

Pupil premium strategy statement – Naunton Park Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	7.6% currently on roll (31) including service premium and previously CiC 5.5% currently on roll as FSM or Ever6 (23)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Gayle Fletcher
Pupil premium lead	Jo Ballinger
Governor lead	Jane Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2791
Total budget for this academic year <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>	£52,871

Part A: Pupil premium strategy plan

Statement of intent

We use the Pupil Premium to give every child the opportunity to achieve our school vision:

Naunton Park Primary School is a safe, supportive and happy environment where every child thrives in their work and play. Our lively, vibrant and stimulating curriculum nurtures curious minds, providing opportunities for every child to flourish. As a large school with a small school feel, we support children to find their voice in the world and ensure that individuality is celebrated. At the end of their primary school journey, we would like our children to look back fondly and forward with excitement and confidence.

The use of Pupil Premium funding is most effective when used to develop high-quality teaching, including professional development of staff, targeted academic support and to implement wider strategies to address non-academic barriers to success in school, such as attendance, behaviour and social and emotional support. At Naunton Park Primary School, we believe that when children feel safe, happy, ready and have a sense of belonging, they are able to learn effectively, have confidence to access the curriculum and wider offer, and they are able to develop the skills essential for life beyond primary school.

At Naunton Park Primary School, our current school development priorities are:

- Further development of high-quality teaching and learning strategies
- Improvement in the use of scaffolding throughout the school
- Improvement of Inclusion SEND provision, focusing on the roles of the teacher and the teaching partner
- Improvement of the quality of writing across the curriculum;
- Development of mastery maths;
- Development of the Early Challenge Curriculum;

We aim to plan and implement a Pupil Premium Strategy that is right for our children here at Naunton Park Primary School, addressing the above priorities and, through careful assessment and analysis of pupils' needs and barriers to learning, ensuring that we meet all children's needs and give all pupils the opportunity to learn and achieve well. Our current Pupil Premium Strategy meets the needs of our pupils through a range of research-informed provisions that includes support for: social, emotional and mental health needs; academic needs; and financial and emotional support for families.

We believe that children will achieve best when: they are ready to learn; feel confident, safe and secure; have effective, respectful relationships with the adults and peers around them; enjoy coming to school and have a love of learning; are engaged and motivated; and they have challenging but realistic goals based on their individual needs. Our strategy plan strives to provide this learning environment and ethos for our children, with their safety, happiness and confidence underpinning all of our plans. If children do not feel safe, happy or confident (in or out of school), then these are the barriers that our plan addresses before direct academic support is put in place. Once children are in a place to learn well, then academic support is targeted and effective, creating the ideal recipe for a child to achieve well and be ready for their next stage in their learning journey.

The key principles of our Pupil Premium Strategy Plan are:

- Ensuring high quality teaching meets the needs of all learners across the curriculum
- Providing additional targeted support for some children which is carefully planned and monitored in collaboration with parents and carers
- Removing barriers to learning through wider strategies including support for Social Emotional Mental Health, attendance and ensuring access to extracurricular activities

Challenges

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

Challenge number	Detail of challenge
1	To accelerate progress in reading, writing and maths.
2	38% of children in receipt of Pupil Premium also have an identified Special Educational Need
3	Pupils are often referred to our Pastoral Support Team due to social, emotional and mental health concerns.
4	Lower than average attendance at school
5	To ensure all children have access to wider curriculum experiences

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
Pupil Premium Pupils make accelerated progress in Reading, Writing & Maths and the majority of Pupil Premium Pupils reach the expected standard in these subjects at the end of each year group.	Teachers track PP pupils' progress using formative and summative assessments. These assessments show that PP pupils make progress (even if it is small steps). PP pupils' summative assessments show that they are working at the age-related expectation for their year group.
Improved progress and attainment of pupils with SEND.	My Plan reviews show that children with SEND make progress against their outcomes each term.

	Children in receipt of PP with SEND make the same, or greater progress, than their peers, which is evidenced in their class books and summative assessments.
Improved wellbeing for all pupils in school, particularly those in receipt of PP.	Pupil voices activities, observations and pupil questionnaires show sustained high levels of wellbeing. Increased participation in extra-curricular activities for PP pupils. All pupils attend school trips and take part in enrichment activities in school. Transitions between home and school and from playtime to class time are smooth for all pupils.
Pupil Premium Pupils' overall attendance is in line with their Non-Pupil Premium peers.	The attendance gap between PP pupils and their non-PP peers is reduced to 0%. The percentage of PP pupils who are persistently absent is no greater than their non-disadvantaged peers. Parents are regularly informed of their child's attendance, particularly if it drops below 90% Attendance Improvement meetings (AIMS) are held for any child who is persistently absent and, from these, attendance data improves.
Children in receipt of PP have access to the wider curriculum experiences in line with their peers.	Increased participation in extra-curricular activities for PP Pupils All pupils attend school trips and take part in enrichment activities in school, particularly disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 39,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continuing Professional Development (CPD) for Teaching Partners</i>	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) found: TAs should not be used as an informal teaching resource for low attaining pupils; TAs should be used to add value to what teachers do (not to replace them); TAs should be used to help pupils develop independent learning skills and manage their own learning; TAs should be fully prepared for their role in the classroom; TAs should be able to deliver high quality one-to-one and small-group support using structured interventions; evidence-based interventions should be adopted by the school to support TAs in their small-group and one-to-one work; and, explicit connections between learning from classroom teaching and structured interventions should be linked. Recommendations from Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) state that teaching assessments add value to the work of teachers and should not replace them. Impact on outcomes is positive when the needs of all pupils are addressed through high quality classroom teaching and where teams of teachers and TAs understand their complementary roles in the classroom. Interventions are most effective when brief, occur regularly and are maintained over a sustained period of time. Interventions are most effective when connections are made between the out-of-class learning in an intervention and classroom teaching. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups/individuals, has a higher impact on pupils' outcomes than where the TA is used in the classroom (4 additional months progress lies between these two provisions). Where pupils are receiving support from a teaching assistant, is has the most impact when the support supplements teaching and does not reduce the amount of high-quality interactions they have with their teacher in/out of class. Consistency and quality of support can be maximised through effective CPD for teaching assistants. Where teaching assistants support pupils and teachers in class, the emphasis should be on the continuity of provision for pupils so that targeted interventions then supplement and link with class work and in-class teaching. Up to 6 additional months' progress can be made by pupils receiving one-to-one or small group targeted interventions by teaching assistants who are trained to deliver specific interventions, particularly through NELI, Catch Up Literacy, Catch Up Numeracy, Abracadabra, Switch-on Reading or Talk for Literacy. Research also shows that pupils	All

	who work with teaching assistants can show improved attitudes to learning and teachers report positive effects to their workload and reduced stress. A study Supporting the attainment of disadvantaged pupils: articulating success and good practice by NFER shows that paired or small group additional teaching was used by 95% of schools in the study to raise the attainment of disadvantaged pupils. Almost 20% of these schools said that this was the most impactful provision put in place during the study to raise attainment.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5556

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT	According to the Oral language interventions EEF (educationendowmentfoundation.org.uk) report, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. The school uses approaches baseline assessments to identify the children that need additional support and further work is provided with guidance from a qualified Speech and Language Therapist. Approaches that are delivered over a sustained period have greater impact, as well as those delivered one-to-one by trained staff. The findings from the Communication and Language Approaches study by EEF reports that some studies show slightly larger effects of communication and language support for children from disadvantaged backgrounds. Communication and language approaches can help children make 6 months' additional progress, improving vocabulary, spoken language skills and early reading skills. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) has found that opportunities to develop speech and language also helps build other skills such as social awareness, relationships and problem solving.	1,2 and 3
<i>English as an Additional Language Interventions</i>	Statistics summarised in EAL and educational achievement Prof S Strand.pdf (d2tic4wvo1iusb.cloudfront.net) show that children who speak English as an additional language who are also boys, have special educational needs, are born in the summer months or are entitled to free school meals achieve lower than their counterparts. Similarly, pupils who speak English as an additional language and who have no KS1 score and/or joined their primary school in Year 5 or 6 achieve lower than those in the same circumstance who do speak English as a first language. There is no evidence that children with EAL achieve lower or higher in schools where there's a lower or greater percentage of pupils with EAL. Studies of communication and language approaches, as documented by Communication and language approaches by EEF consistently show positive benefits for young children's	1,2 and 3

	learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately 6 months' additional progress over the course of a year. Studies show that schools should use a range of different approaches rather than one to secure progress. Approaches to develop speech and language are particularly beneficial for children from disadvantaged backgrounds.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7927

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral support</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk) summarises eight principles to promoting a whole school approach to mental health and wellbeing: curriculum teaching and learning; enabling student voice; staff development; identifying need and monitoring impact; working with parents and carers; targeted support; and, developing an ethos and environment that promotes response and values diversity. Promoting Emotional Health, Well-being and Resilience in Primary Schools WCPP concludes schools have a valuable role to play in identifying and meeting the needs of pupils with respect to emotional health and well-being, and that school-based activities have the potential to make significant and lasting positive impacts on children's well-being. A variety of high-quality and evidence-based programmes support school-based activities but these have the most impact when approaches are embedded within wider school systems and through teaching and learning across the curriculum. It has been found that improving social and emotional learning can add 4 months' progress to a child's learning in a year, as explained in Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk). This can be done by expanding children's emotional vocabulary, teaching self-regulation, social awareness, relationship skills and responsible decision-making. These strategies should be integrated and modelled through everyday teaching and a social and emotional learning programme will allow strategies to be taught, assessed and reviewed effectively. School-wide expectations and routines should also support children's social and emotional development. The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools: An evaluation of Nurture Group provision in Northern Ireland - ScienceDirect summarises The Nurture Group Model places a strong emphasis on the physical environment. Furthermore, Nurture Groups are found to provide positive attachment relationships and opportunities for social learning and the development of emotional literacy. 10 Incredible Benefits of Playing with Lego® - (childrenswellnesscentre.co.uk) report that Lego Therapy aids teamwork and social skills, communication and language skills,	All

	problem solving, maths and spatial awareness, creativity and experimentation, physical development, perseverance and management of frustrations, self-confidence, lowering anxiety and stress, patience, focus and concentration.	
<i>Development of nurture spaces around the school</i>	Ofsted publication (publishing.service.gov.uk) found that nurture groups are most effective where they had a clear purpose, baseline assessments to track progress and a carefully balanced group with specific criteria for placing children in the groups. The most effective provisions were where schools sought to provide a safe, comfortable, home-like environment: One school created a nurture group classroom that was bright, welcoming and carefully designed, with chairs around a large table, a kitchen area for snacks, carpet area, areas for child-initiated play and tables for more formal learning. Music was used to create a calm atmosphere, and there were visual cues to help children understand their day and how to behave. The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools: An evaluation of Nurture Group provision in Northern Ireland - ScienceDirect summarises The Nurture Group Model places a strong emphasis on the physical environment: "The nurture room sets out to provide a safe, welcoming and caring environment for learning and will replicate the home environment with a comfortable seating area, a kitchen facility for preparing food and a working area to address formal curriculum demands. A range of activities are undertaken which aim to help the young people to develop trust, communication skills and the growth of confidence and self-esteem."	All
OPAL	Physical activity EEF (educationendowmentfoundation.org.uk) reports that the average additional academic progress over a year, as a result of additional physical activity, is 1 months, although participating in physical activity is likely to have wider health and social benefits. It's been established that pupils from disadvantaged backgrounds may be less likely to benefit from sport clubs outside of school (due to financial costs), but by providing physical activities free of charge in school, children can access the benefits and opportunities that might not be available to them elsewhere. Education Endowment Foundation EEF states that there are some indications that physical activity, including outdoor play, can support children's learning and that active outdoor play can improve children's physical growth, skills and health. The cost of introducing physical development approaches can be spread over a number of years to make it more beneficial while improving children's progress. Supporting school improvement through play: An evaluation of South Gloucestershire's Outdoor Play and Learning Programme states "It was evident in all participating schools that the interventions made by OPAL to both the physical and human environment enhanced and, in some cases, transformed opportunities for playing...there are accompanying benefits in an educational and wider context as children learn to get on together, enjoy school, undertake forms of exercise that involve moderate stress and moving in non-regular patterns, find time and space to recover attention." The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk) states that the average impact of engaging pupils in physical activity approaches adds, on average, 1 months' progress over a year but there are also wider benefits in terms of physical development, health, wellbeing and improvement in attendance as well as social benefits. Integration of mentoring approaches within programmes and the combination	3,4 and 5

	of physical activities with teaching and learning practices has a positive impact on attainment. It was found that the costs associated with physical activities arise from training for staff leading programmes, and any additional resource or equipment required, the majority of which are start-up costs. Reimagining outdoor learning spaces: a Futurelab handbook (nfer.ac.uk) discusses the benefit that the development of outdoor learning and play spaces can have on children's educational experiences. The report also mentions that meaningful choice and voice for learners is central to personalisation. There is "huge potential to model more transformative approaches...by putting learners at the very heart of the (re)design process, thus assuring greater choice and voice." Changes to a site's design can be a learning experience for pupils in itself. Education Endowment Foundation EEF 's Physical Development Approaches report states that physical development approaches aim to improve children's physical growth, skills and health through activities that may focus on a particular aspect of physical development or be more general, e.g. encouraging active outdoor play. Such approaches can benefit a child's progress by an additional 3 months in a year. The Play-based Learning report from Education Endowment Foundation EEF found that there is a positive relationship between play and early learning outcomes. Where there is a measurable baseline and assessment, play-based learning approaches have improved learning outcomes by approximately (and on average) 5 additional months in a year. Progress through outcomes including vocabulary, reasoning and numeracy have been evident while social, emotional and educational difficulties are also benefited.	
<i>Music Lessons</i>	Arts participation EEF (educationendowmentfoundation.org.uk) found that arts participation (including music tuition) on other areas of academic learning can provide an additional 3 months' progress in a year. There is also a link between music development and spatial awareness for children. Opportunities also provide wider benefits, including more positive attitudes to learning and increased well-being.	5
<i>Extra-Curricular Clubs</i>	The Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice - NFER study shows that lower performance is associated with higher absence. Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the EEF's report summarised here: Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk) The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment. Key findings from Arts participation EEF (educationendowmentfoundation.org.uk) are that arts participation approaches (both during curriculum time and through extra-curricular activities) can have a positive impact on academic outcomes in other areas of the curriculum. Children's University EEF (educationendowmentfoundation.org.uk) A study Supporting the attainment of disadvantaged pupils: articulating success and good practice by NFER shows that providing extra-curricular clubs, including breakfast	5

	club, was used by almost 70% of schools in the study to effectively raise the attainment of disadvantaged pupils. Physical activity EEF (educationendowmentfoundation.org.uk) reports that pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. EEF suggests that schools should consider offering places free of charge or subsidised for disadvantaged pupils. The report also concludes that planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club, are more likely to offer academic benefits than sporting activities alone.	
<i>Trip Payments</i>	Key findings from Arts participation EEF (educationendowmentfoundation.org.uk) are that arts participation approaches (both during curriculum time and through extra-curricular activities) can have a positive impact on academic outcomes in other areas of the curriculum. It also valuable in itself, adding to progress made in the arts and other subjects beyond English or maths outcomes. Improved outcomes, through research, have been identified in English, maths and science and, there is also evidence of positive links on impact between, for example, drama and writing outcomes and music with spatial awareness. Wider benefits also include attitudes to learning and increased well-being. A study Supporting the attainment of disadvantaged pupils: articulating success and good practice by NFER shows that arranging/subsidising trips to cultural venues was used by 81% of schools in the study to raise the attainment of disadvantaged pupils. Physical activity EEF (educationendowmentfoundation.org.uk) states that sometimes a sporting activity is effective to encourage children to engage in additional learning activities for other curriculum areas. Outdoor Education in the UK for Primary School Groups (pgl.co.uk) explains that children experience success, grow in confidence and become engaged in a variety of experiences. Children experience new opportunities that they may not experience elsewhere, particularly at school. They develop skills such as teamwork, leadership, communication, patience, perseverance, determination, resilience, respect, responsibility and independence.	5
<i>Breakfasts and snacks</i>	Northumbria University and Cool Milk's research, summarised by The School & Nursery Milk Alliance (snma.org.uk), states that milk consumption by 5-11 year olds improves overall nutritional status, cognitive functioning, dental and bone health, physical stature and body compassion. Cool Milk reports that keeping hydrated aids concentration and attention. Why milk is great for children Cool Milk states 189ml of semi-skimmed milk is excellent as a mid-morning drink as it provides a nutritional boost and keeps children hydrated between breakfast and lunch; helping them to concentrate, learn and play. The EEF found that breakfasts clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of 2 months' progress over the course of a year. The reports summarised by Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk) states that pupils' concentration and behaviour improved in the trial too. The results suggest that academic improvements	All

	could also be as a result of the social benefits that the breakfast club environment offers.	
<i>School Uniform Purchasing</i>	School uniform EEF (educationendowmentfoundation.org.uk) explains that although wearing school uniform doesn't have a direct impact on outcomes, it can be successfully incorporated into a broader school improvement process, including the development of a school ethos and the improvement of behaviour. It's identified in the report that some believe that uniform promotes social equity and a sense of belonging for pupils. It has been found that pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.	3 and 4

Total budgeted cost: £52,871

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Activity completed or underway	Link to Strategy Statement	Funding spent to date	Impact	Next steps
Sounds Write - CPD for staff, support for parents and resources for pupils	1, 2, 4, 5, 6	£1284.03 training £470 books	2 new staff members received Sounds Write Training. 79% of YR children are secure in the Initial Code in Summer 2025. This compares to 56% of YR children were secure in Initial Code in April 2024. In April 2023, 74% of YR children were secure in Initial Code. 82% of Y1 children were secure in Extended Code in April 2024. This compares to 68% of Y1 being secure in Extended Code in April 2023. 67% (2/3) of Y1 children in receipt of Pupil Premium were secure in Extended Code in April 2024. 71% of Y2 children were secure in Extended Code + More Spellings in April 2024. In April 2023, 64% of Y2 children were secure in Extended Code + More Spellings. 33% (2/6) of Y2 children in receipt of Pupil Premium were secure in Extended Code + More Spellings in April 2024. 2023 Phonics data: 83% of Year 1 pupils passed the Phonic Screening Check compared to approximately 80% of Year 1 pupils nationally. In this cohort, 75% of pupils in receipt of Pupil and Service Premium passed (3/4 pupils). - By the end of Year 2 in 2023, 88% of pupils had passed the Phonic Screening Check in Year 1 or Year 2. Of this group of children, 100% of pupils in receipt of Pupil or Service Premium (4) passed the check by the end of Year 2. 75% of Y2 pupils in receipt of PP achieved 32+ in Phonic Screening Check in Y1 or Y2 (compared to 100% in 2023 cohort) 2024 Phonics data:	- New Phonics Lead establishing Sounds Write Tracking system to clearly identify gaps in learning which can be targeted through intervention. - Sounds Write Intervention to be time-tabled and monitored.

			○ 89% Y1 achieved 32+ in Phonics Screening Check (compared to 83% in 2023) ○ 100% of Y1 pupils in receipt of PP achieved 32+ in Phonics Screening Check (compared to 75% in 2023) ○ 93% of Y2 pupils achieved 32+ in Phonic Screening Check in Y1 or Y2 (compared to 88% in 2023) 2025 Phonics data: • 69% Y1 achieved 32+ in Phonics Screening Check • 50% of pupils in receipt of PP achieved 32+ in Phonics Screening Check • 93% of Y2 pupils achieved 32+ in Phonic Screening Check in Y1 or Y2 • 75% of Y2 pupils in receipt of PP achieved 32+ in Phonic Screening Check in Y1 or Y2	
Just Reading - CPD for staff and resources for pupils	1, 2, 3, 5	• £0 this academic year	• All children have accessed high-quality texts and read every day, as a class, in Terms 1-2. All children are able to follow the text (findings of subject leader monitoring activities). • Just Reading texts link to the Challenge Curriculum where possible. • Just Reading has shifted the focus of these sessions from decoding to improving reading fluency. • Children are taught specific vocabulary before each session. • All children read every day. • Visualisers ensure all children can read along with the teacher. • All children have read a classic text and modern fiction this academic year. • During lessons, teachers constantly model fluency – findings from monitoring by the English team.	
Talk for Reading -CPD for staff and resources for pupils	1, 2, 3, 5, 6	• £0 this academic year	• Tracker meetings have taken place- teachers/SLT have discussed progress and attainment in reading in each class and year group, determined areas for further investigation and action points to be reviewed at subsequent meetings. • KS2 Reading SATs (Summer 2025): of 5 children in receipt of PP 2 achieved EXS - 40% The average score achieved by children in receipt of PP was 100	
Spelling Frame – Access to software	1, 3, 4, 5, 6	• £44.89 Resources • £180.00 Software	• Children have been introduced to Spelling Frame, software which enables them to practice spellings independently in class and at home. This was introduced in June 2025. • KS2 writing Teacher Assessments (Summer 2025): of 5 children in receipt of PP 1 achieved EXS - 20%	• Monitor the impact of Spelling Frame on 2025-26 NFER GPS Data. • Writing lead to devise lists of spelling words for

			The average score achieved by children in receipt of PP was 94 • Tracker meetings have taken place- teachers/SLT have discussed progress and attainment in writing in each class and year group, determined areas for further investigation and action points to be reviewed at subsequent meetings.	each week so there is a clear progression through school. • Reflect on use of Spelling Frame for homework and for SEND interventions.
Can Do Maths – CPD for staff, support for parents and resources for pupils	3, 5	• £0 this academic year	• CPD for staff in September 2024 INSET – recap on Can Do resources and website. • Weekly assembly time to be used by staff to watch Can Do Maths teaching videos. • KS2 Maths SATs (Summer 2025): of 5 children in receipt of PP 2 achieved EXS - 40% The average score achieved by children in receipt of PP was 98 • Tracker meetings have taken place- teachers/SLT have discussed progress and attainment in maths in each class and year group, determined areas for further investigation and action points to be reviewed at subsequent meetings.	• Areas for development from Maths learning walk with Steve Lomax: ○ Modelling (I do, we do, you do) ○ Use of manipulatives
Ethic of Excellence – CPD for staff	2, 3, 4, 5, 6, 7	• £0 this academic year	• Focus on Ethic of Excellence for Arts Week (portraits) in Term 1. Work is displayed in school.	• Each year group to consider one real project.
SALT	1, 2, 3, 5, 6	• SEND budget • £260	• School have continued to fund a qualified Speech and Language Therapist to come into school for 2 hours a week. • The therapist works with children with class TPs observing so work can continue in class. • 6 children in receipt of PP have received SALT this year.	• Qualified SALT to model screening process to reception team. • All Reception children to be screened for SALT difficulties.
EAL interventions	1, 2, 3, 4, 5, 6	• £3056.51	• 18 children who speak EAL receive (or have received this academic year) formal EAL interventions delivered by an experienced TP. 2 of these children receive PP. These sessions include Sounds Write and Reading Fluency.	• Incorporate EAL Bell Fluency Bands into Insight to show progress. • Final data for the year to be collected and analysed for this group of children.
CPD for teaching partners	All	• Within other cost	• TP meetings this year have included: Scaffolding, Problem Solving, Restorative Practice, EAL, Neurodiversity and Interventions.	• The Key CPD delivered to teachers over the

		centres/ sections of this report		2025-26 academic year will also be delivered to TP's. • Focus on deployment of TP's and Scaffolding.
RBL meetings	All	• £0 (cov- ered by TPs)	• RBL meetings were held in July 2024 to provide effective handover between teachers. Further RBL meetings were held twice during the year with appropriate members of staff including the Head, Deputy, Inclusion Lead and Pastoral Lead. This ensures all information is shared as needed about every child and that barriers are identified and needs can be addressed/planned for.	• RBL meetings scheduled for July 2025 for effective handover
Pastoral support and nurture intervention Development of nurture spaces around the school	All	• £22,754.55 TP provi- sion	• This academic year, 63 children have been part of a pastoral intervention, either individually or as part of a group. Of these, 11 children are in receipt of PP or Service Premium. • 9 children, 5 of which are in receipt of PP or Service Premium were part of the Nurture Intervention which ran from September to June on Monday, Tuesday and Wednesday afternoons. • 7 children, 3 of which are in receipt of PP or Service Premium are part of the current breakfast Nurture provision targeted at supporting children who find the transition to school in the morning challenging. • See absence and 'lates' below • Jigsaw is used to consistently deliver PSHE from YR to Y6. PSHE is timetabled every week. Additionally, staff carry out check-ins with pupils twice daily and are conducting circle time in class at the start and end of each week.	• Nurture Breakfast to be continue in 2025-26. • Reflect on use of Boxall Profiling and/or other methods to monitor chn's progress.
Forest School	5, 6, 7, 8, 9, 10	• £11,866.66	• All children across the school have received Forest School lessons over two-terms in 2023-24 and 2024-25. • 7 children from KS1 have received Forest School interventions during the Spring terms. 1 of those children are in receipt of PP. • 12 children (5 who receive PP) have access to Outdoor Learning provision in the Forest School area during lunchtimes as/when they need or want it. This is supervised by a Teaching Partner during KS2 lunchtime.	
Kids' Club and extra-curricular club (financial)	6, 7, 8, 10	• £48	• 1 child in receipt of PP attended Just Camps club funded by school.	• Reflect on uptake of Ex-tra-Curricular clubs by children in receipt of PP funding.

support for parents)																																																			
Trip payments	8, 9, 10	• £5459.94 Trip Payments • £1652.55 PGL • £427.42 Swimming	• All children in Y1-Y6 attended the Cheltenham Literature Festival and heard authors read to them. • All children in YR-Y6 have been visited in school and read to by published authors. • All children in Y1-Y6 attended the Cheltenham Science Festival. • 33 different trips/activities planned across the school were attended by children in receipt of PP. • 100% of the PP cohort accepted the offer of 'free' school trips for 1+ trip(s) in Terms 1-6.						• Administrators to inform SBM about cost of trips to be taken from PP to top-up parental contributions in 2025-26.																																										
Reduction in 'lates' and increase in attendance	All	• £0	<table><tr><td></td><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td><td>Term 5</td></tr><tr><td>PP att.</td><td>92.8%</td><td>93.2%</td><td>94.5%</td><td>93%</td><td>93.1%</td></tr><tr><td>nonPP att.</td><td>96.9%</td><td>95.1%</td><td>96.8%</td><td>97%</td><td>97.2%</td></tr><tr><td>PP unauth. absence</td><td>1.5%</td><td>1.2%</td><td>0.8%</td><td>2.4%</td><td>0.8%</td></tr><tr><td>nonPP unauth, absence</td><td>0.3%</td><td>1.1%</td><td>0.7%</td><td>0.5%</td><td>0.6%</td></tr><tr><td>PP lates</td><td>0.27%</td><td>0.39%</td><td>0.61%</td><td>0.51%</td><td>0.60%</td></tr><tr><td>nonPP lates</td><td>0.05%</td><td>0.05%</td><td>0.10%</td><td>0.08%</td><td>0.09%</td></tr></table>							Term 1	Term 2	Term 3	Term 4	Term 5	PP att.	92.8%	93.2%	94.5%	93%	93.1%	nonPP att.	96.9%	95.1%	96.8%	97%	97.2%	PP unauth. absence	1.5%	1.2%	0.8%	2.4%	0.8%	nonPP unauth, absence	0.3%	1.1%	0.7%	0.5%	0.6%	PP lates	0.27%	0.39%	0.61%	0.51%	0.60%	nonPP lates	0.05%	0.05%	0.10%	0.08%	0.09%	• Continue with letters and AIMS meetings in 2025-26. • Reflect on use of Insight to track attendance
	Term 1	Term 2	Term 3	Term 4	Term 5																																														
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Breakfasts and snacks	All	£357.30 Milk	• Certain children requiring additional support/nurture are provided with breakfast as needed. This has been taken by one child who receives PP throughout this academic year. 7 children, 3 of which are in receipt of PP or Service Premium are part of the current breakfast Nurture provision targeted at supporting children who find the transition to school in the morning challenging. • All pupils in receipt of Pupil Premium have access to milk at morning break.						•																																										
School uniform purchasing	8, 9, 10	• £38.16	• 1 child was brought uniform this year.																																																

