



Katherine Semar Junior School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Katherine Semar Junior School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25, 2025/26, 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Julie Puxley, Headteacher
Pupil premium lead	Rob Aiken, Deputy Headteacher
Governor / Trustee lead	Nick Osbourne, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
Pupil premium funding carried forward from previous £years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,995

Part A: Pupil premium strategy plan

Statement of intent

At Katherine Semar schools it is our aim to provide all of our pupils with a safe, inclusive and challenging learning journey in a stimulating environment, where there is pride in achievement and teamwork that builds respect and trust. Our vision is to be 'a nurturing school of exceptional quality' for all of our pupils irrespective of their background or the challenges that they face.

We consider the challenges faced by all of our vulnerable pupils and the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support: language development and comprehension, positive relationships, metacognition and self-regulation and positive social, emotional and mental health. These are also the four core areas of our school development plan. We also focus on providing all our pupils with a wide range of rich experiences and extra-curricular opportunities.

Our three year pupil premium strategy has been informed by Marc Rowland's publication, 'Addressing Educational Disadvantage in Schools and Colleges – the Essex way' and the regular training that school leaders receive from Marc and his team.

There are the overarching aims for our disadvantaged and vulnerable pupils.

To support language development and comprehension

At Katherine Semar we recognise the importance of language development in accessing and understanding the curriculum, actively participating in lessons and building and sustaining relationships. We build opportunities for talk across the curriculum and year groups with a clear oracy progression. The vocabulary that we teach and the progression for this has been carefully considered and mapped out across the subjects. We ensure that we identify children with less developed language and language comprehension and provide early intervention.

To develop metacognitive strategies and self-regulation

We teach all of our pupils the language and strategies to support them to co-regulate and self-regulate, using the zones of regulation. Our restorative approach towards behaviour incorporates the language we use to help children understand and discuss

their emotions. We are a TPP school and all our staff have received TPP training. This training underpins our approach to understanding behaviour and supporting emotional welling in our children. It is our aim to train our teachers to develop strategies to develop our children's metacognitive skills and knowledge in order to support our pupils to think more deeply about their learning.

To foster our culture that builds positive relationships

We believe that all of our pupils, regardless of their background, need to feel a sense of belonging and one of the key factors in achieving this is establishing and fostering strong positive relationships. This extends to our families and the wider community too. Positive relationships are at the heart of our behaviour policy, PSHE curriculum, approaches towards family engagement and improving attendance. Our family engagement champion plays a pivotal part in engaging and supporting our families in need, including those of pupils with low attendance.

To support and foster good social, emotional and mental health

As a TPP school with a strong focus on connectedness, all staff are aware of how vital positive relationships are with our children as a protective factor. As well as teaching children skills and strategies to support their SEMH through our curriculum and a strong focus on our core values (be kind, be confident, be curious, be positive, be respectful and be resilient), we provide additional support for our pupils through learning mentors and access support for children and their parents from external agencies such as play therapy and MIND. We have a tenacious approach towards finding support from outside agencies for children and families with SEMH needs.

To access a wide range of rich experiences and extra-curricular

We are a highly inclusive school and ensure that all of our children have access to the significant range of extra-curricular opportunities we have to offer. This includes a wide range of sports clubs (run by our three sports coaches) and other clubs, a minibus to facilitate opportunities to take part in events and music lessons run by our peripatetic teachers. Our KS charter sets out the wide range of opportunities and experiences all children will have in their time at Katherine Semar and we regularly review and update this. We are proactive in identifying, supporting and encouraging disadvantaged pupils that are not engaging with extra-curricular opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from entry to Y3 through to the end of Y6 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading fluency and comprehension than their peers. This negatively impacts their progress in reading.
3	Our assessments and surveys show that fewer parents from disadvantaged families do not feel able or supported enough to engage with school in order to support their children with their learning at home, including reading.
4	Our assessments, observations and discussions with teachers, families and pupils show that the social, emotional and mental health needs of our children and families has increased since the pandemic. This has impacted on attendance, children's ability to self-regulate, children's ability to approach their learning with resilience and an increase in referrals from teachers and parents for support for children with SEMH issues. A significant number of these children are disadvantaged.
5	Our data shows that disadvantaged pupils are less likely to engage in the clubs and extra-curricular opportunities that are available in school.
6	Whilst our attendance data compares favourably to National the gap between disadvantaged and non-disadvantaged is still evident in our school and persistent absenteeism for disadvantaged pupils is a significant issue. Assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evidenced when triangulated with sources of evidence including books scrutinies, engagement in lessons and ongoing formative assessments.
Improved reading attainment for disadvantaged pupils.	KS2 reading outcomes in 2025/26 to show that more than 72% of disadvantaged pupils meet the expected standard and more than 29% of disadvantaged pupils are working at greater depth (above the National averages for all pupils in 2023-24).
Improved maths attainment for disadvantaged pupils.	KS2 reading outcomes in 2025/26 to show that more than 73% of disadvantaged pupils meet the expected standard and more than 24% of disadvantaged pupils are working at greater depth (above the National averages for all pupils in 2023-24).
Improved writing attainment for disadvantaged pupils.	KS2 reading outcomes in 2025/26 to show that more than 72% of disadvantaged pupils meet the expected standard and more than 13% of disadvantaged pupils are working at greater depth (above the National averages for all pupils in 2023-24).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/2025 to be demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A reduction in the number of children being referred to learning mentors for SEMH support.
To achieve and sustain improved ability to co-regulate and self-regulate and use metacognitive strategies.	<p>Sustained ability to self-regulate and use metacognitive strategies to be demonstrated by:</p> <ul style="list-style-type: none"> • Pupil book study, formative assessments and pupil voice demonstrate children's ability to

	<p>use metacognitive strategies in their learning.</p> <ul style="list-style-type: none"> • Behaviour records, teacher observations and staff voice to demonstrate a reduction in dysregulated behaviour and an improvement in using strategies to co-regulate and self-regulate.
<p>To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils to be 96% or more and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be less than 2% . • the percentage of all pupils who are persistently absent (attendance lower than 90%) to show an improving trend over the next three years and for the gap in persistent absenteeism to close between disadvantaged pupils and non-disadvantaged pupils.
<p>To see an increase in participation in enrichment activities (e.g. sports clubs, music lessons, choir, other clubs, additional responsibilities)</p>	<p>Sustained participation in enrichment demonstrated by:</p> <ul style="list-style-type: none"> • An increase in the percentage of disadvantaged pupils participating in one or more club each term and the gap between the number of disadvantaged pupils and non-disadvantaged pupils participating reducing.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£24,997**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further embed a systematic approach towards teacher professional development focusing on the impact on pupil outcomes. This will focus on whole school priorities and targeted individual development (e.g. NPQs, maths mastery lead, ECT and NPQ facilitators). We will support teachers to access and provide time to complete CPD, which in turn will support the recruitment and retention of our excellent teaching staff.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes and the research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3, 4, 5, 6,</p>
<p>To further embed and sustain the teaching and learning of the school's vocabulary spine in each subject to aid progression in Tier 3 vocabulary.</p> <p>To embed the oracy progression document, demonstrating opportunities for dialogic activities across the curriculum and year groups.</p>	<p>One of the evidence based recommendations from the EEF report 'Improving Literacy in Key Stage 2' is developing pupils' language capabilities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>1</p>
<p>To further embed and sustain maths teaching for mastery by delivering high</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellent in the</p>	<p>1, 6</p>

<p>quality CPD for teachers led by our maths subject leader, who completed a mathematics mastery specialist programme in 2024.</p>	<p>Teaching of Mathematics, drawing upon evidence based approaches.</p> <p>https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	
<p>Deliver high quality CPD for teachers on metacognition to develop self-reflection and collaborative learning in our pupils. Embed approaches based on metacognition within the curriculum.</p> <p>To deliver TPP training to all new staff within their first term. There is a strong focus on co-regulation and self-regulation within the training.</p>	<p>There is strong evidence indicating that explicitly teaching strategies to help pupils plan, monitor and evaluate specific aspects of their learning makes them more likely to manage their own learning and overcome challenges themselves in the future, having a high impact on their progress particularly in mathematics and science. Some evidence also suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>4, 6</p>

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

Budgeted cost: **£12,498**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deploy teaching assistants (many of whom are qualified teachers) to run targeted structured small group interventions and in some cases one to one support in reading, writing and maths, following rigorous analysis of difficulties diagnosed through assessments. In 2024/25 this will include targeted comprehension interventions in Y4 and 6 and targeted arithmetic interventions in Y6 with trained teachers.</p> <p>For our maths mastery specialist to deliver one to one and group training for TAs on the 'Number Sense' programme to run high quality one to one and small group interventions to support children who need to secure fluency with basic number facts.</p> <p>Subject leaders to lead half-termly CPD for teaching assistants to enhance subject knowledge and the use of maths overviews in promoting specific maths vocabulary and mathematical thinking.</p> <p>For our maths mastery specialist to train and</p>	<p>Use TAs to deliver high quality one-to-one support and small group support using structured interventions and to adopt evidence based interventions t support TAs in their small group and one-to-one instruction are two of the evidence-based recommendations from the EEF report 'Improving Literacy in Key Stage 2'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2, 3</p>

<p>support 1:1 TAs of children with EHCPs in using the Erikson Learning Trajectories to secure foundations for Maths.</p> <p>For a trained TA to deliver mastering number lessons to targeted children in Y2 to support their progress.</p>		
<p>Trained teaching assistants to deliver 'reading fluency' interventions based on the Herts for Learning 'KS2 Fluency Project' to targeted groups in Y3-4 to build confidence in reading out loud, fluency, pace resulting in improved comprehension.</p>	<p>Evidence suggests that supporting children to develop fluent reading capabilities supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. There is evidence demonstrating that The Herts for Learning KS2 Reading Fluency Project supports progress in pupils' reading comprehension age over an eight week intervention.</p> <p>Improving Reading Fluency (Michael Cole) – Institute for Effective Education</p> <p>KS2 Reading Fluency Project – Herts for Learning</p> <p>Supporting pupils to develop fluent reading capabilities, teaching reading comprehensions through modelling and supported practice and using high quality structured interventions to help pupils who are struggling with their literacy are three of the evidence-based recommendations from the EEF report 'Improving Literacy in Key Stage 2'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2, 3</p>
<p>Teaching assistants to receive regular high quality phonics training and to deliver additional 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics</p>	<p>Evidence suggest that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer spoken words spoken and books read in the home therefore targeted phonics interventions have been shown to have a positive impact.</p>	<p>2</p>



support using precision teaching.	Phonics – Toolkit Strand – Education Endowment Foundation - EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£12,498**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To receive regular training on monitoring and improving attendance and developing our procedures and approaches towards identifying and working with families where attendance is an issue. This will be based upon the principles of good practise set out in the DFE's Working together to improve school attendance.</p> <p>To continue to develop and embed the use of our attendance tracking and monitoring tool in order to identify and work with families where attendance is an issue and to utilise this in monthly attendance meetings held by the head teacher, deputy head teacher and family engagement and welfare officer.</p> <p>Family engagement and welfare officer to build and foster relationships with families and to support and signpost them to support for areas such as finances, housing, parenting, learning and attendance.</p>	<p>The DfE guidance Working together to improve school attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Addressing Educational Disadvantage in Schools and Colleges The Essex Way (edited by Mark Rowland) – Unity Research School and Essex County Council 'Relationships' chapter.</p>	<p>4, 6</p>
<p>Maintain and develop ACE, our school-led breakfast club, after school club and school holiday provision, providing families with a</p>	<p>The DfE guidance Working together to improve school attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4, 5, 6</p>

<p>low cost option for childcare and enabling flexibility for working parents.</p>		
<p>To deliver TPP training to all new staff within their first term and to continue to embed the TPP values with the aim of developing a better understanding of behaviour and supporting emotional well-being.</p> <p>For two of our TPP trainers (head teacher and deputy head teacher) to utilise training from the three day LA pilot programme 'Ready to regulate' to improve approaches and resources related to co-regulation and self-regulation to support children when they are dysregulated.</p>	<p>TPP is an evidence-based Essex Local Authority approach towards supporting behaviour and understanding emotional wellbeing that, in time, will benefit individuals and families. Benefits will include increased capability and productivity, improved pupil outcomes, reduced absence, reduced demand on services, improved relationships and greater satisfaction and happiness.</p> <p>EEF evidence has found that social and emotional learning approaches have a positive impact of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>2, 3, 4, 6</p>
<p>For our school 'disadvantaged champion' and to attend training sessions and workshops in order to establish and embed our school's strategy towards addressing disadvantage and raising outcomes for our disadvantaged pupils.</p>	<p>Essex's approach towards addressing disadvantage is underpinned by research.</p> <p>Addressing Educational Disadvantage in Schools and Colleges The Essex Way (edited by Mark Rowland) – Unity Research School and Essex County Council</p>	<p>1, 2, 3, 4, 5</p>
<p>Trained 'learning mentors' to meet on a weekly basis to provided targeted support to identified children who need support related to social, emotional and mental health and self-regulation.</p> <p>To train a learning mentor to become an ELSA (emotional, literacy, support assistant).</p>	<p>EEF evidence suggests that children from disadvantaged pupils have, on average, weaker SEL skills at all ages than non-disadvantaged pupils. Lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>4, 6</p>
<p>To maintain and develop our wide offer of extra-</p>	<p>Evidence shows that there is a small positive impact of physical activity on</p>	<p>4</p>

<p>curricular opportunities including clubs, squads, peripatetic music teachers, forest school and residential in Year 4 and Year 6.</p> <p>MM has been given a TLR to take on the role of engagement champion. She will systematically review the uptake of extra-curricular opportunities and wider 'cultural capital' opportunities (mapped out in our Katherine Semar Charter) by disadvantaged pupils. From this she will develop a better understanding of those children and their families who are less engaged, what the barrier are and how to support them to overcome any barriers to access.</p>	<p>academic attainment and that it is crucial for the other benefits and opportunities it provides.</p> <p>Physical activity - Toolkit Strand - Education Endowment Foundation -EEF</p> <p>Studies have shown that Outdoor Adventure Learning has positive impacts. It provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participating in these challenging physical and emotional activities, outdoor adventure learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Outdoor adventure learning - Toolkit Strand - Education Endowment Foundation -EEF</p>	
<p>To embed and further develop the opportunities for involving parents in learning with their children including planning and delivering workshops for parents.</p> <p>Teaching staff to deliver maths workshops to parents in Y3,4 and 5 and a reading workshop to those in Y6.</p>	<p>EEF evidence demonstrates that actively involving parents in their children's learning is shown to have a positive impact on attainment.</p>	

Total budgeted cost: £49,995

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, national assessment data and our own internal assessments. The percentage of disadvantaged pupils in Year 6 in our school has been lower than national over the last the last three years (2023 – 5ch-6%; 2024 – 9ch-14%; 2025 – 7ch-10%) and these lower percentages have to be taken into consideration when reviewing the data. Two of these 7 pupils had SEN, one had EAL and joined us in Year 6 and another child had significant medical needs and poor attendance over the last four years (60.6% in year 6). We believe these factors have played a significant part in lower attainment data for our disadvantaged pupils this year.

Pupils achieving the expected standard and above at the end of KS2

Our data from the last four years (2022, 2023, 2024, 2025) has consistently shown that the percentage of pupils reaching the expected standard or above at the end of Key Stage 2 has been above disadvantaged pupils nationally in reading, writing and maths. The only exception to this is that our 7 disadvantaged pupils achieving expected or above in writing this year (57%) was just below disadvantaged pupils nationally (59%).

Typically, over the last four years, our disadvantaged pupils have performed above all pupils in reading and been in line with all pupils in writing and maths. However, this year our disadvantaged pupils did not perform as well they have done in the previous three years in reading or writing. The percentage achieving expected or above was just below all pupils nationally in reading (-4%) and maths (-3%) and considerably lower in writing (-15%).

Maths (expected standard and above)

End of year assessments in 2025 suggest that performance of disadvantaged pupils (7 children) has taken a slight dip (71%) compared to the previous two years (2023 – 80%; 2024 – 78%) and the gap to non-disadvantaged pupils was slightly wider (-22%) following two years where it narrowed (2023 - -10%; 2024 - -9%). It was slightly wider than the national gap between disadvantaged and non-disadvantaged this year (-19%). However, attainment is higher than national disadvantaged (+10% this year), an annual trend.

For the last year a teaching assistant, who is an experienced Year 6 teacher, has been delivering targeted interventions to year 6 pupils in the afternoons with a focus on arithmetic and reasoning. We will continue to utilise this targeted support, with input from class teachers, to build pupil confidence and provide targeted maths support for our pupils throughout Year 6 in Autumn and Spring and to Year 5 pupils in the Summer term to try to improve attainment and close the gap. We continue to monitor and adapt these interventions to achieve the best possible progress and outcomes for our pupils.

Reading (expected standard and above)

End of year assessments in 2025 show that performance of disadvantaged pupils has dropped over the last four years (2022 – 85%, 2023 – 80%, 2024 – 78%, 2025 – 71%). However, attainment is higher than national disadvantaged (+8% this year), an annual trend. The gap to non-disadvantaged pupils is in line with national but had been narrower over the last three years, widening each year.

We have introduced more intensive and targeted reading comprehension intervention with a qualified teacher in Year 6 from the Autumn term for 2024-25 and introduced our reading fluency intervention in Year 3 (in previous years we have targeted Y4-6) to try to improve attainment and close the gap. We continue to monitor and adapt these interventions to achieve the best possible progress and outcomes for our pupils.

Writing (expected standard and above)

The attainment of disadvantaged pupils in writing has varied over the last four years (2022 – 70%, 2023 – 60%, 2024 – 89%, 2025 – 57%) and this is largely due to other factors such as SEN and EAL having an impact on whether or not disadvantaged pupils met the expected standard. The percentage of disadvantaged pupils reaching the expected standard in 2025 (57%) was lower than the previous three years and the attainment gap to non-disadvantaged pupils widened (-31%). Typically, the gap is narrower than the gap nationally but was wider this year. However, the 3 disadvantaged pupils that did not reach the expected standard in writing all had additional factors (see above), which contributed to the data this year therefore we view this as being irregular.

Pupils achieving the higher standard at the end of KS2

School data from the last four years (2022, 2023, 2024, 2025) has shown that the percentage of pupils reaching the higher standard at the end of Key Stage 2 is typically above disadvantaged pupils nationally in writing however this year no disadvantaged pupils achieved the higher standard. In reading it was above national in 2023 and 2024 but dropped below this year (14% school; 21% national). In maths it was above national in 2022 and 2023 but slightly below in 2024 and 2025 (14% school; 15% national). The gap between our disadvantaged and non-disadvantaged pupils reaching the higher standard is typically higher than national. This is a result of our non-

disadvantaged pupils consistently attaining above the national average for non-disadvantaged pupils. It is also partly accounted for by the proportion of pupils that we have that are disadvantaged and have additional factors that affect their attainment such as SEN.

Our work, particularly around whole school teaching, continues to focus on stretching and challenging our higher attaining pupils. Whilst this has been successful for our non-disadvantaged pupils we will continue to work in identifying and targeting those disadvantaged pupils capable of attaining a higher standard from when they join in Year 3.

We have also drawn on our school data and observations to assess the wider issues impacting disadvantaged pupils performance including attendance and SEMH needs.

- SEMH referrals for our pupils continue to be significant since the pandemic, particularly for disadvantaged pupils. A number of our disadvantaged pupils have also benefited from play therapy with our trained play therapist who has been working with us for the last two years. Our learning mentors continue to provide weekly wellbeing support (for varying periods of time) and work with a number of disadvantaged pupils.
- Difficulties at home, impacted by the pandemic and financial crisis, can partly account for the rise in SEMH needs for our pupils. A number of our disadvantaged families are experiencing difficulties including financial, housing, medical, SEMH and the challenge of supporting children at home with SEN needs (40% of all disadvantaged pupils in the juniors had SEN in 2024 and 31.4% in 2025). Our provision for supporting parents has demonstrably improved over the last four years with our family engagement and welfare officer supporting a growing number of disadvantaged families and an educational mental health practitioner from the local MIND mental health support team, who offers 8 weeks of one-to-one hourly sessions on a personalised parenting programme.
- We have worked hard to develop our extra-curricular offer over the last four years. Over the course of the 2024-25 academic year we had 652 club and squad places taken up in the Autumn term, 630 in Spring and 618 in Summer. We employ three sports coaches who run clubs and squads before school and after school and we own a minibus, which opens up opportunities to travel to external sporting events. The number of disadvantaged pupils taking up at least one club varies significantly from term to term and cohort to cohort and there are no clear patterns. However, the data does show that take up is lower than non-disadvantaged pupils across all cohorts. We have addressed this by putting on more lunchtime clubs and creating opportunities that are targeted for our disadvantaged pupils such as the popular Book, Buddies and Biscuits club, where junior children supported pupils from the infant school with their reading. Our family engagement champion continues to build relationships with our families and sends personal invites to our less engaged

disadvantaged children and families to encourage and support participation in extra-curricular activities.

- Behaviour log analysis and classroom observations demonstrates that the excellent behaviour and attitudes of disadvantaged pupils is as good as non-disadvantaged pupils. Our teaching staff, TAs and family engagement and welfare officer work closely with families of the few disadvantaged pupils that are not as engaged as their peers.
- Book studies, pupil interviews and teaching observations have demonstrated that our disadvantaged pupils have been using a wider range of Tier 2 and Tier 3 vocabulary in their speech and written work over the last three years, which follows on from high quality training in this area, developments in the teaching of vocabulary and the development of a vocabulary spine within our curriculum for each subject. However, there is still a vocabulary gap between disadvantaged pupils and non-disadvantaged pupils. This has a particular impact on writing and we continue to work on closing this.
- There is an excellent culture in the school, which fosters the development of strong and trusting relationships. TPP training over the last three years for all teaching staff and teaching assistants (including those who join) has further embedded this culture, which includes our restorative approach towards behaviour.

Our attendance data over the last three years has shown that the gap between disadvantaged pupils and all pupils has narrowed year on year as a result of improved attendance for disadvantaged pupils (22-23 - 91.74% attendance, -4.3% gap; 23-24 – 92.30% attendance, -4.1% gap; 24-25 – 92.99% attendance, -3.92% gap). Through rigorous monitoring systems and support we have ensured that attendance is greater for disadvantaged pupils (92.99%) compared to national 2023-2024 (89.4%) and only just below national attendance for all pupils in 2023-24 (93.2%).

Our work to address attendance has had a significant impact on reducing persistent absence (under 90% attendance) amongst disadvantaged pupils resulting in 9.7% of disadvantaged pupils being persistently absent this year compared to 28.1% in 23-24 and 34.5% in 22-23 and resulting in it now being significantly lower than persistent absence amongst disadvantaged pupils nationally (33%). Persistent absence amongst disadvantaged pupils (9.7%) was also lower than persistent absence amongst all pupils nationally (18.7%).

The gap in persistent absence (under 90% attendance) amongst disadvantaged pupils compared to non-disadvantaged pupils reduced significantly for the 24-25 academic year (24-25- -7.41%; 23-24- -26.36%; 22-23- -23.3%) and is lower than the gap nationally (-19.6%).

This data shows us that the work we continue to implement to address attendance is supporting improved attendance for our disadvantaged children and still critical moving forward. We have a family engagement champion who monitors attendance closely with one of the deputy headteachers and takes appropriate action to support our most vulnerable children. A digital tracking/monitoring system developed two years ago is now embedded and helps the school to identify children who are persistently absent and patterns in attendance. The attendance team (headteacher, deputy headteacher and family engagement champion) meet monthly to review attendance and punctuality,

where they consider effective strategies for any child not meeting our attendance targets. Strategies include support from the family engagement champion, signposting families to external services and supporting them with referrals to other agencies through our SENCo, learning mentoring for children with specific issues that are making them reluctant to attend school, referring parents to work with our education mental health practitioner from the MIND (mental health support team) and issuing attendance letters and inviting families to meetings to discuss solutions.

Based on all of the information above, the performance of our disadvantaged pupils is broadly on course to achieve the outcomes we set out (in our three year plan) to achieve by 2026/27, taking into account that the challenges we have faced, particularly around attendance and the SEMH needs of pupils, have increased.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mastering Number at Reception and KS1 and Year 3 (2025-2026)	NCETM
Number Sense Maths – Early Years Numbers Sense, Number Facts Fluency and Times Tables.	Number Sense Maths
iSee maths reasoning and problem solving- years 1-6	Gareth Metcalfe
WellComm (speech and language toolkit from screening to intervention)	GL Assessment