



Pupil Premium Strategy Statement 2025-2028

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 (2022-2025), how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Blackhorse Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Simon Botten
Pupil premium lead	Jacqui Taylor
Governor / Trustee lead	Cheryl Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Arbor Nov 22)	£61815.00
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	£61815.00

Statement of intent

At Blackhorse Primary School we believe that all pupils, irrespective of their background or the challenges they face will make good progress from their starting points when provided with extensive opportunities, expert tuition, purposeful practice, and can sustain personal effort.

We truly believe that it is crucial to focus on pupils' strengths rather than their deficits and as a school we identify and build upon the strengths of disadvantaged pupils, providing opportunities for them to excel and gain confidence. This approach helps foster a positive self-image and encourages academic and personal growth.

As part of the Leaf trust our pupil premium strategy is underpinned by the Leaf Disadvantage Strategy. Empowering Blackhorse to embed the guiding principles of:

- **Excellence:** Provide a well sequenced, progressive curriculum with high-quality teaching to ensure all pupils build a strong educational foundation.
- **Equity:** Tailor individualised support to remove barriers and enable all pupils to fully access and benefit from an excellent education.
- **Culture:** Foster a culture of high expectations and shared responsibility, ensuring an inclusive environment that promotes high achievement for all pupils

At Blackhorse we have carefully considered the challenges faced by our disadvantaged and vulnerable pupils and analysed our data to develop a strategy that supports our school community; regardless of whether children are disadvantaged or not. Our strategy is aligned to the school's central mission of 'Building Champion Learners' through our mission of **Extensive Opportunities**, **Expert Tuition**, **Purposeful Practice** and **Personal Effort**. Our pupil premium strategy benefits all learners with the key elements being research based and known to have the greatest impact on closing the gap of our disadvantaged pupils. We do this through:

- **Closing the gap through Extensive Opportunities:** Marc Roland (PP expert for EEF) notes that the 'attainment gap is the experience gap'. Providing a curriculum which strongly emphasises extensive opportunities, aims to close this gap.
- **Closing the gap through Expert Tuition:** Research from the EEF shows that the quality of teaching a disadvantaged child receives is the most significant factor in the progress which they make. Training staff to teach effectively and to identify and close gaps in understanding is therefore a priority within this strategy. Evidenced based research has shaped our intent with High-quality teaching and opportunity for all being at the heart of our approach; a strategy which is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- **Closing the gap through Purposeful Practice:** Structured approaches to develop fluency in reading, writing and maths and a clear understanding of the role of practice in learning is another key element of our Pupil Premium strategy.

- **Closing the gap through sustaining Personal Effort, developing a strong sense of belonging and self-efficacy:** We have identified that resilience to challenge/s of our disadvantaged children is key to children's aspiration and belief that they *can* and *will* succeed. The social and emotional support provided to disadvantaged children explicitly provides children with strategies to develop their resilience and regulate their emotional responses.

Our Pupil Premium strategy is integral to our wider school plans. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and make progress from starting points; including progress for those children who may also be high attainers.

Our Service Pupil Premium is delegated to support an offer of pastoral support during times of transition, challenging and to help mitigate any negative impact on service children of family mobility or parental deployment. Our Service premium is used to support children and families through developing a better understanding and response to the specific needs of children and families that the funding has been allocated to.

Our approach is responsive to both common challenges and individual needs and is rooted in robust diagnostic assessment and is not formed from assumptions about the impact of disadvantage. The approaches we have adopted as a school complement each other to help pupils thrive and aspire to be 'Blackhorse Champions. We champion early identification and targeted intervention to ensure that all our learners leave our school with a strong sense of agency, self-belief, independence and resilience.

Challenges

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

Challenge number	Detail of challenge
1	Building Champion Learners and developing a sense of Belonging: At Blackhorse our approach strengthens pupils' resilience, confidence, and sense of belonging, recognising that the adult is the intervention. Skilled, caring adults provide guidance, model positive behaviours, and respond to individual needs, helping pupils overcome challenges and build self-belief. Through targeted support—mentoring, emotional coaching, and personalised interventions—we improve attendance, reduce persistent absence, and close gaps for disadvantaged pupils. Progress is closely monitored to ensure interventions have measurable impact on engagement, wellbeing, and academic outcomes. By integrating emotional, social, and personal development with learning, we create an inclusive environment where every pupil feels valued and empowered. This approach ensures all children, regardless of background, can thrive academically and socially, develop essential life skills, and reach their full potential, while reinforcing that strong, consistent adult relationships are at the heart of every successful intervention. Blackhorse children develop a strong sense of belonging and sense of community through enhanced

	leadership opportunities and a growing sense of self and confidence. As such the 'Mission Masters' (School Council), lead visits and visitors, promote pupil wellbeing and make promotional videos for children to support positive engagement in the school community and also provide children with lived experiences of the fundamental British Values through our school values.
2	Attendance, Lateness and broken weeks: 19.8% of disadvantaged pupils have been persistently absent compared to 8.2% of their non-disadvantaged peers. 33.3% of our children eligible for pupil premium are persistently absent. Through the Leaf Disadvantage strategy and our own attendance strategy, assessments and recording we know that absenteeism is continuing to negatively impacting on disadvantaged pupils' progress.
3	Addressing the attainment Gap between PP and non-PP: Writing & Reading: Our own research into barriers for disadvantage and PP children showed weak vocabulary and oracy hindered our disadvantaged children particularly. Blackhorse has developed and implemented both a Reading and Writing strategy to support our teachers in expert tuition in this area. Instructional coaching model is used to continue to develop and refine our practice to support and close the disadvantage gap. Maths: Mathematical problem solving and reasoning skills are lower for disadvantaged cohorts resulting in many children not being able to apply and practice their mathematical disciplinary and substantive knowledge systematically and accurately to solve problems which involved reasoning. Blackhorse has developed and implemented a maths strategy to support our teachers in expert tuition in this area. Instructional coaching model is used to continue to develop and refine our practice to support and close the disadvantage gap
4	Quality First Teaching and Adaptive Practice: We know that the unprecedented gaps in learning require expert tuition and quality first teaching in order for our children to close the gap. Staff must explain, model and adapt; understand stages of practise in order to overcome these gaps and barriers. In order for our children to know more and remember more. Using research from the EEF on adaptive practice Blackhorse is continuing to develop teachers and teaching assistants in best practice of how to engage and support the accessibility to learning for all learners, regardless of disadvantage. Further development and refinement of our maths strategy are supporting this along with professional growth focussing specifically on adaptive practice. Professional growth projects are evidenced bases enabling Blackhorse to address this challenge is supported by EEF: Five a day and Adaptive teaching in practice Doug Lemov (Teach Like a Champion), Ross Morrison McGill @teacher toolkit, Rosenshein Principles, Alex Bedford, (pupil Book Study)Tom Sherrington and Oliver Caviglioni and Berger's An Ethic of Excellence in Action (In Action Series); Sonia Thompson.

5	Extensive Opportunities/Social, Emotional and Mental Health: Evidence gathered from pupil happiness surveys, attendance data and pupil conferencing indicates that pupil from disadvantaged backgrounds are less likely to engage in extensive opportunities, extracurricular activities and leadership roles. Our disadvantaged pupils can appear less confident and resilient to access and engage with new opportunities, challenging or unfamiliar tasks. Some vulnerable children miss significant learning and social opportunities through persistent absent or school nonattendance and this has led to increasing levels of anxiety around school, EBSA/school refusal, social and communication differences and dysregulation. Our Inclusion and pastoral offer highlights further how we are addressing this need.
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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
1. Building Champion Learners through sense of Belonging and Wellbeing : To achieve and sustain improved well-being and resilience for all pupils in our school, particularly our disadvantaged pupils.	- Improved attendance for our disadvantaged pupils with attendance data showing attendance is in line or better than non-disadvantaged peers - Disadvantaged children have strategies in place to support their emotional resilience (e.g. zones or regulation) Children can confidently articulate how they demonstrate resilience and maintain good mental and physical health - Sustained high levels of wellbeing in EYFS, KS1 and KS2 demonstrated by: - Child Voice & Parent surveys - Positive behaviour and engagement in all aspects of school life 100% participation in extracurricular and enrichment activities - Strong positive relationships with families in the Blackhorse Community.
2. Attendance	- To achieve and sustain improved attendance for all pupils, with a particular focus on disadvantaged pupils - Sustained high attendance by 2028 for all disadvantaged groups demonstrated by: ✓ The overall unauthorised absence rate for all pupils being no more than 1.5% ✓ Attendance gap between disadvantaged pupils and non-disadvantaged peers being reduced year on year ✓ The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged

	pupils and non-disadvantaged being no more than 5% lower than their peers.
3. Addressing the attainment Gap between PP and non-PP: • Writing • Reading • Maths	• Improved oracy, vocabulary and stamina among disadvantaged pupils. • Refine and embed Reading, writing and maths strategy in our approach towards the teaching of core subjects. • Disadvantaged pupils access Tier 3 vocabulary in line with their peers across the curriculum through a systematic approach; Word Aware • Assessment Data across all year groups shows that children have narrowed/ closed the gap as a result of QFT (Walkthru's and Professional Growth projects) • End of year assessment data shows that disadvantaged children have made accelerated progress from their starting points in order to close the gap with non-disadvantaged peers. • Disadvantaged pupils demonstrate a passion towards reading for pleasure both in and out of school. • Disadvantaged pupils demonstrate a 'Love of Reading' across the curriculum • Lowest 20% of pupils make accelerated progress and their learning gaps have narrowed or closed in relation to their non-disadvantaged peers • Maths planning framework supports a consistent approach in the teaching and learning of maths • Continued staff professional development and growth demonstrates an evidenced based approach to teaching and modelling in all areas of teaching • Instructional coaching supports teacher modelling of maths consistently across the school • Disadvantaged pupils demonstrate accelerated progress in reasoning and using and applying and are attaining in line with their peers. • Early identification of the lowest 20% with targeted intervention to support disadvantage gap (Tuition Funding)
4. Quality First Teaching and Adaptive Practice	• To inspire and build champion learners through extensive opportunity, purposeful practice, expert tuition and personal effort • Through a combination of embedding and refining our delivery of the mission of expert tuition, personal practice and purpose effort we aspire to ensure that there is an effective teacher in

	front of every class. Quality First teaching and effective and researched adaptive practice delivers impact for all learners and particularly our disadvantaged learners. • QFT through metacognitive strategies across the curriculum embedded to champion positive self-image, recognise success and develop independent learning strategies and skills of resilience to new take on new challenges. • QFT through and metacognitive strategies across the curriculum embedded to champion positive self image, recognise success and develop independent learning strategies • Vulnerable and disadvantaged pupils have key leadership roles within the school community • Disadvantaged pupils attend extra-curricular activities • Improved attendance data for vulnerable pupils • Pupils have high aspirations for themselves and are able to recognise their successes and contributions to our school community
5. Extensive Opportunities/Social, Emotional and Mental Health	• Disadvantaged pupils attend and embrace extra-curricular clubs and opportunities to participate fully and thrive in school life in line with their non disadvantaged peers. • Pupils have high aspirations for themselves and can recognise their successes and positive contributions to school life and our wider community.

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: £31,000 (includes contribution towards Reading Intervention Team)

Activity	Evidence that supports this approach	Challenge number
Refinement of our maths strategy and QFT within maths teaching through Maths leads (JDC and SP) to have release time to lead maths and engage with challenge partners such as https://www.booleanmathshub.org.uk Maths lead to develop the teaching of mathematics through INSET and dedicated leadership time (Priority 4 on 2022-22 Blackhorse Growth Plan)	- The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) - The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 - BHPS Maths Strategy	3 & 5
Writing	Writing practice review EEF - BHPS Writing Strategy	2 & 5
Vision and Values	BHPS SDP 25-28	1
Adapted Practice:	EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF Improving behaviour in schools A Schools Guide to Implementation - Summary of recommendations Education Endowment Foundation EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf Five a day: supporting high-quality teaching for pupils with... EEF Making Best Use of Teaching Assistants: EEF	3
Reading: Extend capacity within our Reading Intervention Team in order to support EYFS, KS1 and KS2 with targeted support	- BHPS Reading Strategy - The teaching of specific strategies that pupils can apply to monitor and overcome barriers to comprehension improves overall literacy. There is a strong and consistent body of evidence	2,3

	demonstrating the benefit of structured interventions for pupils who are struggling with their literacy through accurate diagnosis of capabilities and difficulties, in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty. Through our reading strategy and staged approach our Reading Intervention Team (RIT) supports this through targeted assessment and high quality interventions offering targeted across EYFS, KS1 and KS2. https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf • Reading Intervention Team (RIT)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT: PP will fund a speech and Language therapist to work in school 1 day per week and a Speech and language assistant for 0.5 days per week. To consistently support learners through speech and language therapy with a consistent therapist working with children and staff (including CPD)	Studies of communication and language approaches consistently show positive benefits for young children's 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 six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 2, 3,4

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

Budgeted cost: £ 16,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
School continues to offer an extensive support model for all pupils and families including identified Family Link Worker, School Counsellor and ELSA	Early identification of need and pastoral support for both targeted interventions and universal approaches having positive overall effects https://www.blackhorseprimary.org.uk/	4
School to support contributions to extra-curricular activities(including music tuition) and purchasing school uniform/equipment to support interests and aspiration	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4
Contingency fund to support our disadvantaged families when needs arises. This is particularly necessary due to the economic cost of living and energy crisis (2022-2023)	Evidence supported by attendance and support through EHAPs and early identification has demonstrated a need to support families in school with targeted need. Post covid and based on our experience over the last year (21-22) we have identified a need to set a small amount of funding to respond quickly to emergency needs that have not yet been identified which may impact on our disadvantaged learners and improve their outcomes.	All
To support children and families with improving attendance through the processes of Family link support, EHAP and working closely with the Educational Welfare officer (EWO)	Blackhorse Attendance Policy: https://primarysite-prod-sorted.s3.amazonaws.com/blackhorse-pps/UploadedDocument/08d5092a-7112-47b5-9a2a-b9983208a236/bps-attendance-policy-jan-2021-jan-2023.pdf	All

Total budgeted cost: £ 61,815

Part B: Review of the previous academic year (24-25)

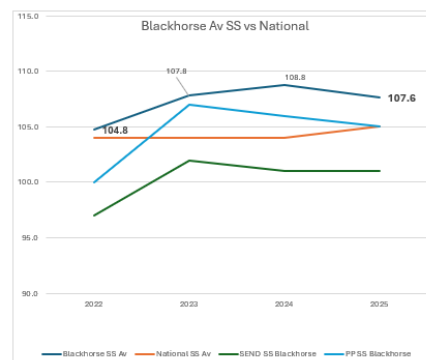
Outcomes for disadvantaged Pupils

Analysis of end of KS2 Maths results 24-25 informs key priorities for SDP and disadvantaged/Pupil premium strategy for 25-28.

Evidence of Impact – Maths Strategy:

KEY STAGE 2 MATHS OUTCOMES OVER TIME:

	2022	2023	2024	2025	Diff 22-25
Arithmetic	30.9	35.3	34.7	35.3	4.4
Reasoning 1	23.1	24.7	24.0	24.3	1.2
Reasoning 2	22.1	24.7	26.3	25.3	3.2
average per paper	25.4	28.2	28.3	28.3	2.9
average total	76.1	84.7	85.0	84.9	8.8
Blackhorse SS Av	104.8	107.8	108.8	107.6	2.8
National SS Av	104	104	104	105	1.0
SEND SS Blackhorse	97.0	102.0	101.0	101.0	4.0
PP SS Blackhorse	100.0	107.0	106.0	105.0	5.0



The data above shows the positive impact of the school's Maths Strategy (Foundational Fluency & Reasoning Toolkit) on all pupils and specifically on SEND/ Pupil Premium pupils (whose attainment has improved strongly).

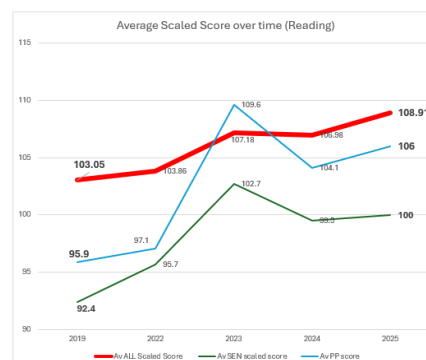
NB: 2023 cohort had a higher than average number of high prior-attaining pupils, with SEND pupils also higher-attaining. In 2025, a higher % of SEND pupils were low prior attaining & PP.

Analysis of end of KS2 Reading results 24-25 informs key priorities for SDP and disadvantaged/Pupil premium strategy for 25-28.

Evidence of Impact – Reading Strategy:

KEY STAGE 2 READING OUTCOMES OVER TIME:

	2019	2022	2023	2024	2025	2019 VS 2025
Av Raw total	31.88	33.08	33.5	35.2	35.9	+4.2
Av Scaled Score	103.05	103.86	107.18	106.98	108.91	+5.9
Av SEN scaled score	92.4	95.7	102.7	99.5	100	+7.6
Av PP score	95.9	97.1	109.6	104.1	106	+10.1



The data above shows the positive impact of the school's Reading Strategy since it was introduced in 2021 on all pupils and specifically on SEND/ Pupil Premium pupils (whose attainment has improved the most strongly).

NB: 2023 cohort had a higher than average number of high prior-attaining pupils.

Analysis of end of KS2 Writing results 24-25 informs key priorities for SDP and disadvantaged/Pupil premium strategy for 25-28.

Disadvantaged success: Pupil Premium attainment improved from 14 % → 70 %, closing the in-school gap to 8 pp, significantly below the **national 20 pp** gap.

- **Equity sustained:** Both PP and non-PP pupils perform broadly in line; disadvantaged pupils exceed disadvantaged peers nationally by around 12 pp.

SEND progress: Outcomes vary by cohort size, but moderated evidence confirms **steady progress from starting points**.

Evaluation Against Ofsted Achievement Descriptors 24-25		
Descriptor	Evidence	Evaluation
Sustained high attainment	4-year upward trend, above national	Strong
Progress of disadvantaged PP outcomes improved 56 pp since 2021/22; gap pupils closed		Transformational
Breadth & challenge (GDS)	Doubling of GDS attainment; ambitious teaching	Developing strongly
Consistency & moderation	Internal & external moderation confirms reliability	Secure
Inclusion / SEND progress	Progress from starting points evident; adaptations embedded	Improving
Impact of BHPS mission on Disadvantage and Pupil premium strategy noted in OFSTED Inspection and report November 2025	Strong standard ● Attendance and behaviour Strong standard ● Leaders know their pupils' families well. A strong, pastoral approach supports pupils, helping to remove any barriers in coming to school. Leaders rigorously analyse attendance data. They identify trends and patterns in groups and for individuals. Leaders are relentless in their approach. They take swift and effective action if attendance becomes a concern. Pupils' attendance, most notably for those who are disadvantaged, is improving. The school fosters a highly positive culture for learning, maintaining a calm and purposeful environment. Staff implement the school's approach to behaviour with kindness and sensitivity. Pupils show high levels of self-discipline and maturity. In the classroom, pupils demonstrate positive attitudes to their learning. They listen carefully, work hard and are supportive of each other. On the playground, pupils' respectful and considerate behaviour continues. Discriminatory behaviour is not tolerated. Pupils know that there is always someone to help them if needed. All age groups play together harmoniously. The school's inclusive ethos ensures that pupils with special educational needs and/or disabilities, and those who are disadvantaged, participate fully in school life. Staff ensure that pupils who need help to manage and understand their emotions receive the support they need.	
Impact of BHPS Mission and sense of belonging on Disadvantage and Pupil premium strategy noted in OFSTED Inspection and report November 2025	Personal development and well-being Strong standard ● The school's mantra of 'champions are built, not born' is central to its personal development offer. There is a deliberate intention to provide pupils, including those who are disadvantaged, with a comprehensive range of enrichment opportunities that foster their sense of achievement and belonging. Leaders prioritise the development of pupils' artistic, musical and sporting passions. Pupils take pride in being part of the 'track team'. They enjoy learning to play musical instruments, such as the recorder, or taking part in musical theatre. This develops pupils' confidence and builds their self-esteem. The personal, social and health education offer provides pupils with the knowledge and skills they need to successfully take their place in modern Britain. Older pupils develop their social skills when reading to younger children. Pupils gain a deep understanding of diversity and equality. They know why it is important to treat everyone with respect and kindness. Pupils develop their understanding of the fundamental British values, such as democracy and the rule of law. They know how these values ensure that everyone has a voice, and they understand the difference between right and wrong. Pupils develop a sense of citizenship by visiting care homes or when singing as part of the school choir to members of the local community. The wider relationships curriculum enables pupils from an early age to understand the qualities of what makes a good friend. Pupils appreciate that all families are different. Older pupils talk with maturity about valuing everyone's unique characteristics. Pupils enjoy the range of clubs and trips on offer to them. These include sports such as football, visits to the library and visits to the Houses of Parliament. Pupils value the opportunities given to develop their leadership skills. They talk positively about how their roles as 'play pod' leaders, 'reading rangers' and 'mission masters' enable them to help others.	

Impact of BHPS mission disadvantage and pupil premium strategy noted in OFSTED Inspection and report November 2025	Inclusion Strong standard  The school is highly inclusive. The support for pupils with special educational needs and/or disabilities (SEND) and those in receipt of pupil premium funding is a significant strength. Staff have an accurate and detailed understanding of the needs of pupils in the well-established 'Resource Base'. Where appropriate, these pupils, often with more complex needs, integrate successfully into classes with their peers. This helps pupils to feel a strong sense of belonging. Leaders work closely with teachers to identify the needs of pupils with SEND swiftly and effectively. Teachers use this information to deliver effective targeted support that helps pupils to succeed. Where necessary, staff make adjustments and adaptations in collaboration with external specialists. Termly 'surgeries' provide helpful guidance, including input from speech and language therapists and educational psychologists. This ensures that staff have the knowledge required to meet pupils' needs well. Leaders rigorously monitor the impact of these approaches and refine practice where needed. Staff receive further regular training to deepen their understanding of pupils' diverse needs. This enables them to successfully implement more personalised support when needed. Leaders implement and monitor the pupil premium strategy with rigour. This removes any barriers or challenges pupils face to their learning or wellbeing. In addition, the school makes effective use of alternative provision to enhance pupils' experiences and support their wider needs. It works collaboratively with these providers to ensure that pupils fully benefit from this experience.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
Unlocking Letters and Sounds	A fully resourced and DfE validated SSP
Speech and Language Therapy	TALK Speech Therapy 1 x day per week
Talk Boost KS2 and KS1 (including training)	I Can Programmes
Word Aware (including training)	Thinking Talking
Nessy Reading and Learning for Schools Nessy Fingers	Nessy Learning
PACE Training	EP
White Rose Premium	https://whiterosemaths.com/
Times Table Rock Stars	http://maths.rocks/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support for pupils transitioning into school in the morning to support social and emotional needs Family Link worker support for parents and accessing and signposting universal, community and targeted support (including breakfast and afterschool clubs, extra-curricular activities and 'Meet and Greet' support for individuals)
What was the impact of that spending on service pupil premium eligible pupils?	Children demonstrated positive well-being and social, emotional regulation and mental health had a smooth start to the school day and were

	able to regulate their emotions in a small group and safe space.
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Further information

Our pupil premium strategy is supplemented by additional activity and guidance that is not funded by pupil premium. This includes:

- Embedding the guiding principles of the leaf disadvantage strategy through a model which emphasises three key principles: Excellence, Equity, and Culture. **Excellence** translates into success by providing a high-quality, progressive curriculum that ensures all pupils build a strong educational foundation. **Equity** is embodied in our commitment to growth, as we tailor individualised support to remove barriers and create opportunities for every student. Finally, **belonging is fostered through a culture of high expectations and shared responsibility**, ensuring an inclusive environment where every child feels valued and supported. Together, these principles create a powerful framework for closing gaps and enabling all pupils to thrive.
- Embedding effective evidenced based professional development and practice (e.g. Quality First Teaching, Instructional Coaching, Rosenshein's Principles in Action, adaptive teaching approaches, EEF research).
- Further support to develop a sense of belonging and opportunity: ELSA training, Well-being lead
- Extending our Inclusion and Pastoral offer to develop our trauma informed approach (nurture, PACE) and family link support and signposting.
- Working closely with external agencies such as the virtual School, Education Welfare Officer (EWO)
- Offering a wide range of high-quality extracurricular and enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

