



# Pupil Premium Strategy Statement – Bude Primary Juniors

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	223
Proportion (%) of pupil premium eligible pupils	37.2%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2027-2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	James Pritchard
Pupil premium lead	James Pritchard
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 154,210
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£ 154,210



# Part A: Pupil premium strategy plan

## Statement of intent

At Bude Juniors Primary Academy, our Pupil Premium strategy is committed to ensuring equity and excellence for all pupils, particularly those facing socioeconomic disadvantages and barriers to learning. Recognising that 38.4% of our pupils are eligible for Pupil Premium, significantly above the national average our strategic approach is grounded in evidence-based interventions and tailored support that target the unique challenges of our school community.

### Core Objectives

1. **Close the Attainment Gap:** We aim to raise the academic attainment of disadvantaged pupils, ensuring they meet or exceed age-related expectations, particularly in core subjects like reading, writing, and mathematics. Through targeted interventions, robust assessment strategies, and adaptive teaching, we will address gaps in learning and misconceptions.
2. **Foster Holistic Development:** Beyond academics, we strive to nurture personal development, resilience, and well-being. Our "Ready, Respectful, Safe Together" ethos underpins this commitment, fostering positive behaviour, emotional literacy, and a sense of belonging within our school community.
3. **Promote Inclusive Practices:** By embedding a culture of inclusion, we ensure that every child, including those with SEND and SEMH needs, has equitable access to learning opportunities. We align curriculum adaptations, individual provision maps and bespoke interventions with each pupil's specific needs.
4. **Enhance Attendance and Engagement:** Recognising the critical role of regular attendance, we aim to increase attendance rates and reduce persistent absence rates, particularly among disadvantaged pupils, by implementing rigorous attendance tracking, family engagement initiatives, and supportive interventions.
5. **Elevate Aspirations and Cultural Capital:** Through a rich and ambitious curriculum, extracurricular activities, and meaningful encounters, we aim to broaden and deepen our pupils' horizons, instill a love for learning, and equip them with the cultural capital necessary for future success.



## Strategic Approaches

- **Curriculum Excellence:** Implement a coherently sequenced, knowledge-rich curriculum that builds fluency, deepens understanding, and aligns with our "Curriculum Pillars" of vocabulary, context, and experience. For example, our reading and writing frameworks emphasize vocabulary acquisition, fluency, and purposeful communication, while our maths curriculum fosters mastery and problem-solving skills.
- **Adaptive Teaching and Intervention:** Utilise evidence-informed practices, such as explicit instruction and metacognitive strategies, to support disadvantaged pupils. Targeted interventions address specific learning deficits and promote accelerated progress.
- **Professional Development:** Invest in high-quality CPD for teachers and support staff, enhancing their capacity to deliver adaptive teaching, effective formative assessment, and inclusive classroom practices.
- **Engagement and Well-Being:** Provide comprehensive support through initiatives like TIS (Trauma-Informed Schools), mentoring programs, and a dedicated Care and Guidance Team. These efforts aim to build resilience, strengthen relationships, and support mental health.
- **Parental and Community Partnerships:** Strengthen collaboration with families through transparent communication, attendance incentives, and support programs that empower parents to engage in their children's education.

## Expected Outcomes

- **Improved attainment** in core subjects, with clear progress for disadvantaged pupils.
- **Increased engagement** and **reduced behavioural** incidents through consistent implementation of positive behaviour frameworks.
- **Enhanced attendance rates**, particularly for Pupil Premium and SEND cohorts.
- **A deeply inclusive school culture** where all pupils, regardless of background, feel valued and supported to achieve their best.

Through our strategic focus on excellence, equity, and empowerment, we aim to transform outcomes for our disadvantaged pupils, ensuring they leave Bude Juniors as confident, capable learners ready to thrive in the next stage of their education and beyond.



## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Academic Attainment Gaps:</b></p> <ul style="list-style-type: none"> <li>Disadvantaged pupils consistently perform below national benchmarks at both expected (EXS) and greater depth standards (GDS) in reading, writing, and maths.</li> <li>Reading: Significant gaps in phonics, fluency, and comprehension limit access to the wider curriculum.</li> <li>Writing: Disadvantaged pupils struggle with grammar, punctuation, and sentence construction, limiting their ability to meet EXS and GDS. Limited transcriptional fluency and practice in adapting writing for varied purposes further widen the gap.</li> <li>Maths: Weak foundational fluency, such as times tables and number bonds, impacts problem-solving and reasoning skills. Gaps in conceptual understanding hinder application in unfamiliar contexts.</li> </ul>
2	<p><b>Special Educational Needs and Disabilities and Overlapping Needs:</b></p> <ul style="list-style-type: none"> <li>25.9% of all pupils are identified as SEND, significantly above the national average (17.1%), and 36.1% of Pupil Premium pupils have SEND.</li> <li>Social, Emotional, and Mental Health (SEMH) needs account for 21.7% of SEND Pupil Premium pupils, with some facing multiple overlapping challenges.</li> </ul>
3	<p><b>Cognitive Load and Learning Behaviours:</b></p> <ul style="list-style-type: none"> <li>Many pupils struggle with resilience, independence, and self-regulation, essential skills for effective learning.</li> <li>Gaps in foundational skills (e.g., reading fluency and basic maths) increase cognitive load, hindering progress for disadvantaged pupils.</li> </ul>
4	<p><b>Attendance Issues and Persistent Absence:</b></p> <ul style="list-style-type: none"> <li>Attendance for Pupil Premium pupils is 91.6% (23/24), below the national benchmark.</li> <li>Persistent absence rates for Pupil Premium pupils, 32% (23/24) are significantly higher than the national average of 16.2%.</li> </ul>
5	<p><b>Socioeconomic Barriers:</b></p> <ul style="list-style-type: none"> <li>30% of pupils come from areas in the 0-30% most deprived index, with 28% in the 10-20% range, indicating high levels of deprivation.</li> <li>Income deprivation significantly affects pupils' readiness to learn and overall well-being.</li> </ul>



## Intended outcomes

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

Intended outcome	Success criteria
<p>Close the attainment gap in core subjects</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils demonstrate sustained progress in reading, writing, and mathematics, closing gaps identified at the start of the year.</li> <li>Pupils show confidence in applying key skills through work sampling, lesson observations, and pupil interviews.</li> <li>Assessments indicate improved retention of knowledge and ability to apply learning to problem-solving tasks.</li> <li>Teachers report increased engagement and resilience in completing core subject tasks.</li> </ul>
<p>Enhance inclusivity for SEND and disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>Individual Provision Maps (IPMs) are reviewed and updated at least termly, with specific and measurable progress targets achieved for each pupil.</li> <li>All SEND and disadvantaged pupils show measurable progress in both academic and social-emotional development, evidenced through regular assessments and teacher observations.</li> <li>Classroom adaptations (e.g. scaffolding, differentiated tasks) are consistently applied and monitored across all subjects.</li> <li>Increased participation of SEND and disadvantaged pupils in whole-school activities (e.g., assemblies, enrichment opportunities and extracurricular programs)</li> <li>Pupil voice surveys reflect positive response rate regarding feeling supported, included, and valued in the school environment.</li> </ul>
<p>Foster personal development and resilience</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils demonstrate improved self-awareness by identifying their strengths and areas for growth, as evidenced through pupil reflections and discussions.</li> <li>Metacognitive strategies are embedded in learning routines, with pupils articulating the steps they use to approach and solve problems in lessons.</li> <li>Behaviour logs show a reduction in incidents, with pupils increasingly using self-regulation strategies taught during interventions and classroom sessions.</li> <li>Pupils actively participate in structured peer and self-assessment activities, providing constructive feedback and reflecting on their own learning progress.</li> <li>Pupil voice surveys highlight increased confidence, a sense of safety, and a belief in their ability to tackle challenges independently.</li> </ul>
<p>Improve attendance rates for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils attend regularly, with attendance monitoring showing steady improvement over time.</li> <li>Fewer instances of persistent absenteeism, with effective support plans in place for pupils with ongoing barriers to attendance.</li> <li>Parents and carers of disadvantaged pupils engage with school staff to address attendance concerns and actively support attendance initiatives.</li> </ul>



	<ul style="list-style-type: none"><li>• Pupils demonstrate greater participation in daily school routines, including morning activities and enrichment and extra-curricular sessions</li></ul>
Expand cultural capital and aspiration	<ul style="list-style-type: none"><li>• Disadvantaged pupils engage in a range of enrichment activities, including extracurricular clubs, trips, and workshops, with increased enthusiasm and participation.</li><li>• Pupils can articulate how their experiences have broadened their understanding of the world and inspired future goals.</li><li>• Core curriculum units of study are enriched with opportunities that connect learning to real-world contexts.</li><li>• Teachers observe a growing sense of curiosity and ambition in pupil interactions and creative outputs.</li></ul>



## 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: £52105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality first teaching of reading</b> through coaching, staff expertise, regular high-quality training, and consistency. Embed whole class reading focusing on fluency (e.g., choral and echo reading), comprehension strategies (e.g., summarising, inference), and vocabulary acquisition using high-quality texts. Formative and summative assessments will monitor progress in fluency and comprehension.</p>	<p><a href="#">EEF blog: Shining a spotlight on reading fluency   EEF</a> highlights the impact of repeated oral reading for fluency.</p> <p><a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> emphasizes fluency, comprehension strategies, and vocabulary acquisition.</p> <p><a href="#">Reading – Primary Colour</a></p>	<p>1,3</p>
<p><b>Quality first teaching of writing</b> with a whole-school approach focusing on transcription (handwriting, spelling) and sentence-level grammar. Use <i>Grammarsaurus</i> for scaffolded grammar activities and <i>Letterjoin</i> for handwriting. Employ a three-phase approach to planning: <b>Reading, Rehearsing,</b> and <b>Writing as a Writer</b>, using carefully sequenced high-quality texts. Teachers will explicitly model the writing process, including planning, drafting, editing, and revising. Reflection and peer editing will be embedded into lessons to encourage improvement and ownership.</p>	<p><a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> recommends explicit instruction in transcription and grammar, the iterative writing process, and high-quality text usage.</p> <p><a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> The three-phase model aligns with EEF's emphasis on gradual skill development and scaffolding to build mastery.</p>	<p>1</p>
<p><b>Quality first teaching of maths</b> using <i>White Rose Maths</i> for mastery-based teaching, <i>NumberSense</i> for developing number fluency, and diagnostic pre-block assessments to tailor instruction. Incorporate CPA (Concrete-Pictorial-Abstract) approaches and daily fluency sessions supported by <i>TTRS (Times Table Rock Stars)</i> to improve automaticity in multiplication and division facts.</p>	<p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a> emphasizes mastery, fluency, and CPA approaches to strengthen conceptual understanding and problem-solving.</p>	<p>1,3</p>
<p><b>A comprehensive approach to supporting disadvantaged pupils with SEND</b>, focusing on embedding and refining current systems to ensure consistent and effective provision. This includes developing, implementing, and monitoring Individual Provision Maps (IPMs)</p>	<p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a> emphasizes the importance of individualized, targeted, and monitored support for SEND pupils.</p>	<p>2</p>





<p>to address individual needs effectively. The SENDCo will deliver targeted CPD on adaptive teaching to enhance staff capacity, ensure accurate tracking of progress in both academic and social-emotional domains, and conduct termly reviews to evaluate the impact of interventions. These reviews will inform necessary adjustments to strategies and provision.</p>		
<p><b>Upscale Support Staff</b> with Targeted Training and Pedagogical Approaches: Provide regular CPD for support staff to equip them with strategies for delivering targeted teaching and interventions across the curriculum. Training will include adaptive teaching methods, scaffolding, and the use of diagnostic tools to address individual learning needs effectively.</p>	<p><a href="#">Making Best Use of Teaching Assistants   EEF</a> emphasizes the importance of training support staff to deliver structured interventions and support high-quality teaching. <a href="#">Effective Professional Development   EEF</a> highlights the role of CPD in improving teaching and learning outcomes.</p>	<p>1,2,3</p>
<p><b>Embed Metacognitive Strategies Across the School:</b> Teach pupils how to plan, monitor, and evaluate their own learning through metacognitive strategies. Staff will receive coaching on integrating these strategies into daily teaching practices through <i>WalkThrus</i> training.</p>	<p><a href="#">Metacognition and Self-regulated Learning   EEF</a> identifies metacognition as a high-impact strategy for improving academic outcomes by teaching pupils to think about their own learning.</p>	<p>3</p>
<p><b>Develop Behaviour-for-Learning Approaches Through Trauma-Informed Schools (TIS) Principles:</b> Foster resilience and a growth mindset school-wide by embedding TIS principles into structured routines. Create whole-school opportunities to nurture self-regulation, emotional literacy, and positive behaviours, all grounded in the school's Behaviour and Relationships Policy. Consistency in routines and trauma-informed practices.</p>	<p><a href="#">Trauma Informed Schools UK</a> Trauma-informed approaches, supported by TIS, improve emotional regulation and resilience, particularly for pupils with SEMH needs. This aligns with EEF's focus on creating positive learning environments that reduce barriers to learning.</p>	<p>3</p>
<p><b>Refine the curriculum using high-quality texts aligned with the school's curriculum pillars</b> (vocabulary, context, and experience). Link these texts to enrichment activities such as local history projects, author workshops, and cross-curricular writing opportunities to deepen understanding and cultural capital.</p>	<p><a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> highlights the importance of carefully chosen texts to support vocabulary acquisition, comprehension, and broader cultural understanding. EEF: <a href="#">Wider Strategies for Disadvantaged Pupils</a> emphasizes enrichment activities to develop cultural capital and engagement.</p>	<p>5</p>





<p><b>Organise termly enrichment activities</b> (e.g., STEM workshops - Cognition, cultural trips, and guest speakers) that connect to curriculum topics to build cultural capital and foster engagement. Activities can be linked to core texts and subjects to provide meaningful contexts for learning.</p>	<p><a href="#">An Unequal Playing Field report.pdf</a> highlights the role of enriching curriculum content to enhance pupil confidences, social networks, aspirations, and provide them with new skills and abilities.</p>	<p>5</p>
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted one-to-one and small group reading interventions:</b> Deliver systematic, evidence-based interventions such as <i>Read Write Inc</i> for phonics and fluency. Use individual and group pre-teaching of key vocabulary. Provide <i>Fast Track Tutoring</i> to address specific phonics gaps in disadvantaged pupils.</p>	<p><a href="#">Improving Literacy in Key Stage 2   EEF</a> highlights the role of fluency and phonics in improving reading comprehension by freeing cognitive resources for higher-order tasks.</p>	<p>1,3</p>
<p><b>Embed the use of NumberSense for KS2 interventions:</b> Implement <i>NumberSense</i> strategies to strengthen rapid recall of mathematical facts, particularly for SEND pupils. Use diagnostic assessments to tailor interventions and track progress.</p>	<p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a> emphasizes the importance of fluency and conceptual understanding in improving outcomes for all pupils.</p>	<p>1,2</p>

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

Budgeted cost: £74545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance Procedures:</b> Implement a robust strategy to raise attendance and reduce persistent absence through proactive and multi-layered approaches:  <b>Proactive Communication:</b> Class teachers will regularly meet with parents of pupils at risk of poor attendance to discuss barriers and co-create attendance improvement plans. Regular updates will be provided to families about their child's attendance progress.  <b>Policy Implementation:</b> Follow Aspire Academy Trust's attendance policy, appointing a dedicated SLT member</p>	<p><a href="#">Working together to improve school attendance - GOV.UK</a> emphasizes promoting high expectations, clear communication, and data analysis to target attendance improvements.  <a href="#">Parental engagement   EEF</a> highlights that fostering</p>	<p>4</p>



<p>as to oversee attendance improvement strategies, analyse attendance data, and coordinate actions across the school.</p> <p><b>Celebrating Attendance:</b> Establish termly, and annual recognition for improved and high attendance, using certificates, assemblies, and other incentives.</p> <p><b>Curriculum Engagement:</b> Ensure the curriculum is ambitious and engaging, using enrichment activities, trips, and meaningful learning experiences to encourage consistent attendance.</p> <p><b>Collaboration with External Partners:</b> Work with local authorities and community organizations to address chronic absenteeism, referring families for additional support where required.</p> <p><b>Lateness Targeting:</b> Address lateness through early morning incentives, clear consequences, and structured morning routines to reduce lost learning time</p>	<p>collaborative relationships between schools and families can improve attendance and attainment.</p>	
<p><b>Embed Trauma-Informed Schools (TIS):</b> Embed the TIS approach across the school. Pupils with high Adverse Childhood Experience (ACE) scores will receive targeted TIS sessions from trained practitioners. Motional screening will be used to assess pupil needs and create individual action plans to support their self-regulation, social, and emotional skills.</p>	<p><a href="#">Improving Behaviour in Schools   EEF</a> states that “pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches.”</p> <p><a href="#">Trauma Informed Schools UK</a> supports pupils’ emotional development, self-regulation, and readiness to learn, with behaviour interventions shown to improve outcomes by up to +5 months in mathematics and +4 months in literacy or science (EEF, 2021).</p>	<p>3,5</p>
<p><b>Parent Support Advisor and Family Resources:</b> Establish a robust system to support Pupil Premium families, including a uniform bank, hygiene bank, free coat rail, in-school food bank, and financial assistance for essentials like shoes and sensory aids. Collaborate with local organizations (e.g., Bude Food Bank, Christians Against Poverty) to offer debt advice, money management courses, and crisis support. Deliver parenting sessions and provide emotional support for attending meetings.</p>	<p><a href="#">Working together to improve school attendance - GOV.UK</a> emphasises high expectations, clear communication, and systematic attendance monitoring.</p> <p><a href="#">Parental engagement   EEF</a> highlights that fostering collaborative relationships between schools and families can improve attendance and attainment.</p>	<p>2,4,5</p>



<p><b>Provide Wraparound Care:</b> Offer breakfast and after-school provision to ensure pupils have access to a safe and structured environment outside school hours. This will include targeted invitations for disadvantaged pupils to improve engagement and readiness to learn.</p>	<p><a href="#">Parental engagement   EEF</a> highlights that fostering collaborative relationships between schools and families can improve attendance and attainment.</p>	<p>3,4</p>
<p><b>Free School Milk:</b> Provide free milk to all children aged 5-18 who are eligible for free school meals, as per Pupil Premium funding guidelines, ensuring access to essential nutrition to support their overall health and learning engagement.</p>	<p><a href="#">Free school meals: guidance for schools and local authorities - GOV.UK</a> highlights that access to nutritional provisions supports well-being, attendance, and readiness to learn.</p>	<p>5</p>

**Total budgeted cost: £ 154,537**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Key Stage Two Outcomes 2024 - Disadvantaged Pupils**

The 2024 Key Stage Two outcomes for disadvantaged pupils reveal both strengths and ongoing challenges specific to this cohort. Despite some progress in certain areas, the attainment of disadvantaged pupils continues to reflect the complex barriers they face.

- Reading showed areas of relative strength, with higher-attaining disadvantaged pupils achieving results closer to national averages. However, the overall proportion of disadvantaged pupils reaching the expected standard (62.5%) remained below the national average (79.5%).
- Writing outcomes highlight significant underperformance compared to national benchmarks, with 53.1% of disadvantaged pupils meeting the expected standard (vs. 77.2% nationally) and just 6.3% achieving greater depth (vs. 12.9% nationally). This underscores the need for targeted interventions to develop writing fluency and accuracy at sentence level.
- In maths, attainment at the expected standard (53.1%) and greater depth (9.4%) also lagged behind national outcomes (77.1% and 23.8%, respectively), particularly in problem-solving and application skills.
- Combined reading, writing, and maths (RWM) outcomes for disadvantaged pupils were low, with only 37.5% achieving the expected standard compared to the national average of 65.4%.

In the previous two years, outcomes for disadvantaged pupils demonstrated more consistent improvements. The 2022 and 2023 results showed narrower gaps in reading and combined RWM measures, reflecting the positive impact of targeted strategies. However, this year's cohort presented distinct challenges, including:

- High levels of SEND (33%): A significant proportion of the cohort had special educational needs, which required extensive support and adaptations.
- Contextual experiences: These pupils faced barriers related to their wider socio-emotional and educational contexts.
- Attendance challenges: The attendance rate for disadvantaged pupils was 91.9%, with 35.5% categorized as persistently absent (below 90%).

While some pupils demonstrated strong progress, particularly at greater depth in reading, these outcomes highlight the urgent need for continued focus on attendance, differentiated support for SEND, and targeted interventions in writing and maths to narrow the gaps further.



## Year 4 Outcomes Multiplication Check

Whole cohort outcomes for the Year 4 Multiplication Check exceeded national averages, with **40% achieving full marks** compared to the national figure of **34%**. The school's average score was **21.4%**, above the national average of **20.6%**. Among disadvantaged pupils, **25% (7 out of 28)** achieved full marks. For the disadvantaged pupils who took the test (21 out of 28), the average score was **19.4%**.

While disparities remain for disadvantaged pupils, the gap is beginning to close, as their performance shows significant improvement compared to previous years. This reflects the positive impact of targeted interventions and a consistent focus on foundational skills.

## Attendance

### **Overall Attendance Rate:**

- Disadvantaged pupils had an attendance rate of **91.5%**, below the national average of **94.5%** and the local authority average of **94.0%**.
- Non-disadvantaged pupils achieved an attendance rate of **94.9%**, exceeding both the national and local averages.

### **Absences:**

- **32.0% of disadvantaged pupils were persistently absent**, missing 10% or more of sessions.
- For non-disadvantaged pupils, **10.8%** were persistently absent.
- **6.4% of all absences for disadvantaged pupils were authorized**, and **2.1% were unauthorized**.

### **Attendance Ranges:**

- Among disadvantaged pupils, **25.2%** achieved **good attendance** (95–98%), and **18.4%** achieved **excellent attendance** (98%+).
- For non-disadvantaged pupils, **33.8%** achieved **good attendance**, and **24.3%** achieved **excellent attendance**.

The school serves a community with high levels of deprivation, as evidenced by its IMD and IDACI scores. These indices underscore the significant economic challenges that directly impact pupil attendance, particularly among disadvantaged families. Despite these challenges, non-disadvantaged pupils achieved above-national-average attendance, showcasing the effectiveness of the school's universal attendance strategies.

However, disadvantaged pupils continue to face significant attendance challenges, with 32.0% persistently absent. The strong performance of non-disadvantaged pupils demonstrates the school's capacity to implement effective strategies, providing a solid foundation for further adapting and targeting interventions. By addressing barriers such as family circumstances, patterns of authorised and unauthorised absence, and chronic absenteeism, the school can work towards closing the attendance gap and improving outcomes for disadvantaged learners.



## Well Being

Among disadvantaged pupils with SEND, **53% (30 pupils)** are identified as having Social, Emotional, and Mental Health (SEMH) needs, reflecting the significant challenges faced by many children. Additionally, **43.7% (45 pupils)** of all disadvantaged pupils receive SEMH and pastoral support, underscoring the scale of intervention required to address emotional and behavioural barriers to learning.

Despite these challenges, there has been notable progress in reducing crisis levels of need. Data demonstrates improvements, with several pupils transitioning from the highest level of SEMH support to lower tiers of need. These shifts highlight the positive impact of targeted interventions in stabilizing pupils and fostering their emotional resilience.

- **Improved Emotional Regulation:** Pupils receiving targeted SEMH support demonstrated better behaviour and emotional control, allowing them to engage more effectively in learning.
- **Reduction in Crisis Levels:** Interventions helped pupils move from higher to lower levels of need, as reflected in the decrease of pupils requiring the most intensive support.
- **Positive Relationships:** Daily check-ins and consistent key adult support strengthened pupils' sense of stability and trust, promoting confidence and well-being.

The school's targeted SEMH strategies have significantly supported disadvantaged pupils, enabling many to transition out of crisis and engage more positively with school life. Continued efforts to expand intervention capacity, develop self-awareness and coping strategies, and track long-term outcomes are essential to build on this progress and ensure sustained improvements for all pupils.

## Behaviour

Behaviour data across the academic year and autumn term highlights consistent patterns and areas of improvement. There has been a noticeable reduction in high-severity incidents. This reflects the positive impact of the school's targeted interventions and restorative approaches.

### **Disadvantaged Pupils:**

- Disadvantaged pupils are overrepresented among those with repeated behavioural challenges, underscoring the need for sustained, individualised interventions to address underlying barriers.

### **High-Severity Incidents:**

- There has been a reduction in the frequency of high-severity incidents, reflecting the success of trauma-informed practices and targeted support.

### **Individual Behaviour Plans:**

- Individual behaviour plans have supported disadvantaged pupils with the greatest behavioural needs, helping to reduce incidents.

### **Suspensions:**



- The minimal use of suspensions demonstrates the school's commitment to restorative approaches and maintaining an inclusive learning environment.

### **Impact on Classroom Disruption and Learning**

Qualitative evidence from monitoring highlights a reduction in classroom disruption evidencing

- Greater pupil focus and engagement.
- Improved classroom climates.
- Enhanced relationships and stability for pupils benefiting from consistent pastoral support.

The school's focus on behaviour strategies has led to significant improvements in reducing high-severity incidents and fostering a positive, inclusive learning environment. To build on this progress, the school will continue embedding trauma-informed and restorative approaches to further reduce incidents, expand access to behaviour and SEMH support for pupils with repeated challenges, and strengthen home-school partnerships to provide consistent support for behavioural needs. Regular tracking and review of behavioural data will ensure strategies remain effective and responsive, enhancing outcomes for all pupils, particularly those with the greatest needs.

## **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.*

<b>Programme</b>	<b>Provider</b>
Systematic Phonics Programme	Read Write Inc
SEMH Screenings	Motional