

## Allenbourn Middle School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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	<b>498</b>
Proportion (%) of pupil premium eligible pupils	<b>15.5% (77)</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2025 - 2026</b> 2026 - 2027 2027 - 2028
Date this statement was first published (Year 1)	<b>December 2025</b>
Date on which it was reviewed (Year 2)	<b>NA</b>
Date on which it was reviewed (Year 3)	<b>NA</b>
Date on which a new strategy will be produced	<b>December 2028</b>
Statement authorised by	Mr M. Legge Headteacher
Pupil premium lead	Mr L. Smith, Deputy Headteacher / Mrs S. Prout, Lead Practitioner
Governor / Trustee lead	Mrs Joanne Perrett Chair of Local School Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£119, 332</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<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>	<b>£119, 332</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Allenbourn Middle School, our approach to Pupil Premium is underpinned by **a clear commitment to social justice, social mobility and the development of the whole child.** We are determined to remove barriers to learning so that all pupils, regardless of background or circumstance, make strong progress across all subject areas. Our intention is that every pupil—irrespective of prior attainment, need, or circumstance—has access to high-quality provision and the opportunity to succeed academically and beyond the classroom. This includes ensuring that disadvantaged pupils are able to broaden their cultural capital through a wide range of enrichment experiences and opportunities.

Our approach is rooted in the belief that **an ambitious curriculum and high expectations are an entitlement for every child.** We do not dilute or reduce provision for disadvantaged learners; instead, we ensure that all pupils benefit from strong curriculum design and quality-first teaching informed by evidence-based practice. We maintain a culture of high challenge and academic rigour, refusing to accept disadvantage as a justification for lower outcomes. Through this approach, we intend that disadvantaged pupils achieve their full potential and that any gaps in attainment or progress between them and their peers, including high attainers, are diminished over time.

Supporting disadvantaged pupils is **a collective responsibility shared by the whole community;** including teachers, support staff, parents and external partners. We place a strong emphasis on early identification and timely support, with staff trained to recognise emerging needs and challenges. We rigorously track attendance, behaviour, engagement, progress and attainment, using this information to inform both whole-school strategies and carefully targeted, personalised interventions that respond to common barriers and individual needs.

Our Pupil Premium strategy recognises that disadvantage is complex and multifaceted and that eligibility for funding is only a partial indicator of need. Clear systems and procedures allow us to work in close partnership with families and external agencies to secure the best possible outcomes for every pupil. Alongside those eligible for funding, we pay close attention to other disadvantaged pupils, including those with a social worker, young carers and children in care, whether or not they receive Pupil Premium funding.

We are committed to ongoing reflection and continuous improvement. Through regular review and evaluation of the impact of our Pupil Premium strategy, we ensure that support for disadvantaged pupils is effective, responsive and sustained, and that no pupil is further disadvantaged while in our care.

## Challenges

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

Challenge number	Detail of challenge
1	Raise the profile of disadvantaged pupils across the school, ensuring equity over equality.
2	Improve attendance and engagement in learning by fostering a strong sense of belonging with our disadvantaged cohort, focusing on relationships with both pupils and parents/carers.
3	Ensure that disadvantaged pupils achieve outcomes in mathematics above national average for pupil premium.
4	Ensure that disadvantaged pupils achieve outcomes in reading and writing above the national average for pupil premium pupils.
5	Dismantle the 'experience gap' by embedding rich, diverse cultural encounters into the wider school experience.

## 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><b>Challenge 1</b></p> <p>Raise the profile of disadvantaged pupils across the school, ensuring equity over equality.</p>	<p>Disadvantaged pupils are consistently <b>identified</b>, discussed, and <b>prioritised</b> in pupil progress meetings, planning documents and staff communications.</p> <p>Teaching staff can <b>articulate the specific needs</b> of disadvantaged pupils and demonstrate how classroom practice has been <b>adapted to support equity</b> rather than equality.</p> <p><b>Monitoring evidence</b> (lesson drop ins, work scrutiny and internal data) shows disadvantaged pupils receive targeted support, high-quality feedback and appropriate challenge.</p>
<p><b>Challenge 2</b></p> <p>Improve attendance and engagement by fostering a strong sense of belonging with our disadvantaged cohort, focusing on relationships with both pupils</p>	<p><b>Attendance rates for disadvantaged pupils improve</b> and the gap between disadvantaged and non-disadvantaged pupils narrows over time.</p> <p><b>Persistent absence among disadvantaged pupils is reduced</b> through early identification and targeted pastoral support.</p> <p>Disadvantaged pupils report a <b>stronger sense of belonging, safety and connection</b> to staff, evidenced through pupil voice, surveys and engagement measures.</p> <p>Positive, trusting relationships between staff and disadvantaged</p>

<p>and parents/carers.</p>	<p>pupils are evident in daily interactions, behaviour data and <b>reduced disengagement incidents</b>.</p> <p><b>Parental/carer engagement increases</b>, shown through improved communication, attendance at meetings/events and positive feedback from families.</p> <p><b>Case studies demonstrate effective partnership</b> working with families leading to improved attendance, engagement, and wellbeing outcomes.</p>
<p><b>Challenge 3</b> Ensure that disadvantaged pupils achieve outcomes in mathematics above national average for pupil premium.</p>	<p>Disadvantaged pupils' <b>attainment in mathematics meets or exceeds the national average for pupil premium</b> pupils in internal assessments and external tests.</p> <p>The progress of disadvantaged pupils in mathematics shows <b>consistent improvement year-on-year</b>.</p> <p><b>Targeted interventions</b> and support programs for disadvantaged pupils in mathematics are in place, monitored and demonstrate measurable impact on outcomes.</p> <p><b>Teachers use data effectively</b> to identify and address specific mathematical learning needs of disadvantaged pupils, evidenced through planning and pupil progress reviews.</p> <p>Disadvantaged pupils demonstrate <b>increased confidence and engagement in mathematics</b>, as shown by classroom observations and pupil voice.</p>
<p><b>Challenge 4</b> Ensure that disadvantaged pupils achieve outcomes in literacy above the national average for pupil premium pupils.</p>	<p>Disadvantaged pupils' <b>attainment in literacy (reading and writing) meets or exceeds the national average for pupil premium</b> pupils in internal assessments and external tests.</p> <p>The progress of disadvantaged pupils in literacy shows <b>consistent improvement year-on-year</b>.</p> <p><b>Targeted interventions</b> and support programs for disadvantaged pupils in literacy are in place, monitored and demonstrate measurable impact on outcomes.</p> <p><b>Teachers use data effectively</b> to identify and address specific literacy learning needs of disadvantaged pupils, evidenced through planning and pupil progress reviews.</p> <p>Disadvantaged pupils demonstrate <b>increased confidence and engagement in literacy</b>, as shown by classroom observations and pupil voice.</p>
<p><b>Challenge 5</b> Dismantle the 'experience gap' by embedding rich, diverse cultural encounters into</p>	<p><b>A broad range</b> of rich, diverse cultural experiences (trips, workshops, guest speakers, arts and community events) are regularly embedded across the curriculum and extracurricular activities, with <b>strong participation from disadvantaged pupils</b>.</p> <p>Disadvantaged pupils have <b>equitable access to cultural opportunities</b>, with barriers to participation identified and</p>

<p>the wider school experience.</p>	<p>removed.</p> <p><b>Staff can demonstrate how cultural encounters are linked to key learning</b> and contribute to pupils' wider knowledge, understanding and personal development.</p> <p><b>Feedback</b> from pupils and parents/carers reflects increased awareness, appreciation and engagement with diverse cultures and experiences.</p> <p><b>Monitoring</b> shows that disadvantaged pupils' social, emotional and cultural capital is enriched, contributing positively to their confidence, aspirations and sense of belonging.</p>
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### 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: **£27,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve pupil to staff ratio within English and maths</p> <ul style="list-style-type: none"> <li>• Y6 English: 6 groups for 5 classes</li> <li>• Y7 – 8 English and maths: 4 groups for 3 classes</li> </ul>	<p><b>Education Endowment Foundation (EEF)</b> and the <b>Brookings Institution</b></p> <p><b>Oral Language Development:</b> Disadvantaged pupils often enter school with a "word gap." Smaller groups provide more opportunities for high-quality talk, which is the foundation of literacy and writing.</p> <p><b>Immediate Intervention:</b> Maths is "hierarchical." If a student misses one concept, they cannot access the next. Lower ratios allow for "catch-up" within the same lesson.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Increased Frequency of High-Quality Feedback</li> <li>2. Enhanced "Teacher-Student" Relationship</li> <li>3. Improved "Learning Behaviours" and Participation</li> <li>4. 'The "Sam Sims" Perspective: Teacher Retention is key in ensuring schools avoid 'The Teacher Gap'.</li> </ol>	<p><b>2, 3, 4</b></p>
<p>To purchase equipment to improve T&amp;L (e.g. standing desks, mini-whiteboards, interactive whiteboard replacement)</p>	<p>The <b>EEF's research on Digital Technology</b> suggests an average impact of +4 months progress.</p> <p><b>University of Salford's "Clever Classrooms" report.</b> The <i>Clever Classrooms</i> study is the most comprehensive quantitative research into the physical environment. It found that moving an "average" pupil from the least effective to the most effective classroom could boost learning progress by 16% in a year.</p>	<p><b>1, 3, 4</b></p>

	<p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Reducing "Environmental Stressors"</li> <li>2. Creating a "Safe Harbour" and Sense of Belonging (Broken Windows Theory)</li> </ol>	
To engage in planned CPD using Walkthrus and National College	<p><b>EEF professional development</b></p> <p><a href="#">New EEF rapid evidence assessment on remote professional development</a></p> <p>The use of video, such as Tom Sherrington's Walkthrus, is identified as a particularly effective element of professional development that enables teaching staff to review their own practice and reflect on others' actions in the classroom.</p> <p><b>EEF The "Quality First Teaching" Principle</b></p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Reducing Cognitive Load through Explicit Instruction</li> <li>2. High-Frequency Checking for Understanding</li> <li>3. Establishing Consistent Routines (The "Signal, Pause, Insist" Method)</li> <li>4. Narrowing the "Prior Knowledge" Gap</li> <li>5. Instructional Coaching for Teacher Equity</li> </ol>	1, 3, 4
To maintain and develop an approach to daily whole school class reading	<p><b>EEF reading aloud to your class</b></p> <p><a href="#">EEF Blog: Reading aloud with your class – what does the research say?</a></p> <p>Research shows that the act of reading aloud to the class from a challenging text may support the development of the children's spoken language comprehension and therefore contribute to their reading comprehension skills.</p> <ul style="list-style-type: none"> <li>• pg 60 Teaching Walkthrus pg142-147</li> <li>• EEF Guidance Report: Improving literacy in secondary schools</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Improving a child's literary canon: Exposing children to a wider range in texts develops their cultural capital experience.</li> <li>2. Expert Modeling of "Prosody" (Expression)</li> <li>3. Cultural Capital and Shared Experience</li> </ol>	4, 5
To enhance the school's programme of Developmental Dialogue and personalised feedback throughout the academic year	<p>Sam Sims' <b>(UCL and EEF) Quantitative Education Research</b> identifies that through Instructional Coaching, an expert teacher is working alongside a colleague in an individualised, observation-feedback-practice cycle which hugely impacts teaching and therefore learning in a positive way.</p> <p><a href="#">Four reasons instructional coaching is currently the best-evidenced form of CPD</a></p> <p><b>Specific benefits:</b></p>	1, 3, 4

	<ol style="list-style-type: none"> <li>1. Breaking the "Deficit Discourse"</li> <li>2. Identifying "Active Ingredients" for Vulnerable Learners</li> </ol>	
Use baseline diagnostic reading (Star Reader) software so that data is used regularly to identify those needing extra support and to monitor their progress over time.	<p><b>Accelerated Reading (EEF)</b>  <a href="#">Accelerated Reading Program   Renaissance Diagnostic assessment   EEF</a>            When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups, leading to improving outcomes.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Accurate Identification of the "Hidden" Gap</li> <li>2. Matching Challenge to Ability (ZPD)</li> </ol>	4
To maintain the use of SPARX Maths, Reader and Science as online platforms	<p><b>EEF digital technology</b>  <a href="#">Using Digital Technology to Improve Learning   EEF</a>            Evidence suggests that technology should be used to supplement e.g. for homework. A study showed that providing video examples of effective practice can directly benefit children's learning e.g. Sparx</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Removing the "Help at Home" Barrier</li> <li>2. Personalised "Success-Based" Learning</li> <li>3. "Bookwork Checks" and Literacy Support</li> <li>4. Closing the Vocabulary Gap</li> <li>5. Data-Driven Teacher Intervention</li> </ol>	3, 4
Raise the profile of PP pupils across the school through targeted T&L CPD	<p>To raise the profile of Pupil Premium (PP) pupils through Teaching and Learning (T&amp;L) CPD, the <b>Education Endowment Foundation (EEF)</b> advocates for a shift away from "bolt-on" interventions toward a Tiered Approach.</p> <p><b>Specific benefits:</b></p> <p>Metacognition: Helps pupils who lack "study habits" at home to plan, monitor, and evaluate their own learning.</p> <p>Feedback: Disadvantaged pupils often rely more on school for validation; high-quality, task-specific feedback prevents "lost learning."</p> <p>Oracy/literacy: Targets the "word gap" by training teachers to model high-level vocabulary and structured talk in every lesson.</p>	1, 3, 4
Raise attainment through a DEAR time reading strategy for the whole school with a focus on disadvantaged pupils.	<p>One-to-one reading is one of the most powerful "targeted academic support" tools for closing the attainment gap. <b>According to the EEF Toolkit</b>, one-to-one tuition (which includes intensive reading support) can provide an average of +5 months of additional progress, with even greater gains for disadvantaged pupils.</p>	3, 4

	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: <u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <u>word-gap.pdf (oup.com.cn)</u></p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Replicating the "Home Literacy Environment"</li> <li>2. Immediate, "High-Frequency" Feedback</li> <li>3. Precision Scaffolding of "Word Gaps"</li> <li>4. Psychological Safety and "No-Stakes" Practice</li> <li>5. Transitioning from "Learning to Read" to "Reading to Learn"</li> </ol>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maintain targeted additional English and maths intervention groups</p>	<p><b>Education Endowment Foundation (EEF) tiered approach</b></p> <p>While "Quality First Teaching" is the foundation, academic research confirms that for disadvantaged learners, these intensive sessions provide the volume of practice and precision of feedback necessary to close the attainment gap.</p> <p>The <b>EEF</b> identifies Small Group Tuition as one of the most effective and "best-value" interventions available to schools. According to the EEF Toolkit, it provides an average of +4 months' additional progress, with specific studies suggesting that disadvantaged pupils can benefit even more when the groups are highly structured.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Precision via Diagnostic Assessment</li> <li>2. Radical Feedback Loops</li> <li>3. Reducing "Maths Anxiety" and "Literacy Fear"</li> </ol>	<p><b>3, 4</b></p>
<p>To employ a librarian to develop and encourage a love of reading</p>	<p>Having a qualified school librarian is often viewed as a "luxury," but academic research identifies it as a powerful equalizer for disadvantaged pupils. While all pupils benefit from a library, those from lower-socioeconomic backgrounds gain the most</p>	<p><b>2, 4, 5</b></p>

	<p>because the school library often serves as their primary point of access to books, technology, and quiet study space.</p> <p>Research from the <b>National Literacy Trust (NLT)</b> and over 60 international studies (e.g., <b>Lance &amp; Kachel</b>) confirms that the presence of a certified librarian is a strong predictor of higher academic achievement.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Bridging the "Book Gap" and "Cultural Capital"</li> <li>2. Diagnostic Support for "Struggling Readers"</li> <li>3. The "Information Literacy" Advantage</li> <li>4. Emotional Wellbeing and "Third Space"</li> </ol>	
<p>To provide an additional non-contact for each Head of Year and core subject Leads for the full academic year - QFT and engagement focus.</p>	<p>Allocating additional planning and non-contact time to Heads of Year (HoY) and Subject Leads is a strategic move that shifts Pupil Premium (PP) efforts from "ad-hoc interventions" to systemic school improvement.</p> <p>While classroom teachers are the "front line," middle leaders are the "architects." Research from the <b>National College for School Leadership</b> and the <b>EEF</b> suggests that when these leaders have the time to move beyond administration and into instructional leadership, the impact on disadvantaged pupils is amplified.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Subject Leads: Precision Curriculum Designified</li> <li>2. Heads of Year: Data-Driven Pastoral Care.</li> <li>3. Joint strategic planning: Alignment between the <i>pastoral</i> (why they aren't in class) and the <i>academic</i> (what they missed when they weren't there).</li> <li>4. Family engagement: Time to build "relational capital" with hard-to-reach parents, improving attendance and engagement.</li> <li>5. Work scrutiny and moderation: Ensures high expectations are maintained and "poverty of aspiration" doesn't lead to easier tasks for PP pupils.</li> </ol>	<p><b>1,2, 3, 4, 5</b></p>
<p>Third Space Learning: Morning intervention SATs</p>	<p><b>EEF Improving Mathematics</b>  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>          The <b>EEF</b> identifies <b>Metacognition</b> (thinking about</p>	<p><b>3</b></p>

<p>(Maths) 'Fluent in 5'</p>	<p>thinking) as a high-impact strategy for disadvantaged learners (+7 months progress).</p> <p>Recent data (e.g., <b>SHINE Trust, 2025</b>) on fluency-based interventions shows that Pupil Premium pupils can make up to 9x the progress of control groups in standardized age scores (+8.5 points vs +0.9).</p> <p>Research into <b>Maths Anxiety</b> (e.g., <b>Ashcraft, 2002</b>) shows that pupils who struggle with basic fluency often develop a "fear" of maths, leading to avoidance and further underachievement.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Fluency/Information Processing Theory: Higher scores in Paper 1 (Arithmetic) of KS2 SATs, which accounts for 40% of the total maths mark.</li> <li>2. Bridge the 'home gap': Offsets the "word and number gap" for pupils who do not practice maths outside of school hours.</li> <li>3. Spaced repetition/ consistency: Prevents the "forgetting curve." Daily practice is more effective for PP pupils than one 60-minute "booster" a week.</li> </ol>	
<p>Introduce and maintain FFT Reading Quest programme for the most disadvantaged readers (Reading level below chronological age)</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>One-to-one reading intervention is one of the most powerful tools for closing the "attainment gap" because it addresses the cumulative nature of literacy. Academic research from the <b>Education Endowment Foundation (EEF)</b> and the <b>National Literacy Trust</b> indicates that 1:1 tuition can provide, on average, <b>+5 months of additional progress</b>, with even higher gains for disadvantaged pupils when the intervention is highly structured.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Constant Feedback: Feedback is a top-tier strategy (+6 months). In a 1:1 setting, a student receives feedback on every single sentence they read. Errors are corrected instantly, preventing the "mis-learning" of phonemes or words.</li> <li>2. Safe Environment: Disadvantaged learners often experience "reading anxiety" or shame in front of peers. The 1:1 setting provides a low-stakes, trusting relationship (Cremin et al., 2023) where the student feels safe to make mistakes—a prerequisite for cognitive growth.</li> <li>3. The Impact of 1:1: Intensive 1:1 support breaks this</li> </ol>	<p>4.5</p>

	<p>cycle by providing the decoding and fluency skills necessary for a student to begin reading independently. Once they can read for pleasure, they start to close the gap themselves through "volitional reading."</p>	
<p>Employ and AMS youth mentor</p>	<p>The <b>Education Endowment Foundation (EEF)</b> finds that mentoring typically provides +2 months of additional academic progress over the course of a year. The primary goal of this mentoring is behavioral and motivational rather than purely academic.</p> <p>Specific benefits:</p> <ol style="list-style-type: none"> <li>1. Targeting the "At-Risk": Mentoring is most effective when targeted at pupils who are "hard to reach" or at risk of exclusion.</li> <li>2. The "Social Buffer": For disadvantaged pupils, a mentor provides a stable relationship that can improve attendance and engagement, which are the necessary "building blocks" for learning.</li> <li>3. Small Group vs. One-to-One: While one-to-one mentoring is the most common model, the EEF notes that some school-based group mentoring can also be effective if the group shares similar challenges.</li> </ol>	<p><b>1,2</b></p>
<p>Learning support team</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence indicates that one to one tuition can be effective, providing approximately four additional months' progress on average.</p> <p>Research-informed schools use TAs to supplement rather than replace the teacher. For example, the teacher might work with the lowest-attaining group while the TA supervises the rest of the class, ensuring the most disadvantaged pupils get the highest level of expertise.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Social and emotional support: TAs often provide a stable, consistent adult relationship, improving "readiness to learn" and reducing anxiety.</li> <li>2. Scaffolding for Independence: Research into <b>Metacognition</b> suggests that disadvantaged pupils often struggle with self-regulation. TAs can be trained to support this through "scaffolding."</li> </ol>	<p><b>1, 2, 3, 4</b></p>

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

Budgeted cost: **£42,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase relationship building to develop greater participation and attendance including mental health support with the MHST.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>            Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p><a href="#">The link between pupil health and wellbeing and attainment</a>            Evidence suggests that education and health are closely linked. By promoting the health and wellbeing of our pupils we have the potential to improve both their educational outcomes and their health and wellbeing outcomes.</p>	<p><b>1, 2, 5</b></p>
<p>Fulltime PP advocate, Family Support Worker, DDSL and Young Carers Champion</p>	<p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            Academic research, including studies from the <b>EEF</b> and <b>Marc Rowland</b> (a leading expert on the disadvantaged gap), suggests that while classroom teaching is the "engine" of progress, the "fuel" is often the social and emotional stability provided by non-teaching staff. Research into <b>Attachment Theory</b> and <b>Resilience</b> (e.g., <b>The Anna Freud Centre</b>) emphasises the importance of a "significant adult" in a child's school life.</p> <p><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>            Studies on School-Home Partnerships show that "hard-to-reach" families often respond better to non-teaching staff who are perceived as less "judgmental" or "authoritative" than senior leaders or teachers.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Relational Capital and "The Trusted Adult"</li> <li>2. Improving Attendance through Persistent Outreach</li> <li>3. Coordinating Holistic Support</li> <li>4. Self-Regulation: De-escalating a</li> </ol>	<p><b>1, 2, 3, 4, 5</b></p>

	<p>student immediately allows them to return to learning faster.</p> <p>5. Parental Engagement: (+4 months progress according to the EEF Toolkit).</p>	
<p>To purchase digital devices for disadvantaged pupils to improve their access to the curriculum.</p>	<p><b>EEF digital toolkit</b> <a href="#">Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING</a></p> <p>Studies investigating the use of digital technology find that on average, it supports an additional four months' progress over the course of a year. Academic research suggests that while "buying stuff" is rarely enough on its own, it acts as a critical enabler that prevents disadvantaged pupils from being "locked out" of the curriculum.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Bridging the "Digital Divide"</li> </ol>	<p><b>3,4</b></p>
<p>To maintain Breakfast and Afterschool Club provision.</p>	<p><b>EEF Magic breakfast</b> <a href="#">Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING</a></p> <p>School breakfasts are more nutritious for some pupils and attending the club effectively prepares pupils for learning. Evidence shows that schools that offer a breakfast club often see an improvement in pupil behaviour and attendance.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Free Breakfast Provision: The "Ready to Learn" Effect</li> <li>2. Free After-School Provision: Closing the "Enrichment Gap"</li> <li>3. Long-term increase in self-esteem and "sense of belonging."</li> <li>4. Supports working parents, reducing family financial stress.</li> <li>5. Improved peer relationships and reduced exclusion rates.</li> </ol>	<p><b>2,3,4,5</b></p>
<p>To support the purchase of school uniform and other important resources required for lessons</p>	<p><b>EEF Working with parents</b> <a href="#">Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING</a></p> <p>Providing uniform and equipment for disadvantaged children is often viewed more as a "barrier-removal" strategy rather than a direct pedagogical tool. According to the Education Endowment Foundation (EEF) and supporting</p>	<p><b>2,3,4,5</b></p>

	<p>research, the primary benefit is in creating the <i>conditions</i> for learning to happen.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Reduction in visible inequality</li> <li>2. Improved attendance</li> <li>3. Improved school ethos and discipline</li> <li>4. Allowing immediate participation</li> </ol>	
To support disadvantaged pupil attendance on educational visits	<p><b>EEF outdoor adventure learning</b> <a href="#">Outdoor adventure learning   EEF</a></p> <p>Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.</p> <p><b>Specific benefits:</b></p> <p>Through participation in these challenging physical and emotional activities, pupils develop non-cognitive skills such as resilience, self-confidence and motivation which can be brought back into the classroom</p>	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	<p><b>EEF working with parents</b> <a href="#">Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Evidence suggests that working alongside parents as set out in the DfE guidance, to identify barriers and work to support pupils' attendance can have a positive impact on reducing persistent absence.</p>	2
Introduce a motivational rewards programme linked to attendance and promoting a 'sense of belonging'	<p><b>Use of rewards</b> <a href="#">Rewarding pupils: should we? If so, how?</a></p> <p>Pupils respond to incentives and rewards but, research shows that In education, rewards for inputs (like attending school or good behaviour) lead to better results than rewards for outputs. Age appropriate incentives can really support children and also provide disadvantaged children with experiences they have never had.</p>	2,5
To fund peripatetic music lessons and other extracurricular clubs which improve a	<p><b>Use of rewards</b> <a href="#">Rewarding pupils: should we? If so, how?</a></p> <p>Pupils respond to incentives and rewards but, research shows that In</p>	2,3,5

<p>child's cultural capital experience</p>	<p>education, rewards for inputs (like attending school or good behaviour) lead to better results than rewards for outputs. Age appropriate incentives can really support children and also provide disadvantaged children with experiences they have never had.</p> <p><b>Specific benefits:</b></p> <ol style="list-style-type: none"> <li>1. Arts/Music activities improve memory, focus, and "spatial" math skills.</li> <li>2. Primary driver for attendance and Sense of Belonging</li> <li>3. Develops emotional regulation and reduces behavior issues</li> </ol>	
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**Total budgeted cost: £119, 300**

**Part B: Review of the previous academic year (Dec 2025)**

**Outcomes for disadvantaged pupils**

N/A - New strategy devised for this academic year. (First review September 2026)

**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

**Service pupil premium funding (optional)**

For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b>
The impact of that spending on service pupil premium eligible pupils
Further information (optional)