

## Buckingham Park Primary Pupil Premium Strategy 2025 -2026

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

### School overview

| Detail                                                                  | Data                                  |
|-------------------------------------------------------------------------|---------------------------------------|
| Buckingham Park Primary                                                 |                                       |
| Number of pupils in school                                              | 443                                   |
| Proportion (%) of pupil premium eligible pupils                         | 71 PP children                        |
| Academic year/years that our current pupil premium strategy plan covers | 2025 -26<br>2026-27<br>2027-28        |
| Date this statement was published                                       | December 2025                         |
| Date on which it will be reviewed                                       | December 2026                         |
| Statement authorised by                                                 | Mrs Kim Brown<br>Head Teacher         |
| Pupil premium lead                                                      | Ms Karyn Astle<br>Deputy Head Teacher |
| Governor                                                                | Nick Brooke                           |

### Funding overview

| Detail                                                                                                                                                                      | Amount        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £103,146.90   |
| Recovery premium funding allocation this academic year                                                                                                                      | 0             |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0            |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £2,784,773.65 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Buckingham Park, we have the highest aspirations for every child. We are unwavering in our belief that no child should be left behind, regardless of background or circumstance. We are determined to ensure that all pupils are given every opportunity to achieve their full potential and experience success. We recognise that early intervention is crucial in improving life chances for disadvantaged pupils. By identifying barriers swiftly and responding effectively, we aim to secure strong academic progress alongside personal development and wellbeing. We value and actively seek pupil voice. Through regular and planned opportunities, children are encouraged to share their views, experiences and ideas, helping to shape the strategies we use to support achievement.

### Key Principles

By adhering to the following principles, we aim to maximise the impact of our Pupil Premium funding:

#### Building Belief

We are committed to fostering a culture where:

- Staff believe in the potential of **every** child and strive to unlock that potential so all pupils attain and achieve with pride.
- No excuses are made for underperformance.
- A solution-focused approach is adopted to overcome barriers to learning.
- Children are supported to develop resilient, growth mindsets.
- Financial disadvantage is never a barrier to full participation and opportunity within the classroom or wider school life.

#### Diagnosing Need and Using Evidence

Our strategy is rooted in a rigorous analysis of need, informed by high-quality data and evidence-based research.

We ensure that:

- A comprehensive range of evidence is used to diagnose barriers to learning, including formative and summative assessment, progress and attainment data, attendance records, behaviour information, safeguarding insights, and pupil voice.
- Disadvantaged pupils' performance is analysed in comparison to non-disadvantaged pupils both within school and nationally, identifying specific subject, phase or group trends.
- Staff at all levels are engaged in structured pupil progress discussions to identify emerging gaps early and respond swiftly.
- Clear, measurable outcomes are established for disadvantaged pupils, with regular review points to evaluate impact and refine provision.
- Our chosen approaches are informed by robust external evidence, including the Education Endowment Foundation (EEF) guidance reports, particularly in relation to quality first teaching, targeted academic support and wider strategies.
- Funding decisions are aligned to identified needs and prioritised according to the potential for greatest impact.

This disciplined approach ensures that our Pupil Premium strategy is responsive, precisely targeted and continually evaluated to secure sustained improvement in outcomes for disadvantaged pupils.

## **Identification of Pupils**

We are committed to ensuring that:

- Disadvantaged pupils are known, valued and nurtured as individuals.
- All staff are aware of which pupils are eligible for Pupil Premium and understand the specific challenges they may face.
- Disadvantaged pupils remain a key focus during pupil progress meetings.
- All eligible pupils benefit from Pupil Premium funding — not only those who are underperforming.
- Underachievement is addressed at every level, including among higher-attaining pupils.
- Individual needs are carefully considered so that support enables pupils to achieve “even better if...”.

## **Improving Day-to-Day Teaching**

We recognise that high-quality teaching is the most effective way to improve outcomes for disadvantaged pupils. We therefore:

- Set consistently high expectations for all learners.
- Address any within-school variation in outcomes.
- Ensure the consistent implementation of our “First and Best” teaching principles.
- Share strong practice internally and draw upon external expertise where beneficial.
- Provide high-quality, ongoing professional development for staff.
- Strengthen assessment accuracy through collaborative moderation.

## **Increasing Learning Time**

We maximise opportunities for learning by:

- Promoting and improving attendance and punctuality.
- Prioritising early intervention, particularly within EYFS and Key Stage 1, to address gaps before they widen.

## **Individualising Support**

To ensure additional provision is effective, we:

- Carefully identify individual barriers to learning.
- Maintain strong communication between class teachers and support staff.
- Work in partnership with external agencies to access specialist expertise (e.g., nurture provision, Thought-Full, Early Help, SPOA).
- Provide extensive support for parents to:
  - Build strong, positive relationships between home and school
  - Develop their own skills and confidence
  - Support their child’s learning across the curriculum
- Tailor interventions precisely to the needs of each child.

## **Going the Extra Mile**

In our determination to ensure that every child succeeds, we are committed to providing personalised provision when needed, particularly during times of challenge or crisis. This may include forest

school, reduced timetables, nurture or therapeutic support, access to a school counsellor, or collaboration with external professionals. We are equally committed to ensuring that all pupils can access the wider curriculum. Disadvantaged pupils are supported to participate fully in trips, clubs, enrichment opportunities.

## Challenges

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

| Challenge number | Detail of challenge                                                                                |
|------------------|----------------------------------------------------------------------------------------------------|
| 1                | Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.           |
| 2                | Difficulties with phonics and spelling which negatively impacts on progress as readers and writers |
| 3                | Mathematical attainment                                                                            |
| 4                | Wellbeing, mental health and safeguarding                                                          |
| 5                | Attendance and engagement of disadvantaged pupils                                                  |
| 6                | Narrow life experiences, low cultural capital                                                      |

## 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 | To improve language development for all pupils, with a particular focus on disadvantaged pupils, including those with SEND and EAL, while providing appropriate challenge for the most able disadvantaged pupils. Early Years language deficits will be addressed through the systematic teaching of structured talk. | <ul style="list-style-type: none"> <li>✓ Increased % of disadvantaged pupils achieving ELG in Communication and Language.</li> <li>✓ The gap between disadvantaged and non-disadvantaged pupils in Communication and Language narrows year-on-year.</li> <li>✓ Disadvantaged pupils achieve at least in line with national outcomes in the Phonics Screening Check.</li> <li>✓ Increased % of disadvantaged pupils achieving ARE in reading and writing at KS1 and KS2.</li> <li>✓ Increased % of disadvantaged pupils achieving Greater Depth in reading and writing.</li> <li>✓ In-school attainment gaps between disadvantaged and non-disadvantaged pupils narrow in reading and writing.</li> <li>✓ Disadvantaged pupils make at least expected progress from their starting points, with an increasing proportion making accelerated progress.</li> <li>✓ Lesson observations and monitoring demonstrate structured talk and explicit vocabulary teaching embedded across the curriculum.</li> <li>✓ Work scrutiny evidences consistent application of taught vocabulary and language structures in speaking and writing.</li> <li>✓ Pupil voice indicates increased confidence in speaking and</li> </ul> |

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|    |                                                                                                                                                                                                               | ✓ listening.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2. | 100% of Pupil Premium pupils, including disadvantaged pupils with SEND, will meet their individual progress targets in phonics and reading.                                                                   | <ul style="list-style-type: none"> <li>✓ Regular Pupil Progress Meetings enable staff to identify barriers and implement timely support.</li> <li>✓ Pupils with SEND meet their SSP targets (School Support Plan)</li> <li>✓ Lesson observations and coaching demonstrate effective use of formative assessment to target learning.</li> <li>✓ Pupils understand how to improve and can articulate next steps in their learning.</li> <li>✓ Accelerated progress is evident in phonics and reading outcomes for disadvantaged pupils.</li> <li>✓ The school culture reflects <i>First and Best</i> practice, where every child receives the right support at the right time and feels a strong sense of connection, safety, and ambition.</li> <li>✓ Staff make effective use of InSite to track progress</li> </ul> |
| 3. | To raise attainment in mathematics for disadvantaged pupils, ensuring at least good progress from starting points. 100% of Pupil Premium pupils, including those with SEND, will meet their progress targets. | <ul style="list-style-type: none"> <li>✓ End-of-year standardised assessments show improved attainment for disadvantaged pupils.</li> <li>✓ Pupils with SEND meet their SSP targets (School Support Plan)</li> <li>✓ All pupils make at least expected progress from their starting points.</li> <li>✓ Non-SEND disadvantaged pupils make better than expected progress on average.</li> <li>✓ Disadvantaged pupils with SEND show improved overall attainment in mathematics.</li> <li>✓ Staff make effective use of Insite to track progress</li> </ul>                                                                                                                                                                                                                                                            |
| 4. | To strengthen pupils' emotional wellbeing, mental health and safeguarding through a proactive, relational approach.                                                                                           | <ul style="list-style-type: none"> <li>✓ Structured talk is used to enable pupils to articulate emotional and mental health needs.</li> <li>✓ Staff are trained to be emotionally available adults who protect, relate, regulate and reflect.</li> <li>✓ Individual wellbeing plans and therapeutic behaviour plans are implemented where appropriate.</li> <li>✓ Pro-social behaviours are promoted, with effective de-escalation strategies in place.</li> <li>✓ A robust PSHE curriculum supports emotional development and addresses current challenges.</li> <li>✓ External services (including Thought-Full) are accessed when additional mental health support is required.</li> <li>✓ Nurture provision and Forest School supports mental health, character development and resilience.</li> </ul>           |
| 5. | To build genuine, authentic relationships with families in order to reduce barriers to learning, improve attendance and punctuality, and increase parental engagement.                                        | <ul style="list-style-type: none"> <li>✓ Attendance for disadvantaged pupils is in line with non-disadvantaged pupils and above the national average.</li> <li>✓ Persistent absence is significantly reduced.</li> <li>✓ Families access early help and in-school support at the earliest opportunity.</li> <li>✓ Parental engagement of disadvantaged families increases.</li> <li>✓ Parent voice reflects strong relationships, clear communication and a sense of belonging within the school community.</li> <li>✓ Improved attendance positively impacts progress and attainment.</li> </ul>                                                                                                                                                                                                                    |

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| 6. | All Pupil Premium pupils can fully participate in the wider life of the school. Financial hardship will never be a barrier to participation in trips, clubs or enrichment opportunities. | <ul style="list-style-type: none"> <li>✓ All disadvantaged pupils have access to a wide range of extracurricular activities, including sports and the arts.</li> <li>✓ Disadvantaged pupils participate in wider curriculum opportunities, including residential trips.</li> <li>✓ An ambitious, diverse and engaging curriculum ensures pupils experience enriching opportunities both in and beyond school</li> </ul> |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 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.

#### 1) Teaching (for example, CPD, recruitment and retention)

- **All staff receive high quality Continuous Professional Development (CPD) focussed on** develop strategies that accelerate progress for disadvantaged pupils, including structured talk, scaffolding, and growth mindset approaches and metacognition. CPD is reviewed for impact on outcomes.
- **Teaching is Evidence-Informed and Targeted - teaching** is guided by research and tailored to meet the needs of disadvantaged pupils, addressing gaps quickly while challenging higher-attaining learners.
- **Assessment Informs Instruction:** Formative and summative assessments identify gaps, inform planning, and ensure disadvantaged pupils make at least expected progress from their starting points.
- **Monitoring and Evaluation** of teaching is systematic with, outcomes linked to pupil progress, ensuring continuous improvement and accountability

Budgeted cost: £36,766.00

| Activity                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Challenges addressed |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Strengthening the delivery of RWI phonics teaching throughout the school.       | <p>EEF research shows that phonics has a <b>positive impact of +5 months</b> on reading, with particularly strong benefits for disadvantaged pupils. Structured phonics teaching supports the development of early reading skills and comprehension (EEF Teaching and Learning Toolkit, Phonics Strand).</p> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Daily RWI phonics lessons, <b>grouped by assessed needs</b></li> <li>• <b>Targeted tutoring</b> for pupils requiring additional support</li> <li>• Additional training and coaching for staff provided by the <b>Phonics Leader</b></li> <li>• <b>Extra support for the lowest 20% of readers</b>, identified via baseline assessment</li> </ul> <p><b>Impact</b></p> <p>Disadvantaged pupils make accelerated progress in phonics, improving decoding, reading fluency, and access to the wider curriculum.</p> | 2                    |
| Delivering high quality CPD programme developed through StepLab with a Focus on | <p><b>Evidence and rationale:</b> EEF guidance shows that <b>good teaching is the most important lever</b> to improve outcomes for disadvantaged pupils. High-quality CPD ensures teaching is consistently effective and evidence-based.</p> <p><b>Implementation</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1,2,3,4,5,6          |

|                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                         |  |
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| <ul style="list-style-type: none"> <li>• Culture</li> <li>• Securing Attention</li> <li>• Communication</li> <li>• Driving thought (metacognition)</li> <li>• Feedback</li> <li>• Secure phonics</li> </ul> | <ul style="list-style-type: none"> <li>• CPD aligned to the school's SIP; ongoing coaching and training for staff.</li> </ul> <p><b>Impact</b><br/>All pupils, particularly disadvantaged pupils, benefit from consistently high-quality teaching, supporting progress and closing attainment gaps.</p> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

- **Interventions are evidence-based and needs led:** small group or one to one sessions are carefully matched to pupil need, informed by diagnostic assessment.
- **Progress is closely monitored:** Targeted pupils are tracked against clear, measurable objectives with frequent review to assess impact and adapt support as required.
- **Teachers lead interventions wherever possible:** Embedding support within class structures maintains alignment with the curriculum and facilitates sustained improvement
- **External expertise is employed where appropriate;** specialist support, including literacy and numeracy intervention is used to accelerate progress for pupils with significant gaps

Budgeted cost: £2245.50

| Activity                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                        | Challenges addressed |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 1:1 and small-group tuition to improve writing, reading comprehension, maths, and spelling | <p><b>Evidence and rationale:</b><br/>EEF research shows <b>targeted tuition addressing knowledge gaps</b> accelerates progress for low-attaining pupils (one-to-one and small groups).<br/><b>Implementation:</b> Sessions tailored to pupils' specific gaps; regular monitoring of progress.<br/><b>Impact:</b> Disadvantaged pupils make accelerated progress, closing attainment gaps across literacy and numeracy.</p> | 1,2,3, 4             |

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

We recognise that learning is affected by a wide range of social emotional and environmental factors. Our wider strategies ensure that

- **Attendance and punctuality are prioritised:** targeted support and monitoring improve engagement and reduce persistent absence among disadvantaged pupils
- **Behaviour and wellbeing are supported:** positive behaviour management, mentoring, and social-emotional learning strategies foster resilience and readiness to learn.
- **Cultural capital and enrichment are promoted:** Access to trips, clubs and leadership opportunities ensures disadvantaged pupils experience a broad, aspirational curriculum.
- **Parental engagement is strengthened:** Communication, workshops, and training initiatives help families to support learning at home and increase pupils' confidence and aspiration.

Budgeted cost: 64,689.28

| Activity                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge (s) addressed |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice          | <p>EEF shows <b>parental engagement and social and emotional interventions</b> improve outcomes, particularly for disadvantaged pupils; DfE highlights attendance as key to closing gaps.</p> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Support for families to improve attendance; social and emotional interventions to develop resilience and engagement; monitoring and addressing barriers.</li> </ul> <p><b>Impact</b></p> <p>Disadvantaged pupils experience improved attendance, wellbeing, and engagement, supporting progress.</p>                                                                                                                                                                                                                                                                                                                                                                          | 5                       |
| Participation in West Sussex <b><i>Everyone Achieves project</i></b> – developing a sense of belonging and self esteem | <p><b>Evidence and rationale:</b></p> <p>Research shows that interventions focusing on <b>self-esteem, confidence, and a sense of belonging</b> positively impact engagement and learning, particularly for disadvantaged pupils.</p> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Structured activities to build confidence, resilience, and social skills</li> <li>• Opportunities for pupils to contribute to school life and feel valued</li> <li>• The school culture reflects <i>First and Best</i> practice, where every child receives the right support at the right time and feels a strong sense of connection, safety, and ambition.</li> </ul> <p><b>Impact</b></p> <p>Disadvantaged pupils develop stronger self-esteem, belonging, and engagement, improving motivation and access to learning.</p>                                                                                                       | 1-6                     |
| Forest School to enrich children's experience and support well-being.                                                  | <p><b>Evidence and rationale:</b></p> <p>NEF research shows Forest Schools provide unique outdoor learning that particularly benefits pupils who struggle in traditional classrooms. Participation improves <b>confidence</b>, social skills, communication, motivation, physical development, and knowledge of the natural environment.</p> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Structured outdoor sessions using the forest as a classroom focussing on teamwork and problem-solving activities, promoting sharing, communication, and social skills</li> <li>• Activities that develop physical stamina, fine and gross motor skills, and environmental awareness</li> </ul> <p><b>Impact</b></p> <p>Disadvantaged pupils develop confidence, social and communication skills, motivation, physical and cognitive abilities, and a stronger connection to learning, supporting engagement and wellbeing.</p> | 1,4,5,6                 |
| Provision of a school counsellor to support vulnerable pupils' wellbeing and mental health.                            | <p><b>Evidence and Rationale:</b></p> <p>EEF research on <b>Social and Emotional Learning (SEL)</b> shows targeted support for wellbeing improves <b>resilience, emotional regulation, and engagement</b>, particularly for disadvantaged pupils.</p> <p><b>Implementation</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4,5                     |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Individual or small-group counselling tailored to pupils' needs</li> <li>• Strategies to develop coping skills, self-regulation, and emotional awareness</li> <li>• Regular monitoring of progress and impact on wellbeing</li> </ul> <p><b>Impact</b><br/>Disadvantaged pupils develop stronger emotional resilience, improved wellbeing, and greater engagement in learning, supporting academic progress and access to the wider curriculum.</p>                                                                                                                                                                                                                                                                                                                                                                              |     |
| Providing subsidies for residential trips, visits and support for disadvantaged pupils wishing to learn a musical instrument.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Evidence and rationale:</b><br/>EEF research on <b>Social and Emotional Learning (SEL)</b> shows that enrichment and participation opportunities improve <b>engagement, confidence, motivation, and wellbeing</b>, particularly for disadvantaged pupils.</p> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Financial support to remove barriers to participation in trips, residential, clubs and music tuition</li> <li>• Encouragement and targeted invitations for disadvantaged pupils to take part in enrichment opportunities</li> <li>• Monitoring participation and engagement to ensure equity of access</li> </ul> <p><b>Impact</b><br/>Disadvantaged pupils access the full curriculum and enrichment opportunities, develop confidence, social and life skills, and improve engagement, motivation, and overall wellbeing.</p> | 4,5 |
| <b>Further Information</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |
| <p><b>Additional Activity:</b><br/>Our pupil premium strategy is supplemented by high-quality extracurricular opportunities (not PP-funded) to promote wellbeing, behaviour, attendance, and aspiration. Activities develop confidence, resilience, and social skills, with disadvantaged pupils actively encouraged and supported to participate.</p> <p><b>Planning, Implementation and Evaluation:</b><br/>We evaluate previous provision through triangulated data (assessment, engagement, book scrutiny, stakeholder voice) to identify barriers faced by disadvantaged pupils. Research on effective pupil premium use and the impact of disadvantage informs our approach. Using EEF implementation guidance, we select evidence-based strategies tailored to our context. A robust three-year evaluation framework ensures regular review and refinement to secure improved outcomes.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |