

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	Thomas Hickman School
Number of pupils in school	Reception-Year 6: 420 Muddy Ducks Nursery – Year 6: 492
Proportion (%) of pupil premium eligible pupils	172 children (39%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26
Date this statement was first published	October 2022
Date reviewed and evaluated	November 2023 December 2024 December 2025
Dates of next review	December 2026
Statement authorised by	Pippa Brand-Benee (Headteacher)
Pupil premium lead	Abi Manly (Co-Deputy: Inclusion)
Governor / Trustee lead	Pat Gurton Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £188,655.56
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Thomas Hickman school's ambition is for our children to access a bespoke curriculum of the highest quality which leads to achievement exceeding national expectations.

This statement demonstrates the strategies we have taken to support disadvantaged pupils to achieve the challenging goals that we set for them, including those with special educational needs and those who achieve highly. Our ambition is for all children to Achieve, Belong and Thrive, when a school get's it right for the most disadvantaged, it get it right for all.

Therefore, as well as those pupils identified as being pupil premium, our strategy supports those who have other disadvantages: this includes, but is not limited to;

- pupils with SEND; this means pupils receiving special educational needs (SEN) support, and those with an education, health and care (EHC) plan
- pupils who are known (or previously known) to children's social care, such as children in need and looked-after children
- pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic social care or young carer involvement; challenging home lives; bereavement within the family, other changes to family life and social-emotional needs not identified within the SEND code of practice.

Our Flying Start curriculum is designed to meet the needs of all our children in our context; it is designed to be relevant to our children giving them the core skills and knowledge they need to advance in life but in a connected, relatable way. We acknowledge that children are coming from vastly different starting points - 'levelling-up' is core to the intent. No child should be held back by geography, income or circumstance, we believe education will provide our children with a career choice and readdress and balance social disadvantage: no barriers will hold them back.

Our BIRDS philosophy underpins all that we do at THS and drives the ethos of staff, children and community alike: to prepare all of us for the future we all need to be Brave, Inspirational, Respectful, Determined and Scholarly.

We have a diverse school community with families from myriad cultural backgrounds and social circumstances. We feel very lucky to work within the THS community and celebrate our differences through our 'No-Outsiders' principle.

At Thomas Hickman School we aim to work in partnership with all members of the school and wider community. Our curriculum is taught through three Fields of Study that link to prior learning to form new ideas.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Our approach will be responsive to common challenges and individual needs.

The White Paper, March 2022, identifies that Covid'19 has exacerbated challenges that primary schools face, in particular those who are entitled to Pupil Premium Funding. It states that, *“In autumn 2021, the average primary school pupil had lost 1.9 months in maths and 0.8 months in reading. Disadvantaged children lost an additional 0.3 months in maths and 0.4 months in reading.”*

With guidance from the government's Levelling Up mission, Thomas Hickman will identify children who need help, provide targeted support via a range of proven methods such as small group tuition, and keep parents informed about their child's progress. Some children may receive targeted support through the National Tutoring Programme, for those whose education has been worst affected. This may also include non-disadvantaged children.

At Thomas Hickman we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. This statement details our school's use of pupil premium funding.

This strategy is written recognising Thomas Hickman School follows the OFSTED inspection framework. The strategy emphasises safeguarding, inclusion, curriculum quality, personal development, attendance and leadership/governance – all areas central to the 2025 OFSTED framework. The strategy supports the school's existing strengths noted in the recent Ofsted inspection (strong curriculum sequencing, language focus in Nursery, effective pastoral care) while targeting continuity, attendance and closing of academic gaps.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Missed Learning Opportunities</p> <p>Recent research shows that pupil learning deficits caused by pandemic-era disruption have persisted over time. A meta-analysis found an average loss of 0.19 standard deviations in academic achievement — with negligible catch-up a year or more after the first lockdown.</p> <p>Similarly, a 2025 study using international data reported a 0.11 decline in student performance and noted particularly large, lasting setbacks among low performers, girls, and linguistic-minority pupils</p> <p>The % of PP children @THS who are below the expected standard for their age group, in all core areas, is below that of their peers.</p>															
2	<p>Personal Development and Well-being</p> <p>Personal development, SEMH and limited lived experiences / social & cultural capital: high proportion of pupils with ACEs, (67% (high EAL (44%) and high minority ethnic composition (69%) means many pupils need targeted SEL and enrichment to build vocabulary, cultural capital and wellbeing to access curriculum fully.</p> <p>The school sets high expectations for all pupils including disadvantaged pupils, those with SEND, those who are known or previously known to social care and those who may face other barriers to their learning and or wellbeing: the % of children who fall into this category at THS is 89%</p>															
3	<p>School absence and punctuality</p> <p>Attendance and punctuality influence access to learning: although attendance improved (PP 90.6% → 94.3% 2021–25; non-PP higher), absence historically reduced learning time and persistent absence/late arrivals remain a risk to consolidation of taught curriculum. School attendance strategy already targets a 3% rise which is above the DfE minimum target – see below.</p> <p>Attendance: DfE target is to increase % by 0.4</p> <table border="1" data-bbox="371 1641 1291 1998"> <thead> <tr> <th></th> <th>2021/22</th> <th>2022/2023</th> <th>2023/2024</th> <th>2024/2025</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium attendance</td> <td>90.58%</td> <td>91.1%</td> <td>91.9%</td> <td>94.3%</td> </tr> <tr> <td>Non-Pupil Premium attendance</td> <td>91.61%</td> <td>92,2%</td> <td>93.2%</td> <td>95%</td> </tr> </tbody> </table>		2021/22	2022/2023	2023/2024	2024/2025	Pupil Premium attendance	90.58%	91.1%	91.9%	94.3%	Non-Pupil Premium attendance	91.61%	92,2%	93.2%	95%
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	<p>DfE The link between Attendance and attainment in an assessment year (March 2025)</p> <ul style="list-style-type: none"> - KS4 children with good attendance have twice the odds of achieving a grade 5 in English and Maths GCSE, compared with peers who miss 10 schools days. - KS4 children with good attendance have three times the odds of achieving a grade 5 in English and Maths GCSE, compared with peers who attend school 85%– 90% of the time . <p>Despite this research being directed at secondary pupils – this is our THS pupil’s ‘Sky of Opportunity’: regular attendance starts now.</p> <p>A large body of research demonstrates that absenteeism is detrimental to learning, academic achievement and educational outcomes. Put simply, if children aren’t accessing the curriculum regularly they cannot commit learning to long term memory- absenteeism disrupts this learning pathway. Further findings suggest that unauthorised absence is more harmful at the beginning of the school year and at the end of the school year.</p> <p>Persistent and severe absenteeism also has a detrimental effect on SEMH needs.</p>
4	<p>Staff Experience</p> <p>High-quality teaching is the first and largest lever: invest in CPD, curriculum sequencing and resources so disadvantaged pupils receive excellent first wave teaching.</p> <p>Interventions supplement (not replace) classroom teaching: targeted academic support is tightly linked to classroom pedagogy and sequencing. Use evidence to choose approaches and measure impact regularly: adopt EEF guidance for selection, implementation and review.</p> <p>Personalisation and proportionate universalism: universal provision with proportionate targeted support according to need (including SEND and SEMH).</p> <p>Long-term planning & sustainability: plan across a 3-year horizon with annual publication and review.</p> <p>Whole-community partnership: involve families, governors and local partners (e.g., English Hub, local research school) in strategy and delivery.</p> <p>7% are ECTs 45% are MPS 26% of teaching staff are senior teachers 22% are senior leaders</p> <p>There is a balance of experienced and developing teachers within the school’s teaching profile.</p>
5	<p>Broadening lived experiences</p> <p>Inhibited social and cultural capital through restricted lived experiences is recognised as a challenge with the potential to impact on the personal</p>

	<p>development of children. This may result in their knowledge of the world and vocabulary acquisition being more limited.</p> <p>To support the health and well-being of our children we aim to develop their social capital through the support and development of network and ties; this may be in the form of additional activities and opportunities.</p> <p>During the academic year 24/25 80% of our on-site DHT psycho-therapist) clients were entitled to Pupil Premium funding. Within the Spring and Summer term of the same year, 100% of targeted parents to receive 'Hand on Heart at Home' support received Pupil Premium funding and or PAFT (Parents as First Teachers)</p>
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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. Missed Learning Opportunities	Ensure that all PP children are receiving Quality First Teaching and provide opportunities to close the gap.	<ul style="list-style-type: none"> • KS2 Reading, Writing and Maths outcomes show that the gap between PP and XPP is closing. • Phonics screening in Year 1 and 2 reflects National Average and the gap closing • Pupil assessments within other years indicates children have made appropriate levels of progress and the gap is closing
2. Personal Development and Well-being	<p>A high level of pastoral care and support will be provided in order to remove potential barriers to learning and to secure personal well-being.</p> <p>DfE core enrichment entitlement for all pupils, meaning every child should have access to extra-curricular enrichment beyond the statutory curriculum.</p>	<ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among PP children. • Hand On Heart zones of regulation to be used across the school. • DHT and DSL team, Lego therapist, Theraplay, Owl House, TreeTops, Calming Kittens, Bereavement support, Emotion Coaching and Parent as First teacher,

	<p>The enrichment must cover five broad strands: civic engagement; arts and culture; nature/outdoor & adventure; sport; and life skills (e.g. cooking, financial awareness)</p>	<p>Hand on Heart @Home will support children in making emotional and educational progress.</p> <ul style="list-style-type: none"> • MHST • Support given to both children and their families.
<p>3. School absence and punctuality</p>	<p>Ensure the attendance of all disadvantaged children is in line with our school's attendance target of 97%.</p>	<ul style="list-style-type: none"> • The overall absence rate for all pupils is in line with our school's attendance target of 97%. • The attendance gap between PP and XPP is 0%. • Unexplained absences will be challenged and followed up. • Families with low attendance will be contacted and offered support to improve attendance. • PP children with low attendance will be encouraged to attend breakfast club, which is funded through PP funding. • Attendance will be managed in line with the school policy and reported to the local authority who may take further action.
<p>4. High Quality, Adaptive teaching</p>	<p>All children will receive a broad and balanced curriculum, ensuring barriers to learning are removed, enabling every child to achieve their full potential.</p> <p>Adaptive Teaching</p> <p>Leaders, Teachers and additional staff will receive support and development opportunities appropriate to their role.</p> <p>CPD loyalty cards</p>	<ul style="list-style-type: none"> • SLT will work alongside their colleagues, modelling best practice to secure shared practice, in the form of 'Progress Partners.' • Improved well-being for staff in having increased confidence within their role. • Consistent learning opportunities and experiences for children. • Whole school curriculum initiatives are fully embedded and are shown to be having an impact on

		<p>all pupils' attainment and progress.</p> <ul style="list-style-type: none"> • Identified PP children are engaged during high quality teaching and learning. • Monitoring and evaluation shows identified pupils are supported appropriately in class to remove barriers to learning. • Drop ins, learning walks, formal observations, book looks, data and planning shows 100% good teaching and learning over time.
<p>5. Broadening lived experiences</p>	<p>Pupil Premium children will enjoy and benefit from the wide range of enrichment activities on offer.</p>	<ul style="list-style-type: none"> • All children will have access to a flying start curriculum. There will be 'no glass ceiling' to their learning. • All children will reach their potential, as evidenced through their end of year assessments. • Families eligible for PP will not need to contribute towards trips, residential visits, swimming lessons or coach journeys. • Communication between school and home will support family relationships.

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: £38,533.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff – new and existing, to ensure consistency of approach for phonics programme.</p> <p>Cost: £12,802.83</p>	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>TAs to be paid to attend Inset days x5 in Phonics training and further interventions</p> <p><i>(EEF) The Education Endowment</i></p>	<p>1, 4</p>
<p>Oracy & vocabulary integration across the curriculum (Voice 21) (Helicopter Stories in EYFS, Drawing Club) – CPD for teachers, planning templates and monitoring. Focus on purposeful talk to boost vocabulary for EAL and disadvantaged pupils.</p> <p>£2590</p>	<p>EEF guidance on oral language & curriculum sequencing: EEF guidance recommends teaching language and vocabulary explicitly as part of curriculum planning; Pupil Premium Menu highlights language interventions and oracy as crucial to reduce disadvantage Pupil Premium Menu: evidence brief.</p>	<p>1.4</p>
<p>HLTAs and teaching assistants will provide high quality interventions based on analysis of termly assessments to identify areas of need. They will receive high quality</p>	<p>The EEF found that when TAs are deployed effectively with appropriate training & support, they can make a significant contribution to pupils' learning. 7 EEF evaluations have shown that when TAs deliver high quality, structured interventions, they can typically generate three to four additional months' progress for pupils in literacy and numeracy.</p>	<p>1, 4</p>

<p>'Catch-Up Numeracy and Literacy' training.</p> <p>This includes National college subscription</p> <p>Cost: £23,140.80</p>	<p>This will be delivered by 2 hours of interventions per day at targeted children</p> <p><i>(EEF) The Education Endowment Foundation</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,048.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics</p> <p>Identified PP and XPP pupils to be provided with daily 1:1 phonics tuition</p> <p>Cost: £1,961.01</p>	<p>Education Endowment Foundation (EEF), systematic, whole-class phonics programmes yield about a +5-month reading boost on average, and this effect is particularly strong for children from disadvantaged backgrounds — often those with less exposure to rich language at home</p> <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development.</p> <p><i>Clark and Rumbold, 2006.</i></p>	1
<p>DreamBox Reading Solutions EEF Trial</p> <p>£4087.50</p>	<p>Recent studies indicate that DreamBox Reading — a personalised, adaptive reading intervention — can significantly improve reading fluency, vocabulary and comprehension, especially for struggling or disadvantaged pupils. A UK study of Year 6 pupils using DreamBox Reading Plus saw disadvantaged children make roughly 97% more progress than their counterparts in control schools.</p>	1

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

Budgeted cost: £152,250.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotion coaching	The Norland-led trial – funded by Education Endowment Foundation	2

<p>Norland College and Emotion Coaching UK</p> <p>£1500</p>	<p>(EEF) – provides the first large-scale, UK-based randomised evidence on whether Emotion Coaching improves children’s self-regulation, emotional understanding, behaviour and readiness to learn. If successful, it could show that teaching adults to respond empathically rather than punitively helps children manage emotions, reduces behavioural incidents, and strengthens relationships — laying a stable foundation for long-term academic and social success.</p>	
<p>Attendance officer</p> <p>To provide pastoral care to families. This will also support closing the gap with attendance.</p> <p>Cost: £10,567.56</p>	<p>DfE: Monitor schools</p> <p>Attendance data and targeted support: alongside all stakeholders, how to gather, share and use attendance data to put in place action to improve attendance.</p> <p>Culture: how to embed a support-first culture to encourage high attendance and make school a place children want to attend.</p> <p>People: how to make attendance ‘everyone’s business’ and ensure individuals and teams work together to reduce absence.</p> <p>Processes and systems: how to develop and implement strong and rigorous processes to identify and respond quickly and effectively to absence.</p> <p>Relationships: how to build strong and positive relationships with pupils and families to understand, then prevent or remove barriers to attendance.</p> <p>Communications: how to develop and share strong and inclusive attendance communications that convey messages with impact.</p> <p>Transition: how to ensure new pupils joining your school feel they belong at school and are clear on expectations around attendance</p>	<p>2</p>

<p>o-Deputy Head DSL Team PAFT teacher</p> <p>Cost: £87,793.09</p>	<p>Research, published <u>The Lancet Child & Adolescent Health</u>, was conducted between 2016 and 2018 across 18 London schools and surveyed 329 children aged between 13 and 16 years olds at six-week intervals.</p> <p>The study found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p> <p><i>'Future in Mind'</i>, the Government report of the Children and Young People's Mental Health and Wellbeing Taskforce recognises the crucial role that schools can play, working alongside health and community and voluntary services, in helping to support good mental health and in preventing and identifying mental health issues in children and young people.</p> <p><i>Gov.uk</i></p>	<p>2</p>
<p>Hand on Heart at Home Building positive relationships between all stakeholders. This is a course that will be run by our on-site therapist.</p> <p>Cost: £2,624.53</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EFF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>2</p>
<p>Breakfast Club Supporting attendance and welfare needs.</p> <p>Cost: £5,861.66</p>	<p>Research shows that hungry children do not perform as well.</p> <p>Research from the EFF has found that offering a free and nutritious meal before school can boost children's reading, writing and maths results by the equivalent of 2+ months progress over the course of an academic year.</p>	<p>2, 3</p>

	<p>Research suggests that disadvantage pupils who regularly attend breakfast club have improved attendance and punctuality.</p> <p><i>(EEF) Education Endowment Foundation 'Magic Breakfast Evaluation Report'</i></p>	
<p>Curriculum Enrichment School trips, residential visits, swimming and coach journeys are paid for.</p> <p>Cost: £19,349.63</p>	<p>Children will achieve enhanced 'Cultural capital' through the range of experiences they are exposed to. This is extremely important because as <i>Ed Hirsch succinctly summarises in: Cultural Literacy (1988)</i>, "to be culturally literate is to possess the basic information needed to thrive in the modern world".</p>	5
<p>97+ Club, Attendance awards/incentives For those having 97% attendance or more</p> <p>Cost: £16,376.96</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages.</p> <p><i>Balfanz & Byrnes, 2012; London et al., 2016</i></p>	3
<p>Provision of additional resources to reflect personal needs Uniform – Support those who may face financial hardship and ensure that all children have the appropriate uniform needed for school.</p> <p>Cost: £8,830.58</p>	<p>The Education Endowment Foundation has found that although wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. There is also a general belief that school uniform leads to improvements in pupils' behaviour and although it does not necessarily lead to better learning, it may certainly be an important precondition.</p> <p><i>(EEF) Education Endowment Foundation</i></p>	2

Total budgeted cost: £188,655.56

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.

Narrowing the gap from EYFS;

We placed a stronger focus on oracy 24/25 from Muddy Ducks Nursery to Reception – interventions such as Helicopter Stories, Rhyme Time, Poetry Basket, Sing-up and Word-workouts promoted the importance of children expressing themselves fluently and grammatically in speech.

As a result, using DfE (*Best Start in Life*) Compare your GLD data November 2025, GLD based on a three-year average is 71.9%. for disadvantaged pupil the three-year average trend is 58%. THS continue to narrow the gap in Early Years.

One particular area of success is the impact of our Muddy Ducks Nursery and Pre-school: 36% of our 'home-grown' disadvantaged pupils achieved GLD in comparison to 13% of those who were new to reception. Early intervention and consistent high expectations, interactions from 2 years old is having a positive impact.

EYFS LA School audit: May '24: ***There was a clear intent of activities and cross curricular links were used well. For example, the children had created an 'Ice Cream Shop', wrote the sign for it, and used currency from their current topic to support learning further. This was a great example of following children's interests and extending their thinking beyond.***

All staff have been trained in the ShREC approach and the EY lead has observed this in practice. During the observation, all staff were down at the children's level interacting with them. They have recently set up a 'word workout gym' where they have key vocabulary that they want children to learn'.

Moving forward: Maintaining this strong position for concurrent year groups, as well as ensuring that the children's position stays equally as strong in RWM as my move through the school to be the class of 2030.

RWI – The changes to TA contracts increased working hours from 8– 4pm (extra hour per day) which supported the timely, efficient preparation of RWI teaching (before school) and team formulation/evaluation afterschool. This also included weekly training and coaching sessions afterschool. As a result of the sharp focus on fidelity of phonics, coaching and training, the school had its best results over a three-year trend.

Impact – Via deliberate and decisive leadership of phonics, Year 1 Phonics was in line with national 78% all and our disadvantaged pupils achieved 62 %, we are committed closing the gap between disadvantaged pupils and their peers.

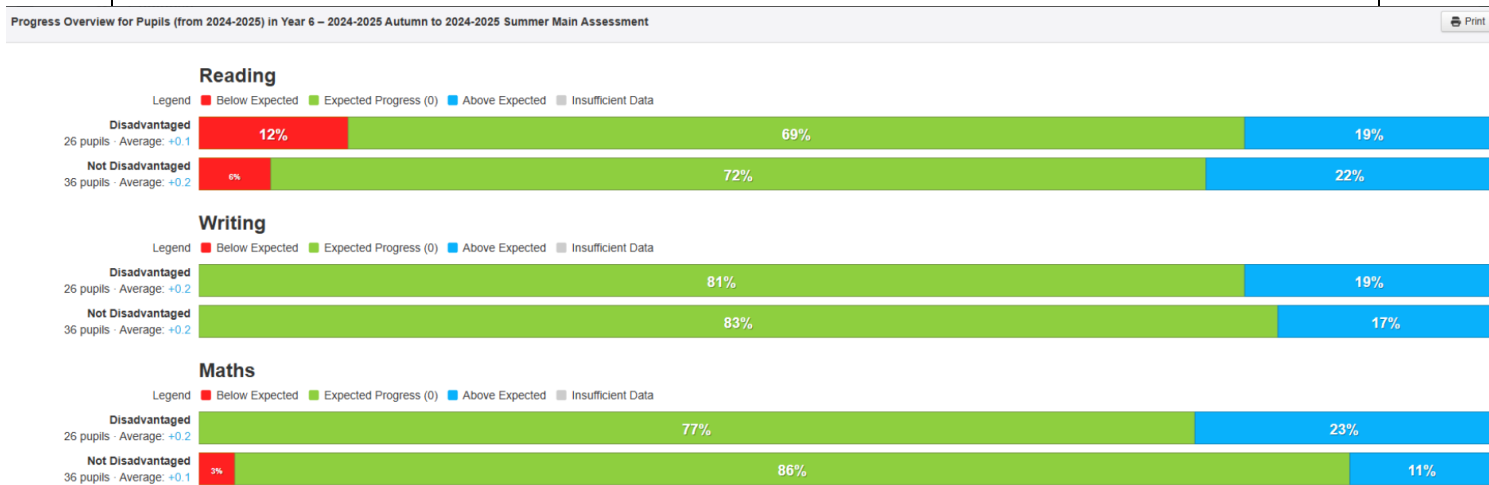
Year 2 2024-2025 Phonics results:

- * 95% of pupils passed the check by the end of Year 2 (The national average was 89%)
- * 24 children (out of 62 pupils) in the year group were 'disadvantaged.'
- * 92% of disadvantaged pupils in Year 2 met threshold (no national average for Year 2 disadvantaged available).

Moving forward: Exceed national expectations for all groups of children meeting the expected standard in Phonics in Year 1 and Year 2 and close the attainment gap.

Continue to ensure ALL staff, new and existing, are RWI trained, especially in Years 3 and 4 and upper KS2 to enable Fresh Start to be delivered effectively.

KS2 Data



The above progress measures indicate that disadvantaged children are making better progress than their non-disadvantaged peers evidencing we are gradually but deliberately closing the gap.

Moving forward: EEF trials Dreambox Reading plus – an **adaptive, online reading development programme** Reading Plus identifies reading gaps and provides personalised instruction to close the attainment gap.

The will school continue to be part of the local liaison group, there are 12 schools working together on a project to improve outcomes for disadvantaged children. THS are part of this with a focus on Reading for Pleasure and Oracy 21 project.

Behaviour Management (support for significantly challenging behaviour)

The school employed a Co-Deputy Head for inclusion (Behaviour, SEMH, Safeguarding and Pastoral). This is a new, additional role in the school to keep a sharp

lens on Behaviour and Attitudes in the school: this role works alongside the Co-Deputy for Quality of Education – both equal, critical threads to support each child to succeed, but specifically those of whom are disadvantaged. Aviary sessions have been re-introduced, a social based intervention for play and lunch which has a significant impact on class regulation and an impact on learning.

Impact: 98% of parents shared that their children feel safe in school 91% shared that the school promotes good behaviour. Parent Survey Nov'25

Targeted Support and Wider Strategies

Clubs Provision – more of our PP children are accessing our enrichment curriculum. 80% XPP attended at least one club last year, 75% of PP children attended a club, an improvement on the previous year which was 66%.

Attendance – 97up club is beginning to shift attendance. The move from swim vouchers to Zoomania continued to be impactful, although more expensive to source. The gap remains the same but there is a % increase in both PP and XPP attendance, the school are heading in the right direction and for 25-26 have introduced 'Abizon Catalogue'.

HoH@Home: Seven cycles of Hand on Heart@Home have provided practical and varied strategies to guide and support parents in managing challenging behaviour at home. 28 families have accessed HoH@home - 100% of parents of whom attended had children in the disadvantaged group. This supports parents to feel more confident in supporting their children's emotional regulation and behaviour, setting and maintaining boundaries and feeling more confident at providing positive parenting. This in turn supports parents to prioritise and implement strategies to work with attendance difficulties. Children and parents feel happier and more settled at home, which in turn leads to children that are in a better place to learn and succeed in school.

School Psychotherapist/DHT

86% of children who do therapy via the Owl House with the school psychotherapist are from our disadvantaged group. Work supports them to regulate in the classroom and around the school. By being emotionally supported, they are more able to stay in the Green zone and focus on learning. Aviary – a social based intervention for play and lunch has had significant impact on class regulation and impact on learning.

Summary: Ofsted Feb 2025

The report referenced ALL learners, which includes our 40% disadvantaged learners throughout the school. It reported;

'This school does not stand still. Leaders and those responsible for governance are relentless at driving continued improvement and finding solutions to any barriers that arise'.

'The school has very high ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). Consequently, all pupils are developing a real depth of understanding in the different subjects that they learn. This is evident when talking to them about their learning and in the quality of work in books.'

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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
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
NELi	OxEd and Assessment
White Rose Maths	White Rose Education
Read, Write, Inc.	Ruth Miskin Literacy
Dreambox	Reading Solutions

Further information (optional)

We have looked at a number of reports, studies and research papers about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address the challenges to learning presented by the socio-economic disadvantage.

We have looked at the EFF's implementation guidance to develop our strategy. We will continue to use it through implementation of any activities.

We are also taking part in 2 EEF projects this year, Dreambox and Neli, RSC Writing Trial

Over the past three years, through a robust evaluation, we have adjusted our plan over time to secure better outcomes for the children.

Last year's outcomes at GLD, Phonics narrowed the gap significantly.

The spend is having a positive impact.

Key documents referenced (clickable)

- EEF: Pupil Premium Menu – evidence brief and supporting resources [Pupil Premium Menu: evidence brief](#)
- EEF: Guide to the Pupil Premium [EEF Guide to the Pupil Premium](#)
- EEF: Phonics (Teaching & Learning Toolkit) [Phonics | EEF](#)
- EEF: Social and Emotional Learning (Teaching & Learning Toolkit) [Social and emotional learning | EEF](#)
- EEF: Attendance interventions rapid evidence assessment [Attendance interventions rapid evidence assessment](#)
- EEF: Attendance & Family Liaison project summary [Understanding the use of Attendance & Family Liaison Officers | EEF](#)
- EEF: TA-led intervention guidance / Making the Best Use of Teaching Assistants (supplement) [TA supplementary interventions guidance](#)
- EEF: Affordable Maths Tuition evaluation (tutoring evidence and lessons) [Affordable Maths Tuition | EEF](#)