

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Capel-le-Ferne Primary
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	19% (34 PP pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Anthony Richards
Pupil premium lead	Rebecca Twinn
Governor / Trustee lead	Lauren Coker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
Recovery premium funding allocation this academic year	£0
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	£51,510

Part A: Pupil premium strategy plan

Statement of intent

At Capel-le-Ferne Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, will make excellent progress both academically, and socially and mentally. The focus of this pupil premium strategy over the next 3 years, will be to work to ensure that all disadvantaged pupils (including those who the school identifies who may not be eligible) are supported to achieve this goal too. It is our aim to create an equitable approach in the identified areas that we believe will best support disadvantaged children to succeed.

The school will consider children who might not be eligible for pupil premium but school considers the barriers they face and the challenges that present themselves, mean some form of support through this strategy is needed to support an equitable approach for them, and to ensure they have every chance to succeed.

The school focuses on quality first teaching, and it is our aim to ensure that children are supported in class as much as possible to succeed, with suitable adaptations made where needed. Formative and summative assessment supports on-going analysis of pupil progress, and only where accelerated progress might be needed, will children be given additional support. This early intervention is intended to ensure any child who falls behind is supported to catch up. These interventions are carefully chosen to focus on securing solid foundations in the Early Years and Key Stage 1, in order that accessing the wider curriculum in Key Stage 2 is not compromised. Interventions in Key Stage 2 focus on core skills needed to access the broader curriculum, if this has not been secured in Early Years and Key Stage 1.

Our school also focuses on supporting children to thrive in the classroom, and where challenges make this difficult, interventions support this. This includes where children are not attending school or there is scope for improving attendance. This might mean social and emotional support in varying forms. The target is always for the child to be comfortable and confident within the classroom, where the child can benefit from quality first teaching that is adapted where needed. The journey to this though might mean some time in the school's Nurture provision.

The school understands the importance of reading as an essential vehicle to success as well as a source of great enjoyment and contentment. Reading success for disadvantaged children, especially when they are in the Early Years and Key Stage 1, is an important target for our school.

In order to achieve outlined objectives, the school will:

- Ensure that teaching and learning opportunities meet the needs of all children, and that through on-going formative assessment, adaptations can be made to ensure an equitable approach. As a result, attainment of all pupils can be sustained and improved. This will have the greatest impact on the most disadvantaged.
- Recognise that not all pupils that receive free school meals will be socially disadvantaged. Conversely, recognising there will be non-disadvantaged pupils who will be socially disadvantaged in some way that may require support, but not eligible for funding.
- Act early to ensure intervention can have the greatest impact, and to stop any gap from widening.
- Recognise that success is about the whole child, and that allocating funding will be based on a needs analysis which will look at priority children and groups, and that this analysis will look beyond academic achievement to areas such as the importance of building cultural capital and creating an understanding of the importance of a healthy lifestyle and benefits of this.

Challenges

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

Challenge number	Detail of challenge
1	Oracy and Vocabulary Assessments, observations and discussions with pupils highlights the level of communication difficulty experienced by children from disadvantaged backgrounds. This includes underdeveloped oral language skills, vocabulary gaps and challenges with listening. This impacts on pupil ability to read (especially comprehend) and write at the expected age-related standard.
2	Phonics In Reception to Year 2, assessments, observations and discussions show that children from disadvantaged backgrounds are less likely to make good progress in phonics and will have a greater variety of challenges compared to their peers.
3	Reading and Writing Assessments and discussions show that reading and writing becomes a barrier to success in the wider curriculum in Key Stage 2. Children's attainment and progress in subjects such as maths and in foundation subjects is significantly limited due to inability to read and write with fluency, understanding and confidence.
4	Limited Focused Attention, Cultural Experience and Opportunities Discussions and feedback shows that focused attention on children and out of home experiences are significantly more limited for disadvantaged pupils compared to non-disadvantaged pupils. This includes but not limited to not developing interests through clubs and games, reducing time shared with others, close adults (such as family members) and not building cultural capital through trips and travel due to a number of challenges. This also relates to potential over-reliance on electronic devices and missing outdoor opportunities that link strongly with essential components for a happy and fulfilling childhood.
5	Attendance Assessments linked with attendance data show correlation between proportion of disadvantaged children not achieving the expected standard and attendance below 95%. Added to this, while the gap between disadvantaged and non-disadvantaged has narrowed slightly, a gap remains that impacts on academic achievement. This is due to factors including illness, holidays, lack of importance placed on education, cultural values and social and emotional needs.

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
Oracy levels increase with improved oral language skills and vocabulary, and improved listening skills demonstrated among disadvantaged pupils.	<ul style="list-style-type: none"> The number of children achieving the expected standard in Communication and Language, and Personal, Social and Emotional Development at the end of Reception increases, with no significant gap in attainment in these areas and in achieving a Good Level of Development. Speech link and language link data show progression with identified children. Identified areas of the oracy curriculum are embedded that start to show impact within children, such as speaking in full sentences and elements of full body listening. Children use vocabulary and sentence prompts to speak in a subject and context specific way.

	<ul style="list-style-type: none"> • School engages with Voice 21, which drives the school approach to oracy development. • The gap between disadvantaged children and non-disadvantaged children has reduced by the end of Year 2 and Year 6 when assessed against the school's oracy curriculum and against the document: 'Universally Speaking' from 'The Communication Trust'. • Over 75% of all children achieve the expected standard in the Communication and Language Early Learning Goal. • Over 75% of all children reach the expected standard in reading and writing at the end of Year 6.
Disadvantaged pupils pass the phonics screening check by the end of Year 2.	<ul style="list-style-type: none"> • Assessments show children in EYFS and KS1 on-track to pass the phonics screen by the end of Y1. Any disadvantaged pupils not on-track will have interventions in place to support accelerated progress. • After school small booster group completed for any children not on track to pass the phonics screen. • Over 80% of pupils overall pass the phonics screen and all disadvantaged children pass the screen, or where a pass not achieved, progress from starting points can be evidenced.
Disadvantaged pupils are assessed at Level 25 (minimum) on PM Bench-marking by the end of Year 2.	<ul style="list-style-type: none"> • Assessments show Y1 children are on-track to reach Level 25 by the end of Year 2 when assessed on PM bench-marking. Where disadvantaged children are not on track to achieve this, support in place to accelerate progress. • Where a barrier to reading exists into Year 3, interventions support catching up. • Daily reading in place for all disadvantaged children in Year 1 additional to Daily Supported Reader. • By the end of Year 3, all disadvantaged children have reached Level 25 on PM Bench-marking. If they have not reached this level, clear progress can be evidenced from starting points.
Varied opportunities for disadvantaged pupils are implemented resulting in a more well-rounded educational experience.	<ul style="list-style-type: none"> • Financial barriers are overcome so access to school trips and external experiences are never compromised for disadvantaged pupils. • Opportunities for development in areas such as drama, art and sport are prioritised for disadvantaged pupils. • Steps are taken to ensure an equitable approach for all pupils, including areas such as missed breakfast or not having a coat (or wet weather gear). • Providing opportunities for focused interactions to support development of healthy life habits such as conversation and social engagement. • Percentage of disadvantaged pupils accessing opportunities outlined is less than 2% difference with non-disadvantaged pupils.
The gap between disadvantaged pupils and non-disadvantaged pupils reduces. Social and emotional needs as a barrier to attending school are reduced.	<ul style="list-style-type: none"> • Pupil by pupil analysis completed with parents offered support with different strategies to improve overall attendance. • The attendance gap between disadvantaged pupils and non-disadvantaged pupils is less than 1%. • The attendance gap between disadvantaged pupils at Capel-le-Ferne Primary School compared to non-disadvantaged pupils nationally is less than 1%.

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: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school prioritisation and focus on oracy through introduction and development of an oracy curriculum and implementing an oracy lead teacher. This will be underpinned by work with Voice 21.</p>	<p>‘...at age 11, spoken language skills are the most important indicator for literacy skills’. <i>National Literacy Trust Report</i> https://literacytrust.org.uk/research-services/research-reports/</p> <p>Improvement through oral language intervention can increase pupil achievement by 6 months (measure mainly from reading comprehensions). <i>Education Endowment Foundation</i>. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>‘...argues that, when planning a curriculum, teachers and leaders should prioritise progression in knowledge of language and of its forms, usage, grammar and vocabulary’. ‘Developing spoken language, including vocabulary, is essential for the academic progress of all children. This is because broad underpinning knowledge, such as of vocabulary and syntax, supports later reading success.’ <i>Research Review Series. Gov.uk</i>. https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english</p>	<p>1, 3 and 5.</p>
<p>Supporting capacity and development of school leaders, through NPQs, to embed quality first teaching and TA support in oracy, phonics and provision across EYFS and KS1.</p> <p>Time provided, additional to PPA, to support continued development of practitioners within school, including continued implementation of Talk for Writing.</p>	<p>‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice...’ <i>Education Endowment Foundation</i>. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>‘Recognise the time constraints faced by teachers and adapt professional development accordingly. Those designing and selecting PD should critically assess how a PD programme will fit in with the school routine.’ <i>Effective Professional Guidance Report, Education Endowment Foundation</i>. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	<p>1, 2 and 3.</p>
<p>Star Reader and Accelerated Reader</p>	<p>‘Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment</p>	<p>3 and 5.</p>

<p>subscription. This provides teacher in KS2 with diagnostic assessments in reading as well as knowledge on reading habits and levels of confidence so individual pupils can be targeted with the right support to make progress and support enjoyment and engagement in reading. This is overseen by the English leader.</p>	<p>makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.' <i>Improving Literacy in Key Stage 2, Education Endowment Foundation.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>'Among pupils who receive FSM, those using AR were significantly more likely to say they enjoyed reading than those who didn't – a 5.2% difference (37.3% vs. 32.1%).' <i>What kids are reading report, Renaissance.</i> https://uk.renaissance.com/blog/how-accelerated-reader-supports-fsm-pupils-reading-enjoyment/ https://renaissance.widen.net/s/xgvpsnhd9q/wkar-report-2025_summary-edition</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding one-to-one and small group support for pupils in reading and phonics (including Daily Supported Reader), both to accelerate progress in reading and phonics and increase enjoyment in the discipline.</p> <p>Funding Beanstalk support.</p>	<p>'Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.' <i>One to One Tuition, Education Endowment Foundation.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>'The coordinators at all schools reported positive benefits of DSR on children's ability to read independently and in increasing their vocabulary' and 'The reading coordinators at all four schools, saw a marked improvement of children's reading progress in terms of reading levels and book bands. In particular they thought there was an impact on lower attaining children in reading, as well as generally.' <i>Evaluation of Hackney Learning Trust's Reading Programmes, The Open University.</i> https://oro.open.ac.uk/75100/1/HLT%20Report%2030.06.2020.pdf</p> <p>'This finding suggests that providing targeted additional phonics support to specific children can have an especially positive impact.' <i>Phonics, Education Endowment Foundation.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 3 and 5.</p>
<p>Peer tutoring is introduced and implemented after external training of pupils in providing peer support for pupils across</p>	<p>'Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately six additional months' progress within one academic year.'</p> <p>'...there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.'</p>	<p>2, 3 and 4.</p>

year groups in reading.	<p>'Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high.'</p> <p>'Successful approaches may also have other benefits, such as supporting the social and personal development of pupils and boosting their self-confidence and motivation for learning.'</p> <p><i>Peer Tutoring, Education Endowment Foundation.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding to support pupils to gain enjoyment and engagement in school by taking advantage of high proportion of opportunities including, but not limited to: After school clubs, school trips and Y6 residential outing.</p> <p>Increase cultural capital through experiences, including music lessons.</p>	<p>'It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.'</p> <p>'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.' <i>Arts Participation, Education Endowment Foundation.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>'Taking part in after school clubs was thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.' <i>The value of after school clubs for disadvantaged children, Nuffield Foundation.</i></p> <p>https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</p>	4 and 5.
<p>Ensure social and emotional challenges are identified and supported through regular review and placement into best support, including counselling and school prescribed, adult led interventions.</p> <p>Funding to support food in school where</p>	<p>'Improving Social and Emotional Learning in Primary Schools is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.' <i>Improving Social and Emotional Learning in Primary Schools, Education Endowment Foundation.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	4 and 5.

needed for identified pupils.		
Deputy Headteacher and School Assessment Lead analysis data weekly and speak directly with families regularly to support identifying barriers and forming new strategies based on need.	<p>'The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified.'</p> <p>'Greater knowledge and understanding of the specific barriers to attendance can help you to identify potentially effective approaches that are targeted to the needs of your pupils.'</p> <p>'By looking more closely at attendance data and talking with students and families, a range of different issues can be uncovered, which will be both individual and contextual.'</p> <p><i>Supporting School Attendance, Education Endowment Foundation.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	5.
Funding for Opal development to support enjoyment and engagement in school, as well as securing positive outdoor experiences.	<p>'All OPAL schools report significant increases in children's joy and happiness in school. This is reported by the children themselves and the adults who care for them.'</p> <p><i>Opal Research and Evidence.</i></p> <p>https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/</p>	4 and 5.

Total budgeted cost: £51,510

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year. The review is also for the completion of the 3 year cycle.

Teaching	
<p>CPD for Teaching Staff</p> <ul style="list-style-type: none"> Teaching of writing, maths (Maths Mastery) and on-going training in teaching of reading 'Principles in Action' by Rosenshine to support development of lesson structure and retention of knowledge Adaptive teaching in order to meet the needs of all children without compromising content learnt. Pace of lessons. Approach to scaffolding of learning. SEND training and development Staff meetings safeguarding for training and development. 	<p>Curriculum leads in areas identified on the schools SIP have delivered CPD.</p> <ul style="list-style-type: none"> Safeguarding refresher training, covering the new areas outlined in KCSIE Maths Mastery/ Mastering Number Writing/ handwriting/ writing moderation Talk for Writing – Shared with Teachers as this is rolled out across the school. Rosenshine Principles in Action/ Working Memory/ Cognitive load DSR –support for TAs leading small groups and 1:1 catch-up reading. Precision Teach Training for TAs Adaptive teaching linked to the Mainstream Core Standards Speech Link and Language link. Geography and History/ flashbacks/ Curriculum mapping. Oracy SEND – Mainstream Core Standards. <p>Flashbacks are being used consistently in History, Geography and R.E. Science will be added in Term 2 (25/26). Pupil voice evidences that the impact of the flashbacks has aided pupil's working memory. Children can talk with confidence about knowledge that they have learnt in previous year groups (History/ Geography).</p> <p>Scaffolding is being more widely used in all classes, with language through colour being used to support some children in the bottom 20%. Chunking of learning is being used in all classrooms, with a mixture of teacher talk, paired talk, individual reflection and practical activity.</p> <p>Nurture Room timetable has been agreed and interventions are being delivered by C.Henly (Covering wellbeing, learning, SEND), this is overseen and monitored by A.Mercer (SENCO). Impact on PP children can be seen in 'Nurture Intervention' section.</p>

	<p>TA meetings scheduled 1x weekly delivering training in interventions and new curriculum developments, alongside staff meeting updates and reminders on safeguarding policies.</p> <p>Staff meetings 1 x weekly led by Curriculum leads and or SLT to deliver training, subject and assessment updates. Safeguarding procedural and refresher training.</p> <p>Safeguarding meetings, SMT and SLT weekly meetings.</p>
<p><u>Speaking and Listening for Language Development</u></p> <ul style="list-style-type: none"> Promote the importance of adult talk and interactions in EYFS. Increase opportunities for speaking and Listening in the framework for writing. Spelling Shed to be used daily in all classes to support sound recognition, oracy and spelling. Phonics lessons taught daily with fidelity to the ALS scheme. Ensuring a delivery is through physical actions, written and verbal techniques. Embed strategies used in DR and DSR promoting more effective and engaging guided reading sessions. 	<p>Talk for writing approach is now being used in R, 1, 2, 3 and 4 with plans to roll this out into years 5 and 6. Children have more opportunities to orally rehearse their sentences and access learning at all levels.</p> <p>Foundation subjects are building in more opportunities for oracy, using stem sentences and actions from DR. Bookmarks have been developed to support debates and discussions and children have been trained in using these to promote talk for learning opportunities.</p> <p>Spelling Shed is now used daily in all classes Yr1-6. With informal testing on a Friday. Paper copies of spellings are sent home weekly along with the opportunity for pupils to access the online platform Spelling Shed.</p> <p>Oracy development plan underway -New whole school Oracy development plan underway following 'Let's Talk - Oracy in the KS1 Classroom' course attended by Yr1 and Yr2 CTs. Plan to include; Dedicated CP time in Yr1 to create opportunities for building oracy, promoting time to talk and improving vocabulary (in conjunction with the 'Strong Foundations in the First Years of School' Ofsted document - October 2024), re-vamp of the Year 1 outside area to facilitate strong learning opportunities including oracy, making the environment curious and engaging, and promoting child-led adult interactions. Selecting an Oracy School Leader in charge of School Council, lead Oracy Assemblies, support teachers and all staff to implement oracy opportunities in class, and generate and share parent questions to put in our newsletters; for parents to discuss with their children each week - promoting oracy at home.</p> <p>Phonics - New phonics scheme (Supersonic Phonic Friends) fully implemented. Staff have been fully trained and supported to make the change. Routines are fully established, and children are responding well to these. SSPF scheme reading books purchased and all home reading books levelled to match.</p> <p>Classrooms (inside and outside) resourced to provide opportunities for learning and supportive displays.</p> <p>During our most recent LA visit it was noted that <i>'The change of phonics programme has been transformational in respect of children's levels of engagement and inclusion.'</i></p> <p>After school Phonics Club Term 5 ran for 12 identified children. Year 1 Phonics Screening Check results - 87.5% passed.</p>
Targeted Support	
<p><u>Teacher Led Phonics Interventions</u></p>	<p>Following a mock PSC in March, English lead and year 1 teacher ran an after-school Phonics Booster Club (24th April - 22nd May) for 9 Yr1 chn and 1 Yr2 child.</p> <p>Evidence of impact: Prior to the club - 33% were on track to pass (10th March), 58% were on track to pass (22nd May).</p> <p>Then, year 1 teacher continued to run focused daily phonics sessions in class until the real thing. Final PSC results - 88%.</p> <p>2 PP children - 1 of 2/50% passed (other PP child only 1 mark off passing).</p> <p>Remaining 12% of all children(3) to re-sit at the end of Yr2 (1 expected to pass).</p>
<p><u>Reading Interventions</u></p> <ul style="list-style-type: none"> Daily 1:1 reading intervention for disadvantaged children who are in bottom 20% of readers within each class Regular 1:1 reading support for disadvantaged children who are not making good progress or reaching age-related attainment. <p>Embed strategies used in DR and DSR promoting more effective and engaging guided reading sessions.</p>	<p>Reading -One full year completed of 'Book Talk' in Yr2 (link between DSR and DR Reading Schemes supporting oracy). Reading Progression of Skills complete. Author visit. Local library visit to promote 'Summer Reading Challenge'. 'World Book Day' and 'Pyjamarama' fundraising events for school library re-vamp over the summer. Yr1 DSR - 87.5% of class (21/24 chn) made expected progress or better (Level 20+). End of KS1 SATS Results are 72% EXS or above.</p> <p>End of KS2 SATS Results are 70% EXS or above. 2024: 75% PP children (6/8) achieved EXS+ in reading (Kent 61%, National 75%) 2025: 88% PP children (7/8) achieved EXS+ in reading (Kent 75%, National 75%)</p>
Wider Strategies	
<p><u>Revised Behaviour and Relationships Policy</u></p> <ul style="list-style-type: none"> PROACT SCIPr CPD for class-based staff 	<p>All staff trained to use PROACT SCIPr when needed to support behaviour management.</p>

<ul style="list-style-type: none"> Policy revised, communicated and implemented in line with Rosenshine and Nurture based research <p>Mainstream core standards CPD</p>	<p>PROACT-SCIPr-UK provides the structured, evidence-based Positive Behaviour Support methodology (aligned with Rosenshine's instructional principles of scaffolding and guided practice) within a person-centred, values-based culture that mirrors the emotional safety and well-being priorities of the Nurture UK framework</p> <p>School behaviour policy revised and amended to support changes to training for positive handling.</p>
<p>Outdoor Learning Opportunities</p> <p>Embedding OPAL into the school curriculum.</p>	<p>OPAL has had a big impact on behaviour, reducing the number of lunchtime incidents outside. Children are keen to engage in a range of different play activities and can win 'Golden Seagull' Awards for displaying the school values.</p> <p>Weekly OPAL assemblies give children an opportunity to fully understand the rules of each zone and the reasons why those rules have been actioned.</p> <p>As the school has changed the way it logs behaviour, it is difficult to use. Behaviour has significantly improved following the introduction of OPAL. There are greatly reduced child on child incidents. With no incidents of pupils attempting to leave the school site.</p>
<p>Nurture Support</p> <ul style="list-style-type: none"> FLO and Nurture TAs to support identified children directly or through support targeted interventions, Nurture Time and 1:1 check ins. Staff CPD via Nurture UK <p>Continue to develop an understanding of the importance of The Six Principles of Nurture and how these impact on classroom environments through transitional activities and CPD</p>	<p>FLO and Nurture TAs continue to support identified children, particularly Pupil Premium (PP) pupils, through direct 1:1 check-ins, Nurture Time, and targeted interventions. Interventions delivered and children supported include:</p> <p>SEMH Interventions:</p> <ul style="list-style-type: none"> Emotional Check-ins: 1:1 sessions supporting regulation and emotional awareness for PP pupils. Positivity Journal: 3 children, 2 PP, developing self-esteem and reflective positivity. Emotional Literacy: 4 children, 1 PP, improving recognition and expression of emotions. Anger and Anxiety Gremlins: currently no PP pupils, helping children manage triggers and coping strategies. Drawing and Talking: 1 child (non-PP), supporting emotional expression through creative play. <p><i>Impact:</i> Children feel safer, more confident, and are beginning to self-regulate their behaviour. Positive relationships are being built between staff, children, and parents, with some children demonstrating noticeable improvements in managing anger and emotional responses.</p> <p>Communication and Interaction Interventions:</p> <ul style="list-style-type: none"> Speech Link: 2 children, 1 PP, developing articulation and expressive language. Language Link: 1 child, focused language support. Lego Therapy: 7 children, 2 PP, enhancing teamwork, turn-taking, and problem-solving. Time to Talk: 6 children, 1 PP, developing conversational skills and social confidence. Friendship Formula: 6 children, 1 PP, improving peer relationships and communication. Socially Speaking & Circle of Friends: planned for future implementation. <p><i>Impact:</i> Children are learning new language, improving understanding and expression, resolving conflicts independently, and demonstrating increased empathy and social awareness.</p> <p>Cognition and Learning Interventions:</p> <ul style="list-style-type: none"> Phonics: 9 children, 2 PP, targeted small-group instruction for decoding and fluency. DSR: 2 children, 1 PP, structured reading reinforcement. Personalised English (Years 1, 2 & 4): 4 children, 2 PP, tailored literacy support. Precision Teach – Reading: 7 children, 3 PP, evidence-based fluency practice. Memory Magic: 5 children, 1 PP, improving working memory and recall. Precision Teach – Writing: ongoing targeted support for writing accuracy and spelling. <p><i>Impact:</i> Children are accessing the curriculum appropriately for their stage, showing measurable progress in reading and writing. Skills from interventions are being applied across subjects, memory and recall strategies support learning retention, and PP children are closing the gap with peers.</p>
<p>Music Lessons</p> <ul style="list-style-type: none"> PP funding is used to fund/ partially fund disadvantaged pupils' music lessons with irock and Music for Schools. 	<p>School funds 4x PP children to attend weekly irock sessions, which they otherwise would not have the opportunity to take part in. 2x PP pupils learn an instrument through Music for Schools. This is having an impact on attendance and attitude to school.</p>
<p>Curriculum Access and Enrichment</p>	

<ul style="list-style-type: none"> Where disadvantaged families cannot afford to make full voluntary contributions to curriculum visits, experiences (visitors) and costumes, these will be part or fully funded by school. Promote and signpost disadvantaged children to extra-curricular clubs and opportunities. Funding for disadvantaged children to be considered where there is an associated cost. 	<p>School trips, swimming, sporting events, residential visits, pantomime and other events held in and out of school are subsidised or funded by the school for disadvantaged families where needed.</p> <p>School fund extra-curricular clubs and opportunities for PP children where this is needed and in discussion with VSK.</p> <p>PP children accessing extra-curricular activities</p> <p>iRock- 3 children Beanstalk readers- 6 Elite after school clubs- 2 children Gymnastics- 2 children Swimming lessons- 3 children Tutoring- 1 child Frampton Farm alternative provision- 1 child</p>
<p>Parental Engagement</p> <p>Promote and embed opportunities for parents to engage with the school to support their children's learning.</p> <ul style="list-style-type: none"> Curriculum based workshops Stay and play sessions Family learning sessions Online safety Coffee mornings for parents – SEND <p>Parent support groups for children with SEND.</p>	<p>Stay and play sessions have taken place in term 1 –with additional sessions for vulnerable pupils. 3xPP pupils have attended additional sessions.</p> <p>Transition meetings where parents have had the opportunity to meet new class teachers and spend time in new classrooms ahead of transitioning to a new year group. Vulnerable pupils have been invited to attend additional sessions. 7xPP pupils have attended additional transition meetings.</p> <p>Reading, Phonics, maths workshops have taken place for parents to attend. Whilst attendance at these events has been reasonable, school acknowledges there is more work to do to engage PP parents in attending workshops.</p> <p>6 Coffee mornings have taken place across the school year –these have been linked to specific SEND issues (ASC, ADHD, EHCP support etc). Guest speakers have included STLS and School Nursing Team. These have been well attended, with individual parents targeted.</p> <p>Online safety taught across the school in assemblies and through the computing curriculum. Parents were invited to attend an e-safety workshop although this was not well attended. Regular e-safety 'tips' are sent out with the school newsletter.</p>
<p>Attendance</p>	<p>Weekly attendance meetings track year to date attendance. Looking at specific groups of children across the school PA, PP, SEND etc School attendance had improved significantly remaining above 95% over national. PP Attendance data year to date: 93.16% (authorised absence: 5.26%, unauthorised absence 1.58%)</p> <p>Weekly phone calls made to parents where attendance is falling below 90%. Letters sent and meetings held to build relationships with families and offer support where needed.</p> <p>Confirmation of medical appointments required from parents where children are persistently absent.</p> <p>Fines issued where unauthorised attendance has met/ exceeded the threshold within the school policy.</p> <p>Leadership roles given to PP pupils/ PA pupils to encourage them to want to come and attend school – impact of this is still being monitored.</p>

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance
Boxall Profile	Nurture UK
Destination Reader	Hackney Services for Schools
Daily Supported Reader	Hackney Services for Schools
Spelling Shed	Literacysshed.com
NCETM Prioritisation document	NCETM

Speech and Language Link	Speech Link Multimedia Limited
OPAL Primary Programme	Outdoorplayandlearning.org.uk
KAPOW	KAPOW Primary
Jigsaw	Jigsawpshe.online