

Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Minet Junior School
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Kellie Ryan, Head teacher
Pupil premium lead	K Gubbin (DH)
Governor / Trustee lead	Joanna Palmer, PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,600
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	£251,600

Part A: Pupil premium strategy plan

Statement of intent

At Minet Junior School our intention is that all pupils in our community make at least good progress to achieve the highest attainment by the end of KS2. The pupil premium strategy provides important support to contribute to the attainment of all pupils from disadvantaged backgrounds. At Minet, we endeavour to use the pupil premium grant to help disadvantaged pupils to achieve in line with their peers, giving them the best life chances as they transition to Secondary school. We aim to do this regardless of starting points, background or challenges faced along the way. We are also committed to supporting those children who are vulnerable or young carers, regardless of whether they are disadvantaged or not.

First quality teaching is at the centre of our approach, along with key threads through the curriculum such as Rights Respecting and Philosophy for Children (P4C). Delivering a curriculum that entwines the key threads develops important skills and knowledge such as collaborative and critical thinking, problem solving and resilience. Developing these skills along with strong core areas like Maths and English show excellent impact for the disadvantaged and the gap with their peers at the end of KS2 is very low. Further support is given through targeted bespoke intervention and tuition for identified pupils.

Our whole school strategy is based on these key principles:

- Provide first quality teaching
- Effective staff training and development
- Provide an exciting and challenging curriculum that encompasses our communities rich cultural diversity
- Ensure high quality pastoral care is given to all of our children and their families
- Provide adequate resourcing so that all pupils are equipped and ready to learn
- Give financial support to families to ensure they have the same range of opportunities as their peers.

At Minet Junior School we have excellent pastoral provision for all of our pupils and mental health and well-being is tackled implicitly through the curriculum as well as explicitly through other interventions with our Learning and Behaviour Mentors, Art Therapist, Family Support Worker and Thrive Practitioner. Together, they work to support families and children to break down barriers so that all pupils are ready to learn and progress.

Attendance is a key focus and our attendance team work very closely with families to ensure all pupils strive to meet the National expectation. Systems are in place to make early identification and ensure strategies are put in place quickly to support the children and families to ensure all pupils meet National Expectation.

Our wider strategy to help close the gap for our disadvantaged pupils include plans for education recovery. It is targeted support through whole school tuition for pupils whose education has been worst affected over the past two years. Our approach tackles the challenges and gaps that have deepened during the pandemic. Through thorough diagnostic assessment and skilful planning and resourcing, we ensure that our catch up programme is delivered to help each pupil excel and achieve their potential. This includes 'THRIVE' sessions for emotional well-being as well as Maths and English support.

Challenges

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

Challenge number	Detail of challenge
1	Gaps and misconceptions in knowledge and skills have widened, resulting in attainment being below expectation for some pupils compared to their peers.
2	Some pupils have identified SEND needs. Speech, Language and communication difficulties have been identified as a high need and a barrier to learning.
3	86% of pupils do not have English as a first language and need additional support to meet expectation by the end of KS2.
4	Writing attainment has been impacted (by COVID-19), along with other barriers (SEND/EAL). Attainment in writing has fallen and the gap has widened for PP pupils.
5	Some pupils are coming from very disadvantaged backgrounds where opportunities and experiences outside of school are limited.
6	Some of our families require additional support and guidance as they have complex social, financial and emotional needs.
7	Mental health and well-being support is needed to enable pupils to develop emotional and social strategies to learn, build relationships and become more resilient and reflective.
8	Attendance is lower than that of non-disadvantaged pupils.

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
To increase the % of SEND pupils who meet the expected standard in reading, writing and maths. PP/SEND register will show provision made (provision map) for every individual pupil and monitor progress through data tracking, PP meetings, IEPs/EHCPs and the SSE cycle.	The gap between PP pupils and Non-PP pupils at the expected standard will be reduced and in-line with the NA by the end of KS2.
To decrease the gap between PP and Non-PP pupils at expected and greater depth. To ensure PP pupils meet National expectation % at the end of Key Stage.	Data will show a decreasing gap across the school between PP and Non-PP pupils. PP pupils will be consistently in line with or better than National PP % at the end of Key Stage.
To deliver bespoke teaching and in class support (resourcing) to the majority of EAL pupils in stages A and B so that they can make accelerated progress and be able to access the curriculum within 12 months.	80% of Stage A and B pupils will be able to access the curriculum in class within 12 months
The school and families work in positive partnership to ensure that financial constraints do not negatively impact the pupils' opportunities to life experiences –e.g. clubs, trips, workshops, music tuition	Parents can speak to/ get advice from the family support worker so that the school can support the child/ren to participate in a range of activities outside of the curriculum/wider school life including completion of homework and access to on-line platforms available.
Access to the School's Family Support worker, specialised outside agencies and resourcing will provide financial, emotional and educational support for families.	All PP families will have guidance on accessing information, services, educational devices, training and funding to support their own and their children's development and achievements inside and outside of school improving outcomes for their children emotionally and academically.
Children to improve Oracy skills and learn a range of other strategies through P4C and RRSA, as well as receive bespoke social and emotional interventions to support their own mental health and develop positive thinking, resilience, empathy and the ability to ask for help and recognise this in others.	An increased emotional intelligence seen in the children throughout the school socially, emotionally and educationally so they can recognise how to manage their own thoughts and feelings respectfully, as well as others so they are ready to learn/ at least expected progress and attainment.
Improved attendance whole school. Increased attendance for vulnerable groups e.g. SEND/PP	Whole school attendance back to pre- covid levels of 96%+. Vulnerable pupils will have attendance of over 95% at National expectation.

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide CPD for staff on key areas of the SDP –e.g. Writing, maths reasoning, skills builder, RRSA, mental health and wellbeing.	Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching. Areas such as meta cognition and P4C are key to developing lifelong learners	1, 4 and 7
Weekly bespoke training for TAs to deliver and assess interventions e.g. read,write, inc, language link, numicon to support targeted children to close the gap.	EEF shows small group tuition/intervention has moderate impact on children to help close the gap.	1, 2 and 4
English lead to provide CPD for staff for POR and Shared/guided writing.	Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching.	1, 2 and 4
ELT to continue training and development as writing moderators/Teach West London leads and NPQ facilitators.	Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching.	1, 2 and 4
To develop teachers (CPD) to provide personalised support and teaching for identified PP pupils with SEND to	Personalised learning is the drive to tailor education to individual need, interest and aptitude so as to fulfil every young person's potential. (DfES, 2004a: 4)	1, 2 and 4

accelerate progress and close the gap with peers.		
Complete Oracy project to develop skills across the school.	Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching.	1, 2, 4 and 7
Develop Instructional coaching throughout the school.	Evidence from Sutton Trust and EEF shows that strong leadership pedagogy has a positive impact on all areas of teaching and learning.	1, 2 ,4 and 7
Hillingdon Learning Partnership membership - CPD for all staff across a range of subject, middle and senior leadership.	Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching.	1, 2 ,4 and 7
National College membership for ongoing CPD on-line for all staff.	Evidence from Sutton Trust and EEF shows that strong teacher pedagogy is very effective for quality first teaching.	1, 2 ,4 and 7
NPQ qualifications for Middle/Senior leaders to strengthen subject and leadership within the school.	Evidence from Sutton Trust and EEF shows that strong leadership pedagogy has a positive impact on all areas of teaching and learning.	1, 2 ,4 and 7
Ongoing Thrive training including Thrive families.	<p>Thrive helps to develop resilience in young people (Hart and Heaver 2015)</p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 2015).</p>	1, 2, 3, 4, 5, 6, 7 and 8
Attendance support from external consultant to provide strategies to improve attendance practice and monitor key groups to improve PP attendance and overall whole school attendance.	Evidence shows that the higher the overall absence rate across Key Stage (KS2), the lower the likely level of attainment at the end of KS2. (DFE 2016 improving attendance at school)	1 and 8

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve speaking, listening and communication skills through training and delivery of bespoke programmes (Language Link) and 1:1 SALT intervention.	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. (DfE document alongside the Department of Social Care Appendix C)	1, 2 and 4
To deliver EAL programmes daily to new arrivals to support access to the curriculum, as well as Flash Academy tuition.	A DfE report written by Professor S. Strand and Dr Ariel Lindorff shows that research has identified that it takes learners more than six years to progress from the lowest to the highest levels of English language proficiency. It has also shown that it is only at the highest levels of proficiency that learners are able to fully access the curriculum and therefore achieve their academic potential.	1 and 3
To enable additional EP assessment/support for pupils identified with SEND needs.	Personalised learning is the drive to tailor education to individual need, interest and aptitude so as to fulfil every young person’s potential. (DfES, 2004a: 4)	1, 2 and 4
To provide personalised teaching	Personalised learning is the drive to tailor education to individual need,	1, 2 and 4

and support for identified PP pupils with SEND to accelerate progress and close the gap with peers.	interest and aptitude so as to fulfil every young person's potential. (DfES, 2004a: 4)	
To raise attainment and 'close the gap' in Reading, Writing and Maths for all PP children in line with their peers through targeted small group booster/ tuition sessions.	EEF shows small group tuition/intervention has moderate impact on children to help close the gap.	1 and 4
To provide book bundles to develop 'reading for pleasure' and build knowledge in non-core areas.	DFE Reading for pleasure document 2012 Sutton Trust - The reading Gap 2013 EEF Improving Literacy at KS2 - 2021	1, 3 and 6
To attend the Brilliant Club Scholars Programme giving More Able pupils in Y6 the opportunity to work with a PhD researcher to experience university style learning- aspiration to attend university.	EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact. EEF states that wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported	1,3,5 and 7
Brunel Brilliant Club – Y5 -		

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use Thrive to support mental health and wellbeing of identified pupils.	Thrive helps to develop resilience in young people (Hart and Heaver 2015) Thrive closes the gap for vulnerable children across a range of measures	5, 6 and 7

	including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 2015).	
To remove barriers to learning by supporting and improving behaviour, mental health, emotional well-being and social skills through daily/weekly sessions with the Learning Mentors.	Internal monitoring shows that sessions to develop self- esteem, social skills and well- being have been very successful for children with high anxiety and SEND. The strategies can be used in class and help regulation to allow learning to happen.	5, 6 and 7
Family Key Worker to provide emotional support and educational strategies for parents.	Evidence from EEF and school show us that supporting and training parents has a positive impact on their children’s behaviour, attitude, attendance and learning. Supporting our more vulnerable families also helps to support emotional needs and wellbeing – this can be seen in pupil outcomes. Sutton Trust –Parent Power -2018	6
To support pupils with anger management/ behaviour/ self-regulation through bespoke mentoring programme ‘WE STRIVE’.	School evidence shows a positive impact on behaviour and reduced incidents in the playground.	5, 6 and 7
To support pupils with complex emotional needs/trauma through Art therapy.	Research has shown that art therapy has been used quite successfully to help children learn to effectively communicate, have improved concentration, improved behaviours and develop closer relationships. It has shown to improve moods, promote relaxation, and decrease disruptive behaviours and attitudes. “Randomised controlled trial research shows that art therapy helped improve coping strategies.” (Penny Brohn, 2011, Online)	5, 6 and 7
To provide technology (laptop) for identified PP pupils to access EAL support, the extended curriculum	EEF evidence shows that digital technology is successful in helping pupils work more independently. It allowed us to remotely teach successfully when needed	1, 2 ,3, 4 and 5

and complete homework.	and set homework across a range of subjects. It supports access to the wide range of learning platforms the school offers- e.g, IXL, purple mash, flash academy, TTRS for extended learning.	
To provide bespoke homework books in core subjects across the school.	EEF - Evidence suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.	1, 2 ,3 and 4
To provide IT platforms – IXL, Bug Club, Flash Academy to pupils outside of school for extended learning opportunities.	EEF evidence shows that digital technology is successful in helping pupils work more independently.	1, 2, 3, 4 and 5
To provide resources that will support learning inside and outside of the classroom.	Reducing barriers to learning (resources) leads to better outcomes	1, 5 and 6
Pupil attendance to improve and PP pupils to be in line with peers throughout the school.	Evidence shows that the higher the overall absence rate across Key Stage (KS2), the lower the likely level of attainment at the end of KS2. (DFE 2016 improving attendance at school)	1 and 8
To ensure a healthy start to the day by providing ‘Magic Breakfast’ club for all pupils so they are ‘ready to learn’.	A healthy start to the day impacts the body and brain supporting physical and mental function, including mood, behaviour and concentration. (PHE: The link between pupil health and wellbeing and attainment 2014)	1, 2, 3, 4, 5, 6 and 8
To have a daily fruit snack to encourage healthy lifestyle choice.	Evidence shows healthy eating/ 7 a day helps to maintain a healthy body/mind. (PHE: The link between pupil health and wellbeing and attainment 2014)	1, 2, 3, 4, 5, 6

<p>To widen extra-curricular learning opportunities through enrichment activities e.g. trips, residential, drama groups/workshops</p>	<p>EEF evidence shows this has moderate impact for moderate cost. School evidence shows that many of the children have little life experience or exposure and trips/workshops allow them opportunities to broaden their knowledge, skills and vocabulary through these experiences</p>	<p>5, 6 and 7</p>
<p>To provide additional swimming lessons to children in Y4 and Y5 to improve proficiency.</p>	<p>Exercise/ competitive sports improve health and lifestyle choices as well as develop key areas such as strategy, spatial awareness and collaborative working.</p>	<p>5 and 6</p>
<p>To provide tuition and coaching by specialist staff to widen life experiences.</p>	<p>EEF evidence shows greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Studies link music to better outcomes in SP&L and writing.</p> <p>Exercise/ competitive sports improve health and lifestyle choices as well as develop key areas such as strategy, spatial awareness and collaborative working.</p>	<p>1, 5, 6 and 7</p>

Total budgeted cost: £249,000 (contingency £2,600) = £251,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

SAT results 2025

SAT Test	Reading EXS+	Reading GDS	Writing EXS+	Writing GDS	Maths EXS+	Maths GDS	Combined EXS+	Combined GDS	Grammar EXS+	Grammar GDS	Science EXS+
Year 6											
DISADV/PP 44 ch'n	77%	36%	68%	9%	84%	27%	66%	5%	75%	41%	93%
NON-DISADV/PP 47	91%	43%	89%	17%	89%	51%	85%	11%	91%	55%	96%
Difference	-14%	-7%	-21%	-8%	-5%	-24%	-19%	-6%	-16%	-14%	-3%

Teaching

All staff have received CPD on key areas of the SDP, including writing, P4C, RRSA and mental health and well-being. P4C and RRSA has continued to develop across the school and the subject lead for these areas has ensured that staff are confident with them. Staff have also spent time focussing on the foundation subjects and ensuring that what is being taught meets the needs of the pupils.

The support staff in the school have received biweekly training this academic year (In autumn and spring). The staff were trained by the SENCO or the personal attitudes and well-being lead. When it was subject specific training, the highly trained subject leads delivered it instead. The training ensures that we are confident in knowing that the support staff are delivering effective interventions to help close the gap. We know they have been successful because children have been receiving the targeted interventions for a half term and then returning back to class or the results have shown that children have improved in their NFER summer results.

Year 3

NFER	Not Yet Achieved	ARE	High Achievers	ARE+
Reading	43%	52%	5%	57%
Grammar	69%	30%	1%	31%
Maths	33%	51%	16%	67%

Year 4

NFER	Not Yet Achieved	ARE	High Achievers	ARE+
Reading	33%	52%	16%	68%
Grammar	37%	48%	14%	62%
Maths	21%	59%	21%	80%

Year 5

NFER	Not Yet Achieved	ARE	High Achievers	ARE+
Reading	26%	60%	14%	74%
Grammar	42%	41%	17%	58%
Maths	31%	49%	20%	69%

Oracy and writing have continued to be a focus this year. Staff have received further training and lesson observations show that the structures are being followed. Assessment shows a larger gap at EXS which has been linked to boys, attendance and a specific ethnic group, these areas will become a focus in the next academic year. The gap for GDS has narrowed.

ELT have had opportunities to train and develop. We currently have 2 writing moderators who have supported teachers to make judgements about the writing in their class when they were unsure. This has led to more accurate judgements being made across the school. We have a member of staff who works with the Maths Mastery Hub and has completed the NPQLPM this year. This member of staff has supported teaching across the school through team teaching with ECTs and supporting year groups with planning. We also have a member of staff who has completed the NPQLBC which has

impacted the school through further training of all staff on the behaviour policy and the introduction of one-page profiles for children who may need support. We also have two members of staff who facilitate the ECT professional development programme for schools within the South of the borough.

Training has been delivered this year to staff to explain to them about personalised learning and how to scaffold individually. We will continue to see the benefits of this training over the next academic year as we have more challenging children joining us with SEND and who are PP. One-page profiles, EHCPs and IEPs help the teachers deliver bespoke personalised learning to all children on the SEND register as well as those who are also PP.

An external Education Welfare Officer has been working with families across the school with Persistent Absences. 19% of PP children (28/151) were persistently absent. To address this the EWO has completed home visits and face-to-face meetings. As a result, attendance has improved, resulting in 8 cases being closed.

Targeted Academic Support

Interventions for language link, Language for Thinking and Language for Behaviour have been running weekly delivered by a HLTA for SEND. The school has also had a SALT all year and we have even taken on trainees SALTS from St Mary's University to help ensure the gap between SEND is closing. Historically SLCN has been the biggest SEN need in the school. Evidence shows the targets from the speech and language therapist are being met. Currently 83% of SEND children are receiving speech and language support. Two children have been discharged this year with another 5 looking to be discharged in the near future.

Students with little or no English receive daily support in class and in the form of interventions. Bespoke interventions look at conversation skills and English and children are grouped dependent on their abilities. All children made some progress.

	Progress of 40%+	Progress of 20%+	Progress of 10%+
Group 1 Reading	4/9 = 44%	6/9 = 67%	7/9 = 78%
Group 2 Reading	3/5 = 60%	5/5 = 100%	
Group 2 Grammar	3/5 = 60%	4/5 = 80%	5/5 = 100%
Group 3 Reading		2/6 = 33%	4/6 = 67%
Group 3 Grammar	3/6 = 50%	5/6 = 83%	6/6 = 100%
Group 4 Reading	1/7 = 14%	6/7 = 86%	
Group 4 Grammar	1/7 = 14%	6/7 = 86%	

This year we have assessed 8 children using the educational psychologist service with the LA. 6 of the children fall under the PP category. The full reports that have been written enable us as practitioners to provide bespoke, tailored support for the individuals. We will continue next year to refer children who we feel need the assessment from an Educational Psychologist as there is more undiagnosed SEND.

This year all SEND children were set three individual educational plans (IEPs). These were set per term and reviewed at the end of the term. The IEPs were bespoke and each child was set three targets based on their SEN need and what the teacher knows of that child.

The introduction of insight as an assessment tracker, provision tracker and to set all targets and plans means that this will be even more robust as all staff get used to the new system.

This year Case studies have been created and updated all academic year to get a true picture of children with SEND. These will continue onwards as they show a true picture of what happens in a child's school life.

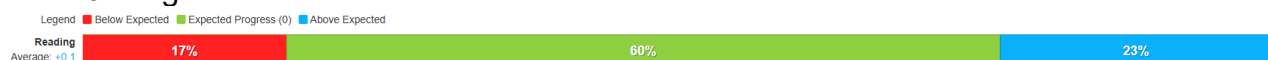
READING Expected Progress	YEAR 3	YEAR 4	YEAR 5	YEAR 6	WRITING Expected Progress	YEAR 3	YEAR 4	YEAR 5	YEAR 6	MATHS Expected Progress	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SEN	47%	64%	58%	66%	SEN	47%	28%	31%	42%	SEN	40%	58%	42%	50%
NON SEN	60%	66%	77%	87%	NON SEN	70%	61%	71%	85%	NON SEN	73%	82%	74%	92%
DIFFERENCE	-13%	-2%	-19%	-21%	DIFFERENCE	-23%	-33%	-40%	-43%	DIFFERENCE	-33%	-24%	-32%	-42%

Children have received targeted gap booster sessions in phonics, reading, writing and mathematics delivered as interventions by TAs and HLTAs supporting in the year group. The table shows the attainment for PP and Non-PP children and the gap.

Teacher Assessment	Reading Attainment % on track EXS+	Reading Attainment % on track GDS	Writing Attainment % on track EXS+	Writing Attainment % on track GDS	Maths Attainment % on track EXS+	Maths Attainment % on track GDS
Year 3						
PP (39)	67%	21%	64%	10%	69%	33%
Not PP	79%	20%	68%	11%	74%	26%
Gap	-12%	+1%	-4%	-1%	-5%	+7%
Year 4						
PP (40)	78%	23%	58%	3%	81%	28%
Not PP	70%	22%	56%	9%	80%	28%
Gap	+8%	+1%	-2%	-6%	+1%	0
Year 5						
PP (29)	55%	10%	45%	0	55%	10%
Not PP	79%	29%	75%	11%	77%	29%
Gap	-24%	-19%	-30%	-11%	-22%	-19%
Year 6						
PP (44)	77%	34%	68%	9%	84%	25%
Not PP	91%	43%	89%	17%	89%	51%
Gap	-14%	-9%	-21%	-8%	-5%	-26%

154 children selected 5 books by a variety of authors one of which had to be non-fiction. The commission the school receives is used to buy books to put in the school libraries.

Year 3 Progress



Year 4 Progress



Year 5 Progress



Year 6 Progress



Fourteen pupils took part in Brilliant Club Scholars Programme, 29% of them are in receipt of pupil premium funding. These children all achieved a 1st or 2.1 in their final project.

The following averages are based on the 14 students who took part and submitted both their baseline and final assignments. The table also includes UK averages, allowing you to compare scores at baseline and progress made.

Competency	Minet Junior School			UK Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	47	63	36 %	50	63	26 %
Subject Knowledge	48	65	37 %	51	66	28 %
Critical Thinking	47	62	32 %	49	63	28 %

Of these children, 100% passed the grammar SAT paper at greater depth and 75% passed the reading and maths SAT papers at greater depth.

Wider Strategies

A learning mentor and a Thrive practitioner deliver a range of interventions ranging from sand therapy, lego therapy, Seasons for Growth, social skills, anxiety groups and friendship groups. 56% of children who attended a Learning mentor group were PP. Children learn strategies to identify and manage their emotions. Thrive assessments have shown that these PP children have increased engagement in school and have also developed more skills for reflection and problem solving. One PP child has not made any progress this year due to experiencing a substantial loss and his grief and anger are only beginning to surface. 15 PP children attend Lunchtime groups due to their anxiety in the playground. Some of these children are now able to go out for short periods of time in the playground knowing they have a safe space to return to afterwards. Children have said *“It’s peaceful, and when I’m struggling, this is a place I like to go”, “I feel calm when I’m here, and it helps me think about my family and friends.” “Going to the groups is helping me feel more confident”. “It’s different from other places, and I like that I can talk about how I feel. It also gives me new ideas about how to react to friendships, arguments, and worries”.*

Our Family support worker has supported 20 families of which 15 are PP. Parents have reported that *“coming to groups have given me confidence in returning to college and I now have a job”, Great informative workshops – very educational hearing new ideas and talking to other mums”, new ideas and also introduced me to board games which I will play with my children”.*

A mentoring programme is delivered by WeStrive. The intervention focuses on behaviour and low self-esteem. 21 students have been supported of which 14 are PP. The impact of this has been really positive. Of the 21 students, three have left the school to move onto new school placements. One child, with SEND, faced challenges in retaining information and following instructions. His sessions helped him engage and focus on improving his behaviour and this has resulted in extremely rare behaviour incidences. Another child struggled with low self-confidence and found it difficult to communicate with unfamiliar people. His absence records was a concern and his attendance was 65%. However using an Emotional Support framework and tailored worksheets, significant progress has been made with his attendance increasing to 75%. One of the students exhibited extreme physical behaviour, disrespect and could not follow instructions, however he made a significant turnaround during the second half of the term. He is now showing respect, engages positively with his peers and follows school rules.

This intervention has resulted in a number of reduced incidences on the playground. Teachers complete a weekly feedback sheet for the mentor so he can ensure each one-to-one meeting is bespoke.

An Art Therapist delivers personalised therapy to students who have experienced trauma and bereavement. 33% of the students seems are PP. One of the students is now having further support from CAMHs. The outcomes of this were not as successful as in previous years and this is being reviewed this year.

86% of PP children in year 3 were provided with a laptop to use at home. This has enabled children to access their homework and the online learning platforms provided.

78% of PP children are accessing online platforms where they can view and complete their homework and to support their learning.

All PP children are provided with the equipment needed within the classroom to access the curriculum (pens, pencils, glue sticks, whiteboard pens etc.) They are also provided with a school jumper and a school tie upon request each year.

Pupil attendance is closely monitored to ensure it is at national average and if it drops letters are sent to parents and attendance meetings are held, to put support in place for any issues identified. Attendance for the 2024-25 academic year was 93.99% (National figures were 93.2%). This can be broken down to 91.65% for PP pupils and 95.62% for non-PP pupils.

52% of the children who attend breakfast club are PP. To ensure a healthy start to the day we provide a 'Magic Breakfast' club for all pupils so they are 'ready to learn'. This has also had an impact on attendance as children are in school early for breakfast.

100% of PP children have access to daily fruit to encourage healthy eating and provide them with part of their 7-a-day.

All children have access to enrichment opportunities. The year 6 children had the opportunity to go on a residential trip to Sayers Croft. 42 children attended this residential of which 29% were PP. We have also taken year groups on visits to Winchester Science Centre, Ufton Court, the Battle of Britain Bunker and the local Gurdwara and Mosque.

Children have the opportunity to attend a range of afterschool clubs. These include sports clubs, academic clubs and creative clubs. 44% of the PP children in the school have accessed at least one club over the year.

Introducing Dog Therapy to school has proved invaluable this year. Two of the children seen have speech and language difficulties. One had a profound stammer and the other was a selective mute. Both of these children will speak with more confidence to the dog and will now participate in class. One child made 2 steps of progress in reading in one half term as her incentive was to practice daily so she could read to the dog. Another child has developed her inferencing skills and is now able to explain what she is reading (in small chunks). Another child seen writes in his book of worries, and any concerns are addressed. This has resulted in a referral for further support from an outside agency. One of the children seen has experienced extreme trauma, and is it too early to see any significant impact yet. 78% of the children seen are PP.

Externally provided programmes

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

Programme	Provider
Language Link	Speechlink Multimedia Ltd
IXL	IXL Learning
White Rose Hub	White Rose Education
Times tables rock stars	Maths Circle
Number Shark	Wordshark
Purple Mash	2 Simple
Bug Club	Pearson
Read, Write, Inc	Ruth Miskin
Fresh Start	Ruth Miskin
Language for Thinking	Speechmark (SaLT)
Language for Behaviour	Speechmark (SaLT)