offerings this year – Year 2 camp, Year 4 one night residential and year 6 5 day residential.</p> <p>At Gilthill, we recognise the importance of social and emotional wellbeing in fostering a conducive learning environment.</p>

	<ul style="list-style-type: none"> <li>• PP children have access to a variety of social and emotional interventions throughout school.</li> <li>• Pupil wellbeing is a priority for school. Pupil wellbeing is reflected in practice.</li> </ul>	<p>Consequently, we offer a range of interventions accessible to pupils throughout the school year. Our team includes two trained Emotional Literacy Support Assistants (ELSA), who provide dedicated ELSA sessions in identified blocks. Additionally, teaching assistants are undergoing training to deliver Drawing and Talking, alongside social stories and social speaking activities. Our Deputy Headteacher, Mrs Cregan, serves as the trained wellbeing lead and SENCO, responsible for planning and organising these crucial interventions. We have a designated wellbeing governor, ensuring that wellbeing remains a top priority within our educational framework.</p>
Improved reading attainment for disadvantaged pupils.	<p>Reading attainment at the end of the academic year shows a reduction in the gap between PP and non-PP in the 3 identified target year groups. Children make at least expected progress in reading. With 75% PP children, who do not have additional needs, achieving the expected standard in reading for their year group</p>	<p>The pupil premium review indicates significant progress in reading attainment among our identified year groups at the end of the academic year. Our target is to reduce the gap between pupils eligible for the pupil premium (PP) and their non-PP peers, ensuring that all children make at least the expected progress in reading. We are pleased to report that over 75% of PP children achieved the expected standard in reading for their year group.</p> <p>Impact assessments reveal a positive trend; in two out of the three targeted year groups, we observed a notable reduction in the attainment gap. Specifically, Year 6 demonstrated an 18% reduction, while Year 2 showed a 5% reduction. Year 5 maintained a minimal gap of 8%. 76.3% of our PP children reached the expected standard in reading. 9 children did not reach EXS. 5 of these children have identified SEND. That means only 4 PP children who do not have an identified SEND need did not achieve the expected standard in reading (representing 10% of our PP children).</p>
Improved maths attainment for disadvantaged pupils.	<p>Maths attainment at the end of the academic year shows a reduction in the gap between PP and non-PP in the 4 identified target year groups.</p> <p>With 75% PP children, who do not have additional needs, achieving the expected standard in reading for their year group</p>	<p>The recent review of pupil premium (PP) outcomes across four identified year groups has shown notable insights regarding maths attainment.</p> <p>Among our 38 identified pupil premium children, seven also have additional special educational needs and disabilities (SEND). Of the remaining pupil premium cohort, 70.9% achieved the expected standard in maths. Although that just missed our target of 75%, this statistic reflects a commendable level of attainment, suggesting that targeted interventions may be effective in supporting the educational progress of our pupil premium children. We will continue to monitor and adapt our strategies to ensure an equal outcome for all learners.</p>

	Reading 2025		Maths 2025			Reading 2024		Maths 2024	
	PP (not SEN)	Not PP	PP (not SEN)	Not PP		PP (not SEN)	Not PP	PP (not SEN)	Not PP
1 (4 PP no SEN need)	50%	76%	50%	80%	1 (4 PP no SEN need)	100%	77%	75%	85%
2 (3 PP no SEN need)	100%	92%	67%	81%	2 (7 PP no SEN need)	71%	83%	71%	78%
3 (6 PP no SEN need)	83%	86%	83%	81%	3 (5 PP no SEN need)	100%	82%	100%	91%
4 (6 PP no SEN need)	86%	95%	86%	95%	4 (7 PP no SEN need)	86%	95%	86%	95%
5 (5 PP no SEN need)	100%	91%	100%	91%	5 (7 PP no SEN need)	43%	81%	57%	81%
6 (7 PP no SEN need)	67%	90%	67%	80%	6 (2 PP no SEN need)	100%	92%	100%	81%
<p>Improved oral language skills among disadvantaged pupils.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Over the past two years, oracy has been a central focus at Gilthill, where we have implemented a variety of speaking and listening strategies through our collaboration with Voice 21. By using an identified oracy framework, we are progressively enhancing our pupils' oracy skills. Feedback gathered from listening walks and a diverse range of stakeholders assures us that our oracy initiatives are effectively reducing attainment gaps for pupil premium (PP) students.</p> <p>In Reception, we have successfully narrowed the gap in reading and maths. In Year 1, we observe no gap in writing, with reducing gaps in maths and minimal difference in reading at 16%. Year 2 data indicates a reduction in the reading gap, although we acknowledge the need for further progress in writing and maths. In Year 3, we have cut the maths gap to just 6%, with only slight gaps apparent in reading and writing, a trend mirrored in Year 4. Remarkably, Year 5 shows virtually no significant gaps across any subject. Year 6 still displays larger gaps; nevertheless, these have decreased over the year. Our overall end-of-year analysis indicates that targeted efforts with disadvantaged pupils are yielding positive outcomes, as the PP gap is closing in five of the six-year groups.</p> <p>To assess the impact of our oracy initiatives, I conducted a repeat pupil voice survey in the autumn term, targeting a specific group of children across various year groups. This evaluation highlights a notable improvement in pupils' understanding of oracy, with increased recognition of speaking and listening opportunities in the classroom and a</p>									

		rise in confidence attributed to our supportive teaching strategies.
Improve the attendance of PP children.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <p>Reduction in attendance % gap between PP and non PP pupils over the three years.</p> <p>Reduction in the persistent absenteeism % of PP and non PP pupils over the 3 years.</p> <p>Attendance of pp children in each year group is 95% or above</p> <p>There is a reduction in the % of PP pupils with attendance lower than the National average.</p> <p>5 out of the 9 PP children identified have raised attendance to a minimum of 90%</p> <p>Parental guidance provided resulting in increased attendance.</p> <p>Attendance practices and procedures have been reviewed taking into account new government guidance.</p> <p>Daily monitoring is conducted alongside support mechanisms.</p>	<p>Over the course of the three years of our Pupil Premium plan, we have observed a positive trend in the reduction of the attendance gap between Pupil Premium (PP) and non-Pupil Premium pupils. In the academic year 2022/23, the gap was recorded at 2.1%, which has further decreased to 1.8% in 2023/24, and is projected to narrow to 1.3% in 2024/25.</p> <p>Despite the overall decrease in persistent absenteeism percentages, we have noticed an increase in the persistent absenteeism gap for our PP pupils this year, currently standing at 14.6%. Nine out of our 38 PP children have attendance rates below 93.2%, which aligns with the current national average; however, none of our PP pupils have attendance below 85%. Our monthly analysis indicates that of the nine target PP pupils, five have achieved attendance rates above 90%.</p> <p>In response to these findings and in consideration of new government guidance, we have reviewed our attendance practices and procedures. A new Trust attendance policy is set to be rolled out in September 2025. Daily monitoring, supported by robust mechanisms and monthly analysis conducted by the headteacher, will ensure a continued focus on improving attendance among our PP families.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Oracy development and training	Voice 21
Synthetic phonics programme	Little Wandle – Letters and Sounds
Multiplication	TTR

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
Counselling is available through the EMET counselling service for any service child in need of emotional support (following our EMET Mental Health Graduated Response document). We also have 2 training ELSA TA's who are able to offer support if needed.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Stable emotional wellbeing for our service children.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*