

Pupil Premium strategy statement - East Hunsbury Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	East Hunsbury Primary School
Number of pupils in school	453 (December 2025)
39	12.4% 58 pupils 19 = pupils The Hive (Specialist Unit) 39 Mainstream (2 NEST)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kathryn Pennington
Pupil premium lead	Kelly Roberts
Governor / Trustee lead	Becca Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2025-2026 = £ 81,360
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	£ 81,360

Part A: Pupil premium strategy plan

Be Kind. Work Hard. Believe.

These values guide our commitment to ensuring every child feels seen, supported and empowered. We recognise that each pupil is an individual with unique experiences, strengths and challenges. Our pupil premium strategy is built on the belief that personalised support is essential to helping every child to be **brilliant** and thrive.

Our Intent

It is the intent of East Hunsbury Primary school that all our children, regardless of background and starting point, make good progress and achieve high attainment. We aim to close both the academic and enrichment gaps for disadvantaged pupils by nurturing strong foundations in learning, wellbeing, and personal development. We are committed to inclusive practice and ensuring that every pupil has access to high-quality provision and meaningful opportunities. The intent of this Pupil Premium strategy is to ensure that disadvantaged pupils have the support they need to reach this goal.

Whilst recognising that children who are in receipt of Pupil Premium funding are vulnerable, we also appreciate that there are many more members of our school community who may be disadvantaged or have barriers to their learning such as: pupils whose family have an EHA, those who are under social care, those who are young carers, those with special educational needs or those who are or whose families are suffering with mental health concerns. As a result of this, we work together to ensure that all disadvantaged pupils are identified and receive necessary support.

First and foremost, as part of our Universal Offer, we use **high quality, adaptive teaching** to respond to individual learning needs, ensuring that all pupils are appropriately challenged and supported. Through careful assessment and scaffolding, we ensure that our disadvantaged pupils have the targeted support that they require to achieve. This is proven to have the biggest impact on the attainment gap. We also have developed our Intervention Pathways to ensure children keep up rather than catch up and narrow any gaps.

We maintain an **inclusive and ambitious curriculum** for all pupils. We do not lower expectations for disadvantaged students; instead, we provide the tools and guidance they need to meet those expectations. A rich, balanced curriculum and high-quality teaching benefit every learner. It is our goal that disadvantaged pupils achieve and succeed alongside their peers.

We recognise that **wellbeing is central to academic success**. Our pastoral and wellbeing teams work closely with staff and families to support pupils in understanding and managing their emotions, building positive relationships, and developing a strong sense of self. We also appreciate the effect that poor attendance has on attainment, this is a focus area for our pastoral and wellbeing teams.

Our strategy is designed to be **responsive and evolve** over a three-year period, adapting to the changing needs of our pupils and any emerging challenges. We use diagnostic assessments and ongoing evaluation to guide our decisions, ensuring that our actions are evidence-based and focused on the individual, not assumptions.

Our approach is always underpinned by evidence informed strategies, including the work of the Education Endowment Foundation (EEF,) Mark Rowlands and Jean Gross.

All staff and governors share a collective responsibility for the progress and wellbeing of socially disadvantaged pupils. We are dedicated to creating a caring, inclusive and aspirational environment where every child is known, valued and supported to reach their full potential. Our aim is for every pupil to leave East Hunsbury with a love of learning, the skills to succeed and the confidence to pursue a fulfilling future. Our intent is for them to embrace their inner **BRILLIANCE**.

Key Principles at East Hunsbury Primary School

- At East Hunsbury Primary School, we are committed to meeting the needs of every child through an adaptive and inclusive approach. We recognise that each pupil brings a unique set of experiences, strengths and challenges and we strive to ensure that teaching and learning opportunities are tailored to support every learner effectively.
- We make thoughtful and appropriate provision for pupils who may belong to vulnerable groups, including those who are socially disadvantaged. We understand that disadvantage is not always visible or formally recognised and that some pupils may face significant barriers with or without qualifying for free school meals.
- We are mindful of the common challenges that disadvantaged pupils may encounter, such as reduced support at home, weaker language and communication skills, lower confidence, behavioural difficulties, and issues with attendance and punctuality. We also acknowledge that complex family circumstances can impact a child's ability to flourish. These challenges are varied and nuanced and we reject a one-size-fits-all approach in favour of responsive, individualised support.

School Context

East Hunsbury primary school serves a changing demographic, we have a relatively low number of pupils who are in receipt of Pupil Premium funding, 12% compared to 25% nationally. Therefore, it is vitally important that we look closely at all of our vulnerable pupils closely and use robust diagnostic assessment to ensure that they are all identified and receive appropriate support.

We have a high number of children with SEND, including 71 with EHC plans across the school, 38% (22) of these are also in receipt of pupil premium funding.

We have an increasing number of both pupils from minority ethnic backgrounds and those with English as an additional language. 43% and 34% respectively, both above national average.

- 41% of our children in receipt of Pupil Premium Funding are from a minority ethnic background.
- 28% of our children in receipt of Pupil Premium Funding have English as an additional language.
- 10% (6) of children have EAL and an EHCP

Our Objectives Through Pupil Premium Funding

- **Accelerate Progress**

Accelerate progress and narrow attainment gaps to ensure disadvantaged pupils make strong, sustained progress through high-quality teaching, adaptive strategies and targeted interventions so that attainment gaps narrow over time.

- **Improve attendance for Pupil Premium pupils.**

Increase attendance for Pupil Premium children through proactive monitoring and by working closely with families to provide timely pastoral and wellbeing support.

- **Broaden and Deepen Cultural Capital Experiences**

Enrich learning through broad experiences, cultural capital and targeted pastoral support to promote belonging. Offer a rich curriculum and meaningful extracurricular opportunities that build cultural capital, broaden horizons and raise aspirations.

- **Stabilise the transition period for pupils who join us as ‘new to school’.**

Target the large proportion of “non-homegrown” pupils, ensuring that their transition to our school is smooth and focused. Including carrying out home visits and completing the new pupil induction check list.

- **Accelerate progress in the early years.**

Increase the number of pupils achieving their GLD with a focus on language development (CLL) and purposeful play within the provision.

Research Driven Action

Research from ‘The EEF Guide to Pupil Premium’ recommends that funding is divided through a tiered approach, with 50% spent on tier one – high quality teaching; 25% on tier two – targeted academic support and 25% spent on tier 3 – wider strategies. This research very much aligns with our goals to close the gap and enrich our pupils’ education and wider lives, and high-quality teaching for all very much sits at the heart of that. Based on this research, we have developed a “[Graduated Response](#)” to how we support our disadvantaged pupils. Our offer is split into: Universal (for all children,) Universal Support (tier 1) Targeted Support (tier 2) and Specialist/ Personalised Support (tier 3). We have also developed a pathway of interventions.

Jean Gross suggests that challenges with emotional regulation and lack of oracy skills impact heavily upon the attainment of disadvantaged pupils. As a result, our strategy places a strong emphasis on developing emotional regulation, building language and communication skills and fostering a sense of agency in every pupil. We aim to create a learning environment where children feel safe, supported, and empowered to overcome early challenges and build strong foundations for future success. This is further supported by the work of Mark Rowland who emphasises the importance of addressing the unique needs of each individual over broad labelling.

Strategic Priorities

1. Excellence in Teaching and Learning

We invest in high-quality teaching and in a rich, inclusive curriculum that benefits all pupils, with a particular focus on closing gaps for disadvantaged learners. This is addressed through teacher drop-ins and Instructional Coaching via StepLab, breaking down high quality teaching into small attainable steps where a coach and coachee work closely together to ensure the continuing development of their practise. We also have an evolving and strategic CPD cycle for teachers and Teaching Assistants. Many staff have completed, and are completing, NPQs.

2. Oracy as a Foundation for Success

We prioritise the development of spoken language across the school, recognising oracy as a key driver of confidence, communication and academic achievement. Our English curriculum is focused on “talk” as it is built around the Talk for Writing and Talk for

Reading approaches. We use the tools and training from Voice 21 oracy to ensure that our children and teachers are effective orators and children can learn how to talk as well as learn through talk.

3. **Whole-Child Development and Cultural Capital**

We fund trips, visitors, experiences, uniform and enrichment activities that broaden horizons, raise aspirations and build cultural capital. This includes our “70 things to do,” “100 reads,” and pupil leader and ambassador roles.

4. **Targeted Support for Vulnerable Pupils and Families**

We strengthen our pastoral and wider support systems to meet the needs of our most vulnerable children - including those who may not qualify for Pupil Premium but face significant challenges.

5. **Wellbeing at the Centre**

We offer access to meet and greets, funded snacks, check-ins, assemblies, mentoring, nurture, forest school, intervention, teaching of mental health strategies.

Challenges

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

Challenge number	Detail of challenge
1 (linked to objective 1)	<p>Narrowing the gap between disadvantaged and non-disadvantaged pupils in all subjects but particularly in maths; ensuring that they keep up with the learning of their non-disadvantaged peers.</p> <p>Assessments shows that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This data is impacted by small numbers of pupil premium children, large numbers of SEN pupils including our NEST and Hive provision and high rates of inward mobility, particularly in years 2-6.</p> <p>In terms of mobility:</p> <ul style="list-style-type: none"> • 59% of pupils in our mainstream school have started with us since reception. • 87% of EYFS and KS1 pupils have been with us since Reception <i>compared with only</i> • 42% in KS2. <p>16 children who joined in Year 1 or above are children in receipt of pupil premium funding.</p> <p>The attainment gap between pupils in receipt of Pupil Premium funding and their non-disadvantaged peers is seen in many areas of assessment.</p> <p>Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulty with phonics their peers. This has potential to negatively impact on their development as readers and their encoding as writers.</p>

	<p>Our Multiplication Tables Check shows Disadvantaged pupils perform particularly well, achieving 50%, 57% and 57% full marks across the last three years - consistently outperforming national outcomes. This demonstrates the strong impact of intervention, small-group teaching and careful progress monitoring for this group. It also reflects the strong leadership that has been in place since 2022.</p> <p>Our end of Key Stage 2 data highlights the need to close the attainment gap, particularly in maths where; disadvantaged pupils achieve well, with EXS+ outcomes at 43% (2023), 50% (2024) and 43% (2025). Mobility has the greatest impact upon these children, when children who joined us from September 2024 onwards are removed, performance rising to 60%, highlighting the impact of sustained teaching, targeted small-group support and precise intervention for pupils with the most significant learning gaps.</p>
2 (linked to objective 1)	<p>Children entering EHPS in the Early Years with low levels of communication and language and from a wide range of settings impacts end of year outcomes.</p> <p>Assessment, observations and discussions with pupils indicate an underdevelopment in language and comprehension skills amongst many disadvantaged pupils across the school. This is including: oral language skills, a vocabulary deficit and the ability to comprehend what they read/hear. This is true in our Hive and mainstream.</p> <p>End of KS2 data shows that children in receipt of pupil premium funding generally achieve well in their reading outcomes with 71% achieving EXS+ in 2023.</p> <p>A wide intake of EYFS pupils from a diverse group of 17 different nurseries impacts upon differing levels of oracy and school readiness. Our baseline data shows that only 48% of our pupils are working at the expected age of “40-60 months” for “early communication and language” on joining the school, with many assessed at a stage of: “16-26 months.”</p> <p>Published and internal assessment data shows that our level of GLD is a focus area. We have highlighted Speaking and Listening and comprehension as a necessary area for development in this area.</p>
3 (linked to objective 3, 4 and 5)	<p>Variability in early childhood experiences and home circumstances contributing to challenges in emotional wellbeing, behaviour and readiness to learn.</p> <p>It has always been a challenge to the progress of our learners that we do not have an on-site preschool provision. The mobility of our local area, and subsequently pupils, provides an additional layer of challenge. 39% of our pupils have joined us mid-year or phase. Many of these arriving from different countries with little or no English. All these factors contribute to our pupils having a wide variability in their pre-school and early childhood experiences.</p> <p>In the past five years, this has been compounded by the closure of Sure Start Centres and lack of early identification through Health Visitors and nurseries due to the COVID -19 Pandemic. This has impacted all our pupils, particularly those in the 2025-26 Reception and Year 1 cohorts.</p>

	<p>This has led to many of the additional needs of our children and families being unidentified until they start school, providing a challenge to our SEND and pastoral teams. We now have many families accessing pastoral and family support teams. Due to the increasing need identified by our family wellbeing survey, we need to increase capacity in both areas.</p>
<p>4 (linked to objective 3)</p>	<p>Disadvantaged children not experiencing enriching opportunities that then impacts their knowledge and understanding of the world</p> <p>Many disadvantaged pupils have limited access to enriching experiences beyond the school environment, including cultural, social, and extracurricular opportunities that broaden their understanding of the world. This lack of exposure can restrict the development of background knowledge, vocabulary, and cultural capital, which in turn impacts their ability to fully access the curriculum and make strong progress across subjects. Addressing this gap is essential to ensuring equity of opportunity and supporting pupils to thrive academically and personally.</p>
<p>5 (linked to objective 2)</p>	<p>Disadvantaged children do not attend at the same rate as non-disadvantaged</p> <p>Regular attendance is essential for disadvantaged pupils to access the full curriculum, develop key skills, and make consistent progress. Missing school can widen existing gaps in knowledge, literacy, and numeracy, and limit access to enrichment, interventions, and pastoral support. Consistent attendance also supports social and emotional development, enabling pupils to build relationships, confidence, and resilience, ensuring they have equal opportunities to achieve and thrive alongside their peers.</p> <p>Over the past two years, our mainstream attendance data shows that disadvantaged pupils have attended less regularly than their non-disadvantaged peers, creating a persistent gap that impacts learning, progress, and overall engagement with school life.</p> <p>Nevertheless, recent trends indicate a positive improvement. Our overall school attendance has risen by 0.4%, increasing from 95.2% in 2023–24 to 95.6% in 2024–25. During the same period, attendance for disadvantaged pupils improved at an even faster rate, rising by 0.9% from 91.7% to 92.5%. While the gap remains, this upward trajectory demonstrates that targeted attendance support and early-intervention strategies are beginning to have a measurable impact. Continuing to reduce this disparity remains a key priority in ensuring equality of access, consistency of learning, and improved outcomes for all pupils.</p>

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
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<p>To narrow the attainment gap in reading, writing and maths for disadvantaged pupils.</p>	<p>The outcomes for disadvantaged pupils reaching the expected standard in reading, writing and maths in 2025-26 will improve and the gap between disadvantaged and non-disadvantaged pupils will reduce in each group.</p>
<p>To improve attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To reduce persistent absentees across the school, particularly our disadvantaged pupils.</p>	<p>Sustained and improved attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils should not reduce be below 96% and to diminish the attendance gap between disadvantaged pupils and their non-disadvantaged peers Reduce the attendance gap between disadvantaged pupils and their peers', disadvantaged attendance has sat at 93% for the past two years, in this three-year plan we aim to reduce it to 94% in the first year, 95% in the second and for it to sit at 96% or in line with the non-disadvantaged pupils by year 3.
<p>Improved trip, visitor and enrichment offer for all pupils. Including improving the variation of free and low cost clubs, trips and visitors and money towards experiences for disadvantaged pupils.</p>	<ul style="list-style-type: none"> Close monitoring of club attendance and trip attendance information will show that all disadvantaged pupils attend at least one extracurricular club. All pupil premium children will attend trips in line with their peers. An increased range of visits and visitors to broaden the horizons of and provide inspiration for vulnerable pupils such as Mintridge Foundation visitors, Mental Health workshops, Kindness workshops and a visit to the Houses of Parliament. Targeted identification of the least active children, including those who are disadvantaged and attendance to sports activity days at Northampton Trampoline and Gymnastics Academy at Benham Sports Centre. Improved numbers of disadvantaged pupils taking on roles of responsibility such as House Captains, School Parliament, Kindness Ambassadors and academic ambassadors.
<p>Improve the experience of access and belonging for non-homegrown pupils in order to ensure that they meet expected standards or make good or better progress from their individual starting points.</p> <p>A clear and defined transition protocol will be in place for all pupils who are new to school to aid mobility.</p>	<ul style="list-style-type: none"> An induction tool kit will be completed for each new child with a clear and defined progression of activities to be completed prior to starting school and during their first weeks.

<p>Pastoral</p> <p>To improve the pastoral offer for disadvantaged children and their families to ensure they are in school and achieving well.</p>	<ul style="list-style-type: none"> • A new Family Support worker will be employed and spend a minimum of one day per week working with children in receipt of pupil premium funding and their families. Including mentoring disadvantaged pupils who require wave/targeted level 2 and 3 support. • “Brilliance Passports” and individual learning plans (ILPs) will be in place for all disadvantaged pupils who require Wave 2 or 3 targeted support. These will outline all of the learning and pastoral support they need and will be shared with key members of staff who work with them. They will also be in classrooms in “quick look” folders for new members of staff to see. • Due to prolonged consistent application of our behaviour policy and targeted pastoral support our suspension rates will decrease. • Targeted pastoral support will contribute to the increase in attendance for all pupils, including our most vulnerable. The attendance of disadvantaged pupils has sat at 93% for the past two years, in this three-year plan we aim to reduce it to 94% in the first year, 95% in the second and for it to sit at 96% or in line with the non-disadvantaged pupils by year 3.
<p>EY</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils, particularly in the EYFS to increase GLD and S&L and comprehension ELG.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils have made significant progress in oral language, as evidenced by lesson engagement, book scrutiny, and formative assessment. Early Years data shows that 100% of pupils without significant learning needs are meeting their speaking goals, providing a strong foundation for literacy, confidence, and full participation across the curriculum.

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: £5,607

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>External Talk for Writing and Sounds-Write consultants working with writing and phonics leads on curriculum development.</p> <p>Early Years NELI intervention</p> <p>Welcomm baseline used for all EYFS pupils but then targeted intervention planned from outcomes and delivered with fidelity.</p> <p>Word Aware Approach to be embedded on a whole class basis</p> <p>Identified staff trained on Language for Thinking programme for targeted support in KS2</p> <p>Greg Bottrill training for EYFS staff focussed on the 'message centre'.</p> <p>Whole school Oracy training based on the Voice 21 approach.</p> <p>The development of an oracy curriculum.</p>	<p><u>EEF: Oral Language Interventions (+6 months)</u></p> <p>Ambition Institute highlight the importance of careful curriculum design and development: <i>"the curriculum the pupils study informs what they will come to know and be able to do."</i> Principles of Curriculum Design Explained</p> <p>Recommendation 7 from the EEF Literacy KS1 report and recommendation 6 EEF Literacy KS2 report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Recommendation 6 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>We have also explored the characteristics of effective Professional development to ensure the training and support is effective and purposeful: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p> <p><i>"Writing, like reading, depends on language. The way you talk with children in the early years makes a huge difference. High-quality adult-child interactions are crucial for developing communication and language."</i> Teaching and learning literacy in schools: writing in Reception Ambition Institute</p> <p>A focus on effective play and language development within the early years to develop early oracy. The National Literacy Trust: The power of play to boost early language National Literacy Trust</p> <p>Embedding the scaffolding of pupil's speaking and listening, modelling high quality oracy, modelling metacognitive strategies for oracy, using a dialogic approach and teaching pupils how to use oracy as a strategy for learning: Oral language interventions EEF</p>	1, 5
Monitoring and developing our structured and	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as	1, 5

<p>embedded reading curriculum to ensure it will meet the needs of our school community and be a mirror of their lives and a window into others; thus, providing both cultural capital and social justice for all our pupils.</p> <p><i>Training here will focus around new staff and ensuring that the reading lead is kept up to date with the most relevant information to disseminate.</i></p> <p>The Hive and NEST use relevant elements of the whole school reading curriculum to ensure that children are learning alongside their peers.</p> <p>Keeping our library stock updated with diverse and relevant literature that reflects the lives of our pupils.</p> <p>100 Reads initiative</p> <p>YARC assessment and Sounds-Write Diagnostics to identify areas for targeted intervention and adaptive teaching.</p> <p>Systematic reading intervention for KS2 pupils who do are not on track to meet the expected standard at the end of KS2, including those who did not pass the phonics check by the end of Year 2.</p>	<p>high-quality classroom discussion, are inexpensive to implement with high impact, especially on reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>There is also evidence of very high impact for very low cost based on extensive evidence regarding reading comprehension strategies which focus on the learner's understanding of a written text.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p><i>"It's so important that children and young people see themselves and each other in the books they read."</i> Promoting diversity through literacy National Literacy Trust</p> <p>We have also considered carefully to guidance reflected in: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	
<p>Teacher Professional Development on Coaching and in-school /class follow up support post training through:</p> <ul style="list-style-type: none"> Members of SLT on NPQH / NPQEL 	<p>Recommendations b, d and e from EEF's professional development in <i>Putting Evidence to Work: A School's Guide to Implementation</i>, are directly related to coaching and in-school follow up support to make the implementation of any professional development effective. As we will be focussing a lot on professional development, to ensure high quality teaching, we will be utilising the recommendations</p>	<p>All</p>

<ul style="list-style-type: none"> • One member of SLT on NPQ SENCo • Whole school training on instructional coaching • One Instructional Coach lead in place • Teacher coaches in place and coaching cycle begins Autumn term 	<p>in this report to ensure that they are successful and impactful.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</p> <p>The EEF state that: “Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported is essential to achieving the best outcomes for pupils. Providing opportunities for professional development is likely to be valuable”.</p>	
<p>Continuing to teach a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils. This extends to a systematic spelling approach for KS2.</p> <p>However, improve the delivery through:</p> <ul style="list-style-type: none"> • External expert training for teachers via online platforms and in-person consultancy. • External expert training on phonics leadership • Observations of best practice in the teaching of phonics • Phonics lead to provide training for teachers and parents with pupils in EYFS. • Regular and timely, Sounds Write diagnostics assessment for all of EYFS and targeted KS1 and 2 children. • Splitting 3 ways for phonics in key year groups. <p>Supporting our Sounds-Write phonics teaching by spilling into smaller targeted groups across EYFS, Year 1 and Year 2. Using the most skilled</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The EEF toolkit states that effective phonics can have an impact of +4 months. It suggests that small group teaching and closely matched work to attainment level have the most impact.</p> <p>Quality phonics teaching, in small groups, by skilled adults can have positive effect of up to +5 months on attainment. Particularly when it comes to pupils from disadvantaged backgrounds. Phonics EEF</p> <p>Small group teaching can have a positive impact on attainment of up to +4 months Small group tuition EEF</p> <p><i>“Teaching assistants should supplement – not replace – the teacher. This means that pupils who struggle most should spend at least as much time with the teacher as other pupils, if not more.” Deployment of Teaching Assistants EEF</i></p>	1,5

adults to teach the most vulnerable children.		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>AHT now a Primary Mastery Specialist and will deliver training to whole school. A Phase Leader also responsible for fluency and attends the Enigma Maths Hub training.</p> <p>Maths for Life training for Hive and NEST staff.</p> <p>Maths for life books, subscription and resources.</p> <p>Maths for Life used to support where needed in mainstream and from assessments.</p> <p>Splitting 3 ways for maths in key year groups.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF research states that the impact of mastery learning approaches can be an additional five months progress, on average, over the course of a year, this can be up to +6 months in mathematics and science.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>The EEF tool kit suggests that working in small groups can have a +4 months impact upon pupils.</p>	1,5
<p>Improve our offer of pastoral support for our children and families who are in receipt of Pupil Premium funding.</p> <p>Expanding our family support team and dedicating one day per week to supporting disadvantaged pupils.</p> <p>All disadvantaged pupils on Wave 2 or 3 of support will have a regularly updated: "Brilliance Passport" and ILP.</p> <p>Ensuring that all pastoral and academic support is logged and evaluated in a timely manner.</p> <p>Improve the quality of Social, Emotional and Mental Health learning by teaching our bespoke</p>	<p>There is strong evidence related to childhood social and emotional skills with improved outcomes in later life e.g. improved academic performance, attitudes, behaviour and relationships).</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p><u>EEF: Self-Regulation (+7 months)</u></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p><u>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of (+4 months)</u></p> <p>PSHE+C curriculum will explicitly teach social and emotional literacy to all pupils alongside British Values.</p> <p>Helping all of our learners, particularly the most vulnerable to develop a sense of belonging: <i>"Making sure pupils feel seen, understood, and safe is a crucial starting</i></p>	1, 2, 5

<p>PSHE+C curriculum that includes Jigsaw, British Values, Protected Characteristics and our Mental Fitness Tool Kit (6 ways to wellbeing.)</p> <p>Follow up and follow through – ensuring that PSHE +C curriculum is being implemented as it should be.</p> <p>This will also run across and into our Hive and NEST.</p> <p>Teacher training on therapeutic thinking.</p> <p>Continuing our personal development offer including:</p> <ul style="list-style-type: none"> • School parliament • Kindness Ambassadors • House Captains • Reading ambassadors • Maths Ambassadors • Digital Leaders • Eco Leaders • Play Ground Leaders 	<p><i>point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.”</i> 2. Build a culture of community and belonging for pupils EEF</p>	
<p>Yoga practitioner to work with vulnerable groups of pupils weekly.</p>	<p>EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2, 3</p>
<p>EYFS lead and Key teachers to work together to support local pre-school providers.</p> <p>On-site “Hunsbury Hedgehogs” sessions (Forest School for Pre-school)</p>	<p>At present, we are unable to provide an onsite nursery, we are committed to working with our local settings as the EEF state that earlier starting ages can have a +3 month impact on attainment. Early Years Toolkit EEF</p> <p>Early language focus and intervention can have a benefit of +7 months and play based approaches a + 4 month impact Early Years Toolkit EEF</p> <p>A focus on effective play and language development within the early years to develop early oracy. The National Literacy Trust: The power of play to boost early language National Literacy Trust</p>	<p>5</p>

Greg Bottrill training for EYFS staff on the Message Centre.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly data reviews with staff to inform them of data gaps for disadvantaged and non-disadvantaged pupils and to discuss strategies and ways forward to support those pupils.	EEF – ‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.’ https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,5
Additional phonics support both in class and delivered through in school sessions targeted at disadvantaged pupils who require further support. Three-way grouping for phonics in targeted year groups. Timely diagnostics undertaken.	<u>EEF: Phonics (+5 months)</u> Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 5
On going training of 4 language programmes to improve listening, narrative	<u>EEF: Oral Language Interventions (+6 months)</u>	1,5

<p>and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills:</p> <ul style="list-style-type: none"> • <i>Storybox</i> • <i>NELI</i> • <i>WellComm</i> • <i>Language for Thinking</i> <p>All of EYFS to have a WellComm baseline assessment as part of the reception baseline. This information will then be fed into both small group intervention work and whole class teaching.</p> <p>Whole class teaching of “word aware” resourcing programme.</p> <p>Purchasing a systematic reading programme for KS2.</p>	<p>‘Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Recommendation 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Early language focus and intervention can have a benefit of +7 months Early Years Toolkit EEF</p> <p>The EEF state “The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.” 2. Targeted academic support EEF</p>	
<p>4-way teaching for maths in year 6, utilising experienced, specialist teacher.</p> <p>Targeted intervention in reading in Year 6 with specialist teacher.</p> <p>Individual, targeted mentoring by senior</p>	<p>EEF – Small group tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The EEF tool kit suggests that working in small groups can have a +4 months impact upon pupils.</p>	<p>1,2</p>

teachers or skilled FSW for most vulnerable learners.	The EEF suggest that mentoring can have a positive impact on disadvantaged pupils, particularly when it has a focus on developing trusted relationships. Mentoring EEF	
<p>Maths team expanded to include Fluency Lead.</p> <p>Further training and resourcing of maths interventions in response to summative NTS tests:</p> <p>Teaching for Mastery Training in school by maths specialist.</p> <p>Fluency Lead attending external Teaching for Mastery training.</p> <p>Number Stacks intervention in place across Year 1 to Year 4</p> <p>Maths for Life training for Hive and NEST</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>The EEF recommendation 5 for EYFS and KS1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>The EEF recommendation 7 for KS2 and KS3: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 5
<p>Wellbeing interventions led by the pastoral team to support managing of emotions to enable pupils to be ready to learn.</p> <p>Individual, targeted mentoring by senior teachers and FSW for most vulnerable learners.</p>	<p>EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The EEF suggest that mentoring can have a positive impact on disadvantaged pupils, particularly when it has a focus on developing trusted relationships. Mentoring EEF</p>	2, 3
Teaching assistant to deliver specific speech and language interventions for pupils showing difficulties.	EEF – Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,5
<p>Continue to offer and expand the wide range of clubs offered to all pupils. Ensure that coverage of clubs is broad including: sports, health and fitness, creative, music and educational.</p> <p>School voucher scheme in place.</p>	EEF – Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2, 3

Continue to develop and enhance the range of teacher clubs offered to pupils throughout the school year, aimed at developing wider experiences and raising motivation and aspirations with resources bought for these to be carried out.	EEF – Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions EEF – Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3
Contingency fund for acute issues including funding trips.	Based on our experience and those of similar schools, we recognise that there is often a need to set aside a small amount of funding to respond to specific needs that arise but have not yet been identified.	2

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

Budgeted cost: £39,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker in role to support vulnerable pupils and families across the school. Further family support worker to be employed with a specific responsibility for working with our families in receipt of pupil premium funding.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2
Closer monitoring of the attendance of disadvantaged children. Daily report of disadvantaged attendance. Pastoral and Wellbeing team meetings to address attendance. EHAs in place where needed, close monitoring of EHAs.	Improving attendance is proven to have an impact upon both pupil attainment and wellbeing this is evidenced in the Government blog: Why school attendance matters, and what we're doing to improve it – The Education Hub The EEF also highlight the detrimental impact that persistent absence can have upon attainment. Stating that disadvantaged pupils are “nearly twice as likely to be persistently absent.” Attendance context EEF	2
Additional parental workshops offered via SEND partnership to parents throughout the year.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
Attendance data managed weekly and persistent non-attenders issues with formal letters and attendance meetings.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2
Food parcels sent out to our families who need additional help and support. Service provided by the pastoral team.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3
<p>Forest school team in place and Hunsbury Hedgehogs for pre-school children.</p> <p>Forest School Lead to work closely with the SENCo and pastoral lead to target specific children.</p> <p>Forest School sessions run bi-yearly for all pupils and as a nurture intervention for our disadvantaged pupils.</p>	<p>There is evidence to suggest that participation in Forest Schools can impact children positively in the following areas:</p> <ul style="list-style-type: none"> • Confidence • Social skills: • Communication: • Motivation: • Physical skills: • Knowledge and understanding of their natural surroundings and respect for the environment <p>As a school, we have also seen a positive impact on our children, particularly in the disadvantaged, with regards to their emotional well-being, attendance and background experiences when participating in Forest Schools.</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf</p> <p>New Research – A Longitudinal Study on Forest School Forest School Association</p> <p><i>“The study showed that children’s academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn’t participate, whole school and national data.”</i></p>	2, 3, 5

<p>To continue to implement yoga across the school with a focus on disadvantaged and children who need support with their SEL.</p>	<p>Yoga and mindfulness have been shown to improve both physical and mental health in school-age children (ages 6 to 12). Yoga improves balance, strength, endurance, and aerobic capacity in children. Yoga and mindfulness offer psychological benefits for children as well. A growing body of research has already shown that yoga can improve focus, memory, self-esteem, academic performance, and classroom behaviour and can even reduce anxiety and stress in children.</p> <p>https://www.psychologytoday.com/gb/blog/urban-survival/201505/7-ways-yoga-helps-children-and-teens</p> <p>https://pubmed.ncbi.nlm.nih.gov/32232017/</p> <p>As a school, we have also seen a direct benefit of yoga on our pupils, particularly the disadvantaged. We feel that the positive impact that we have seen of yoga on our pupils gives us evidence to continue implement it.</p>	<p>2, 3</p>
<p>Employment of further support staff for the pastoral and wellbeing team to improve capacity.</p> <p>Pastoral and wellbeing team to continue to broaden the range and capacity of intervention available.</p> <p>Mental Health workshops provided by SCARF education.</p> <p>Kindness workshop provided by School of Kindness.</p>	<p><u>EEF: Social and Emotional learning (+4 months)</u></p> <p>Additional member of the team to be employed to support all pupils across the school with direct small group and 1:1 sessions.</p> <p>‘Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self management of emotions, rather than focusing directly on the academic or cognitive elements of learning.’</p>	<p>2</p>

<p>Develop aspirations for all disadvantaged pupils to raise life ambitions with visits to Northampton University and secondary schools.</p> <p>Ensure high quality professionals and visitors, are planned throughout the academic year to enhance curriculum teaching and to inspire our young learners.</p> <p>Visits to parliament and meetings with MPs. School Visit from local MP.</p> <p>To inspire high aspirations through events such as our career's fair and professional visitors.</p>	<p>EEF – Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>EEF Oral Language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Northampton children from 'UK's kindest school' visit Parliament - BBC News</p>	2, 3
<p>To continue our voucher scheme to support families in accessing wider curriculum activities or resources such as music lessons, clubs and uniform.</p> <p>Attendance of sports activity days at Northampton Trampoline and Gymnastics Academy at Benham Sports Centre.</p>	<p>From our analysis and research into school we found that many families required additional financial support for their children when accessing enrichment activities. Consequently, we have introduced a voucher scheme which will help them contribute to any associated costs.</p> <p>The DFE suggest that wider curricular activities offer a number of benefits, including developing crucial social skills like leadership and teamwork, improving physical and mental health through physical activity and creative outlets, and building confidence and self-esteem.</p> <p>An Unequal Playing Field report.pdf</p>	2, 3
<p>Enrich experiences and provide extra opportunities for vulnerable pupils through a 'virtual purse' with discounted funding for parents for educational trips and residential.</p>	<p><u>Extended School Time (+3 months)</u> Enrich experiences and provide extra opportunities for vulnerable pupils through a 'virtual purse' with discounted funding for parents for educational trips and residential.</p>	3

Total budgeted cost: £81,360

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 – 2025 academic year.

Evaluation of Previous Pupil Premium Strategy

Last year marked the completion of the first year in our previous three-year Pupil Premium strategy. As the strategy was not having the desired impact, we have taken the strategic decision to implement a new strategy this year.

1. To narrow the attainment gap in reading, writing and maths in disadvantaged pupils.

- In 2024–25, the percentage of children in receipt of Pupil Premium funding achieving the expected standard in writing rose by 8%.
- The percentage of disadvantaged pupils passing the Year 4 MTC remained 7% higher than in 2022–23.

These outcomes demonstrate continued progress in closing the attainment gap for disadvantaged pupils across the school. While a gap between disadvantaged and non-disadvantaged pupils still exists, the improvements achieved highlight the impact of targeted interventions and effective teaching strategies. Reducing this gap further remains a key focus of our new Pupil Premium strategy, ensuring all pupils have the opportunity to reach their full potential.

2. Improved oral language skills and vocabulary among disadvantaged pupils, particularly in the EYFS.

Improvements in oral language have been observed across the school, with notable progress between 2023–24 and 2024–25.

- In EYFS, the percentage of disadvantaged pupils meeting their speaking goal increased from 58% in 2023–24 to 64% in 2024–25.

This demonstrates the impact of targeted support and high-quality teaching on developing oracy skills. While this progress is encouraging, we will continue to prioritise oracy, particularly in the early years, to ensure sustained development and a strong foundation for future learning.

3. To achieve and sustain improved wellbeing, including a sense of belonging for all our pupils in our school particularly our disadvantaged pupils.

Our ongoing work around citizenship, focusing on our school values of Be Kind, Work Hard, Believe have had a positive impact upon all our learners, including our most vulnerable pupils.

100% of disadvantaged pupils surveyed reported that they feel: “Happy and safe,” at school. We are very proud to have been recognised as the “National School of Kindness 2025” for our hard work in this area.

This curriculum is further enriched by external kindness and mental health workshops and our school wide “Mental Fitness Tool Kits.” All children in the school experienced music taught for a term by a specialist music teacher and PE taught by a sports specialist.

There have been 22 different clubs offered throughout the school year; some of them running continuously while others ran on a termly / half termly basis.

We currently offer 26 no-cost clubs to all pupils and 4 additional low-cost options. A voucher scheme is in place to fund places at paid for clubs. Most of our children in receipt of Pupil Premium funding attend at least one club with some attending 3 or more.

4. To maintain attendance for all pupils, particularly our disadvantaged pupils. To reduce persistent absentees across the school, particularly our disadvantaged pupils.

Attendance – Pupil Premium (46)	2022 – 2023	2023 – 2024	2024 – 2025
Overall	92.2%	92.9%	93.7%
National	95.4%	94.8%	94.8%
% Persistent Absence	23.8%	22.4%	15.2%
Additional information including patterns of absence	<p>7.8% overall absence of which:</p> <p>6.0% authorised</p> <p>1.8% unauthorised</p>	<p>7.1% overall absence of which:</p> <ul style="list-style-type: none"> • 5.6% authorised • 1.5% unauthorised • 1 pupils had a unauthorised absence for 10+ day. <p>Our patterns of absence for pupils who are pupil premium</p> <p>6 pupils have been repeatedly late or absent on the same day</p> <p>22 pupils have been absent before or after a school holiday.</p>	<p>6.3% overall absence of which:</p> <ul style="list-style-type: none"> • 5.2% authorised • 1.1% unauthorised • 0 pupils had a unauthorised absence for 10+ day. <p>Our patterns of absence for pupils who are pupil premium</p> <p>3 pupils have been repeatedly late or absent on the same day</p> <p>18 pupils have been absent before or after a school holiday.</p>

- The attendance of pupils in receipt of Pupil Premium funding has increased by 0.8% from 2023–24 to 2024–25.
- Attendance for our disadvantaged pupils is now very close to the national average for this group.
- The rate of persistent absence for pupils in receipt of Pupil Premium funding has decreased significantly to 7.2% in 2024–25.

These improvements reflect the impact of targeted attendance strategies and pastoral support, ensuring that disadvantaged pupils are better able to access learning and fully engage with school life. Continued focus on attendance remains a priority to sustain and further build on this positive trajectory.

5. To improve the range of opportunities to support pupils' wellbeing as well as their physical and mental health for all pupils in our school, particularly our disadvantaged pupils.

Our ongoing work around citizenship, focusing on our school values of Be Kind, Work Hard, Believe have had a positive impact upon all our learners, including our most vulnerable pupils. 100% of disadvantaged pupils surveyed reported that they feel "happy and safe" at school.

We are very proud to have been recognised as the "National School of Kindness 2025" for our hard work in this area.

This curriculum is further enriched by external kindness and mental health workshops and our school wide “Mental Fitness Tool Kits.”

All children in the school experienced music taught for a term by a specialist music teacher and PE taught by a sports specialist.

There have been 22 different clubs offered throughout the school year, some of them running continuously which others ran on a termly / half-termly basis.

Through the school year, 99% of pupils in receipt of pupil premium from the mainstream setting took part in an extra curricular club / offer this year with 88% taking part in at least two different extra curricular activities.

63 children had either 1:1 tutoring or group work with a learning mentor or yoga teacher to support their wellbeing.

Pupil voice - the majority of pupils said that they had enjoyed it and wanted to do it again, with most saying that they used the strategies they had learnt in the classroom.

6. For all children in the SU and mainstream to be making good progress against their EHCP outcomes.

All children in our Hive, NEST and mainstream setting make good progress against both their academic and wider targets. This is supported by regular meetings with parents, pastoral and learning plans and Individual Learning Plans (ILPs) that are reviewed three times annually.

Where necessary, academic progress is assessed against Fairfield’s School’s: “Assessment for Learning” and the pre-key stage standards. Regardless of starting points, all pupils make small steps of progress.

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
Supporting Talk for Writing	Talk for writing
Sounds-write Phonics Programme	Sounds-write
Therapeutic Thinking	Therapeutic Thinking – commissioned by the LA
Maths for Life training	Maths for Life
Mastery Maths	NCTEM
Oracy Training	Voice 21
Talk for Reading training and support	Talk for Reading

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	We have very low numbers of service children (1), this money was spent on seeking support from external professionals and providing direct pastoral support for the pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils happier and more settled in school. Pupils are attending school on a regular basis. Pupils are making progress against academic and wider targets.