

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the academic year **2025 to 2026** 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	Sir Francis Hill Primary School
Number of pupils in school	166/559 = 30%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Carole Scally
Pupil premium lead	Mrs Carole Scally
Governor / Trustee lead	Mr Dave Reed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,430.00
Recovery premium funding allocation this academic year	
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	£263 430.00

Part A: Pupil premium strategy plan

Statement of Intent

We are committed to improving the quality of the educational provision for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at Sir Francis Hill Primary will be achieved by:

- *positive, caring and clearly focused leadership from the senior leadership team
- *the whole staff team working together to do its best for our children's confidence
- *the whole staff team having high expectations of our children's social, behavioural and academic performance
- *well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children
- *creating stimulating and attractive learning environments in which our children can take a pride
- *fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children
- *promoting respect for other people and their property
- *working in partnership with parents, directors and the local community to enrich opportunities for our children

We continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will raise the children's standards of attainment.

Our intention is that all pupils, irrespective of their background or the challenges that they may face, make rapid progress across year groups and key stages, resulting in an increase in the percentage of children achieving the National standard at the end of each key stage. High quality teaching is a key focus in our approach, supporting the needs we have identified in our children, especially focussing on those who are considered as being disadvantaged or vulnerable. However considering what will have an impact on closing the attainment gap for these children will hopefully have the outcome of sustaining and improving the outcomes for those non-disadvantaged pupils too as is our intention through the activities outlined and therefore is integral to the wider school plan for education recovery.

Our response to acknowledging common challenges and individual needs is identified through assessment not assumptions and the voice of both staff and pupils. We aim to adopt approaches that will help our pupils to have opportunities and excel in a wide range of ways. Key priorities are to:

- *ensure effective interventions are in place to support all pupils in making outstanding progress.
- * ensure that reading is consistently taught effectively across the whole school.
- * embed phonic strategies across the school and ensure that staff are well trained to deliver the teaching of phonics and early reading. (RWI & other strategies where applicable)
- * enhance the use of Insight as an assessment and recording tool.
- * continue to develop effective use of feedback to support the targeting and ultimate progress of pupils

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions indicate underdeveloped early oral language skills and vocabulary gaps among disadvantaged children compared to their peers. YR BL 2025: Communication and Language 31/73 42% (PP 35% 7/20 v non PP 45% 24/53) Literacy 18/73 25% (PP 15% 3/20 v non PP 28% 15/53) YR Summer 2 2025: LAU 75% (PP 79%) S 70% (PP 79%) WR 55% (PP 47%) Literacy combined: all children 49% (37/76) PP 42% (8/19) non PP 51% (29/57)
2	Assessments, observations and discussions suggest that disadvantaged pupils generally have greater difficulty with phonics than their peers. This negatively impacts on their development as readers. Y1 PSC June 2025 achieving standard and passing: 85% (52/61), PP passing 73% (16/22) compared to 92% (36/39) not PP Year 2 2025 PSC retesting Of the 10 retaking 6 were Pupil Premium: 6/10 (60%) and 4/6 (67%) passed Projected Y1 Summer 2026 = 87% Team will be pushing for 90%. November mock will enabled us to see if on track for this (EXS Nov 19 and above)
3	Assessments indicate reading attainment among disadvantaged pupils is significantly below that of non disadvantaged pupils. YR BL 2025: Communication and Language 31/73 42% (PP 35% 7/20 v non PP 45% 24/53) Literacy 18/73 25% (PP 15% 3/20 v non PP 28% 15/53) This gap remains through KS1 and KS2 (Summer 2 2025) whole school data for reading EXS+ 42% V 71% (gap 29%) Assessment shows that for many pupils the historic impact of school closures during 2019-20 and 2021-20 still is evident due to the education that they have missed. This impact at the time was noted more for disadvantaged children, widening the gap, which still needs closing. The impact is noted greater for those children lower down the school who missed vital early education.
4	Assessments indicate writing attainment among disadvantaged pupils is significantly below that of non disadvantaged pupils. YR BL 2025: Communication and Language 31/73 42% (PP 35% 7/20 v non PP 45% 24/53) Literacy 18/73 25% (PP 15% 3/20 v non PP 28% 15/53) This gap remains through KS1 and KS2 (Summer 2 2024) whole school data for writing EXS+ 25% V 46% (gap 21%) Assessment shows that for many pupils the historic impact of school closures during 2019-20 and 2021-20 still is evident due to the education that they have missed. This impact at the time was noted more for disadvantaged children, widening the gap, which still needs closing. The impact is noted greater for those children lower down the school who missed vital early education.

5	Assessments indicate maths attainment among disadvantaged pupils is significantly below that of non disadvantaged pupils. Our BL 2025 YR Maths shows 26% 19/73 Disadvantaged pupils at BL EXS 20% (4/20) compared to Not PP 28% (15/53) This gap remains through KS1 and KS2 (Summer 2 2025) whole school data for maths EXS+ 35% V 59% (gap 24%) Assessment shows that for many pupils the historic impact of school closures during 2019-20 and 2021-20 still is evident due to the education that they have missed. This impact at the time was noted more for disadvantaged children, widening the gap, which still needs closing. The impact is noted greater for those children lower down the school who missed vital early education.
7	Over 65% of the children who are supported socially, emotionally and behaviourally in school are disadvantaged children. Teacher referrals for numbers requiring support have remained consistent and small group and individual work has taken place regularly to target needs. These challenges affect disadvantaged pupils and their attainment.
8	School closures and restrictions 2019-21 led to a reduction in enrichment opportunities being provided and this had a notable impact on all pupils but especially considered negative to those pupils who already have limited opportunities to be exposed to a range of activities in their lives. We have continued as a school to highly value the importance of offering these opportunities especially to our disadvantaged pupils. Providing these opportunities meets the requirement to support Cultural Capital (Ofsted 2019) - 'Personal Development' and how children are to learn skills and realise talents, develop character and resilience, and learn about British values, diversity and mental health and wellbeing. Supporting the development of an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.
9	Our attendance data over the years continues to show that a significant number of our persistent absentees (attendance 90% and below) are disadvantaged children. Attendance for the year 2024-25: 92.9% not disadvantaged 94.9% disadvantaged 88.7% PA was 21.1% across the school, but for disadvantaged this increases to 38.9% of this group. Absenteeism has a negative impact on disadvantaged pupils progress.

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
Progress in Reading	Achieve national average progress scores in KS2
Progress in Writing	Achieve national average progress scores in KS2
Progress in Mathematics	Achieve national average progress scores in KS2
Phonics	Achieve above national average expected standard in PSC

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: £10 752.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
IT Hardware to be purchase for use by children according to their targeted learning needs. Purchase of Ipads for classes who have planned to make effective use of them using learning apps etc to support the learning of the children in their class	The use of computer and technology assisted strategies support learning is most beneficial for English and maths practice for young learners. What is important is the teaching and learning goals and the support and time from teachers to use it. Cost is moderate and impacts progress. Individualised learning involves varying tasks and support for individuals is effective when used in addition to the usual class teaching and when the teacher gives direct instruction when learning new content. Third Space Learning and EEF Create music on the ipads.	2, 3, 4, 5
Educational Materials Provide enrichment and opportunity for all Resource for KS1 enhanced provision in/outdoors Resources in order to meet the individualised needs of those PP and EAL who require it Purchase resources linked to the new Cornerstones Maestro Curriculum 22 projects which are structured to provide clearer learning progression through the school Purchase of educational resources that encompass the wide range of the curriculum so including art resources, to encourage creativity and widen the opportunities the children have	Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. EEF Having a well-sequenced, ambitious and connected curriculum is one of the most critical priorities for primary schools in England. It's central to Ofsted's quality of education judgement, so the curriculum needs to be expertly constructed to enable children to know and do more. Cornerstones. Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Ofsted education Inspection Framework 2022 Arts participation can have a positive impact on academic outcomes in other areas of the curriculum. It is importance to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths and English outcomes. EEF	1, 2, 3, 4, 5

Purchase books to support children having access to fiction and non fiction text that interests them at levels appropriate to need either for individual reading or whole class teaching Resources that support the monitoring of reading and achievements ie Boom Reader and Accelerated Reader The purchase of books to support both phonics learning and reading for pleasure across the school. These will be purchased to impact targeting the closing of the gap and improved attainment in English The aim is to create a positive reading culture across all curriculum areas.	Support pupil to develop fluent reading capabilities. Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focussing on word recognition to comprehending the text. Prioritise understanding current capabilities and teaching accordingly. EEF-Improving Literacy Strategies aimed at improving English, especially reading by focusing on the understanding of text may involve a number of techniques. Using inferring the meaning from context, summarising or identify key points, use of graphic or semantic organisers, using questioning strategies, learners monitoring their own comprehension and identifying difficulties themselves. Research has shown this is particularly effective with KS2 children who are behind with their reading. EEF confirms that reading a book with rich opportunities for discussion is a vital step in supporting the children's language and communication skills.	1, 2, 3, 4, 5 1, 2, 3
Develop the continuous provision in EYFS ie role play, water play and construction Allow opportunity for this to transition with the children as they move to KS1 through the provision offered in Year 1 and therefore meet needs and enhance the transition process from EYFS to KS1	Early Years Interventions ensure children have the educational experiences that prepare them for the rest of their school lives. EEF – Early Years Interventions High-quality early years education, with a strong focus on communication, is good for every child. It is especially positive for disadvantaged children. Gaps by the end of the early years will, on average, double by the end of primary schooling. The early years are the crucial years for making a difference. The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning. Development Matters 2021	7

Provide prizes for the 100% Attendance Wheel to encourage regular attendance at school	It is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate greater than that of those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study). Working together to improve school attendance 2022. Improving attendance and readiness to learn for disadvantaged pupils, support families that are most in need of it impacts on pupils socially, emotionally and behaviourally. EEF	8
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Targeted academic support (ie tutoring, one-to-one support structured interventions)

Budgeted cost: £211, 653.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular access to targeted support, teaching delivered by a qualified teacher with SEND qualification. A Full Time SENDCo who will support both children and teachers within and outside of the classroom, actioning the acquirement of additional support/training/resources to support the learning of all children including those SEND, LAC, EHCP, EAL as well as others who teachers have identified have a need to be addressed.	Staffing and access to a room for individual and small group tuition to provide support for lower attaining learners or those who are falling behind. It can also be used as a more general strategy to ensure effective progress or to teaching challenge topics or skills. The cost is moderate for a good impact. EEF and Third Space Learning Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. It can however be a challenging approach to implement for a teacher in a whole class situation. EEF	1, 2, 3, 4, 5, 6,
Identified academic, social and emotional support for all children who require it, both alongside their peers in the classroom and if	Social and Emotional Learning (SEL) Targeting of these pupils to improve their interaction with others and their management of emotions rather than specifically	1, 2, 3, 4, 5, 6,

required in a room designated with provision to meet their needs Staffing of an Inclusion Team, including a full time DSL, a full time SENDCo, a Learning and Pastoral Mentor and a welfare/ Attendance Officer to focus on needs of children with EHCPs, IEPs, LAC, Service Children, SEL, behavioural and attendance issues so reduced SEND budget does not negatively impact on our children at SFH Regular support available when required for those with Social, emotional and behavioural needs Support for PP, Service Premium, EAL children as needs require Over 60% of those accessing SEMH work are disadvantaged pupils Purchasing resources, ensuring effective leadership and developing skills and responsibilities of all staff in order to facilitate this effectively. Children to access a wide range of provision that targets their needs in a creative, exciting and adaptable manner. Children develop greater independence, enthusiasm for learning and curiosity. This includes specialist drama teaching and developing outside learning areas.	academic goals. They can take place using a variety of approaches and have been found to be effective across all stages. EEF Parental engagement in education benefits their children's academic outcomes. Evidence on methods inconclusive but studies suggest often easier with parents of very young children and one low cost method is use of communication ie text messaging, phone calls. EEF Meta-cognition and self-regulation 'Learning to Learn' is intended to help pupils think more about their own learning, teaching them strategies to set goals, monitor and evaluate their own development and be positively motivated as learners. It is low cost and high in impact. Pupils who PP are around four times more likely to receive a permanent exclusion, and are around three times more likely to receive a fixed period exclusion than children who were not eligible for PP. DfE report: DFE-RR190 A profile of pupil exclusions in England - Education Standards Analysis and Research Division Outdoor Adventure Learning, typically involves outdoor experiences such as more physical and sport related activities, it can however include a more formal academic element. Studies show that these interventions have positive benefits on learning, particularly for more vulnerable pupils. They work best with the contribution of well trained staff and appear more effective when longer in duration (regular exposure). They impact positively on self-confidence, self-efficacy and motivation. EEF and Third Space Learning (blog article 13 outdoor maths activities)	3, 6, 8
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10 270.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Specialist staff used to promote and deliver a varied curriculum with opportunities such as art, music and drama.	Collaborative learning is low cost with high impact. It involves the teacher setting tasks to groups where they work together and all have the opportunity to contribute. This shared approach is a key many art, music and drama activities which promote interaction and a shared outcome. Our teachers are specialists so that we ensure delivery of this is of a high quality. The arts are proven to impact positively on well-being which can improve their interactions (SEL) and be effective at raising their attainment. By offering children a wealth of opportunities we can improve their self-confidence and increase their opportunity to find things they enjoy and excel at which may have gone undiscovered if school did not provide this rich and wide curriculum. We believe that emphasising the importance of the arts in human culture, and we enduringly support the positive influence of the arts on cognitive development. Longitudinal Analysis of Music Education on Executive Functions in Primary School Children (Feb 2018)	7
Encouraging participation in a wider range of activities. Disadvantaged children to have equal access to the wider curriculum available at school ie music lessons, drama, trips inc residential, minibus usage, subsidising uniform inc new PE kit	By offering children a wealth of opportunities we can improve self-confidence and increase their opportunity to find things they enjoy and excel at which may have gone undiscovered if school did not provide this rich and wide curriculum. Longitudinal Analysis of Music Education on Executive Functions in Primary School Children Artur C. Jaschke, Henkjan Honing and Erik J. A. Scherder Feb 2018	7
	Proving a possible far transfer effect from music education to academic achievement remains a difficult task. Published results show that children following structured music lessons perform better on tasks measuring verbal IQ, planning and inhibition. Results from this study support the claim that long-term music interventions improve academic achievement and executive sub-functions, such as inhibition and planning, as measured with neuropsychological tests. The here presented results show a possible far transfer effect from a structured music education program to academic achievement. We believe that emphasising the importance of the arts in human culture, and we enduringly support the positive influence of the arts on cognitive development.	7

Encouraging participation in a wider range of activities. Disadvantaged children to have equal access to the wider curriculum available at school ie music lessons, drama, trips inc residential, minibuss usage, subsidising uniform inc new PE kit	Residential provides outdoor learning and often adventure. Experiences that may not be found elsewhere can be accessed by all and have been shown to have positive benefits on learning especially for more vulnerable pupils. They can impact self-confidence, self-efficacy and motivation. EEF – Outdoor adventure learning Supporting families with the purchasing of uniform can help parental engagement and the pupils' feeling of belonging, which can impact behaviours, both of which are viewed by EEF as being effective strategies. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity. EEF	7
The use of Dyslexia Screening, Play Therapy and Creative Counselling, including the report writing, to support pupils. Lengthy and detailed reports are produced and give staff strategies to support the pupils in class, and are also very valuable evidence when submitting for EHCs. The services of a Co-Provider of Education Support Worker (playworker) Over 50% of children accessing this service are PP Over 50% of pupils accessing Educational Psychologist support for dyslexia assessments are PP	Dyslexia diagnosis helps you move forward by providing you with concrete information about what your child's weaknesses and strengths are, which you can then use to determine, together with your child's school, what the right type of support for them is. Struggles not only affect academic performance but also social and emotional wellbeing. GoLexic: Ten percent of the population are believed to be dyslexic, but it is still often poorly understood. With the right support, the strengths and talents of dyslexic people can really shine. British Dyslexia Association Collaborative learning is low cost with high impact. It involves the teacher setting tasks to groups where they work together and all have the opportunity to contribute. EEF Play therapy supports them socially and emotionally, often for children who have experienced traumatic events.	3, 4

Total budgeted cost: £232, 676.21

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Disadvantaged pupil last academic year

SATs data Y6 PP – end of Y5 compared to end of KS2

Measure	Average end of Y5	Average end of KS2
Reading	96	100
Writing	WTS	WTS
Maths	93	99

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard and above at KS2	R 53%, W 45%, M 50%
Achieving high standard at KS2	R 20%, W 0%, M 13%

Review: last year's aims and outcomes

Teaching (for example, CPD, recruitment and retention)	
Aim	Outcome
IT Hardware to be purchase for use by children according to their targeted learning needs. Purchase of Ipads for classes who have planned to make effective use of them using learning apps etc to support the learning of the children in their class	Ipads used to create ad record music in lessons TTRS – to improve their timetables which is needed for aspect of maths AR quizzing to encourage reading Translate for EAL PP children. Camera feature on google translate to instantly convert English work sheet/ writing on the board into their home language. Stop animation in art and DT Used in SAT booster groups. Access to revision guides using class team account Secondary resource research, ie in History, which increases greater interest in the subject and ability to listen to podcasts and visit museums virtually.
Educational Materials Provide enrichment and opportunity for all Resource for KS1 enhanced provision in/outdoors Resources in order to meet the individualised needs of those PP and EAL who require it Purchase resources linked to the new Cornerstones Maestro Curriculum 22 projects which are structured to provide clearer learning progression through the school Purchase of educational resources that encompass the wide range of the curriculum so including art resources, to encourage creativity and widen the opportunities the children have	Subject leaders taking a greater role in improve the curriculum in the aspect that they lead. They have worked to develop LTP and MTPs which ensure progression and whilst doing so have been aware of both essential and desirable resourcing that is required to be purchased to aid the delivery of the curriculum. Learning environments both indoor and outdoors continue to be developed for our young children to access at various times during the day. How this provision is used is under regular review and development.

Purchase books to support children having access to fiction and non fiction text that interests them at levels appropriate to need either for individual reading or whole class teaching Resources that support the monitoring of reading and achievements ie Boom Reader and Accelerated Reader The purchase of books to support both phonics learning and reading for pleasure across the school. These will be purchased to impact targeting the closing of the gap and improved attainment in English The aim is to create a positive reading culture across all curriculum areas.	Whole class reading texts purchased have had a positive impact on the children's literacy outcomes and also on their participation in literacy lessons. By having exposure to vocabulary rich texts children are beginning to talk more confidently about the books which in turn is beginning to aid their writing skills. By being exposed to more story language and having a more secure understanding of the content children are becoming more confident writers. Resourcing of reading area in classrooms and complete reorganisation and restocking of the school library. Children have been able to enjoy the pleasure of reading by borrowing a book from our school library with current up to date titles purchased. A focus of 'windows and mirrors' has been observed to allow for children to see themselves in the texts they read and to provide links to the wider world.
Develop the continuous provision in EYFS ie role play, water play and construction Allow opportunity for this to transition with the children as they move to KS1 through the provision offered in Year 1 and therefore meet needs and enhance the transition process from EYFS to KS1	High-quality early years education, with a strong focus on communication, is good for every child. It is especially positive for disadvantaged children. Gaps by the end of the early years will, on average, double by the end of primary schooling. The early years are the crucial years for making a difference. The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Continuous provision improvements have included the development of the courtyard area to include focus resources on communication and language, physical development, role play and creative development with resources that will appeal to boys e.g. Large wooden truck, wheels, bricks, construction play and physical activities.
Provide prizes for the 100% Attendance Wheel to encourage regular attendance at school	An incentive for encouraging children to attend school every day of the week, especially persistent absentees. Children get excited to see their name on the wheel and the opportunity to win a small prize.
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	
Regular access to targeted support, teaching delivered by a qualified teacher with SEND qualification. A Full Time SENDCo who will support both children and teachers within and outside of the classroom, actioning the acquirement of additional support/training/resources to support the learning of all children including those SEND, LAC, EHCP, EAL as well as others who teachers have identified have a need to be addressed.	The Ark/Nightingale was accessible to the whole school during the school day for a variety of reasons/purposes, including: • Breakfast Club • Regulation times/Brain break times • Outbreak points for when the classroom became overstimulating • Direct teaching from SENDCo to children on SEN Support/EHCP who were also PP eligible • Groups such as Social Communication/Lego/Team skills

	A core group of children accessed the Ark/ Nightingale during sessions: Total number of children accessing for at least one/two sessions per week did reduce over the year. All were SEN Support, some with EHCP. Also PP. Children on the SEND register supported by the Full Time SENDCo 2024-2025 118 in total (SEN Support and EHCP) of whom 54 were PP eligible (July 2025) 4 LAC and Post LAC 110 EAL of whom 19 PP and 16 SEN Support or children with EHCPs
Identified academic, social and emotional support for all children who require it, both alongside their peers in the classroom and if required in a room designated with provision to meet their needs Staffing of an Inclusion Team, including a full time DSL, a full time SENDCo, a Learning and Pastoral Mentor and a welfare/ Attendance Officer to focus on needs of children with EHCPs, IEPs, LAC, Service Children, SEL, behavioural and attendance issues so reduced SEND budget does not negatively impact on our children at SFH Regular support available when required for those with Social, emotional and behavioural needs Support for PP, Service Premium, EAL children as needs require Over 60% of those accessing SEMH work are disadvantaged pupils Purchasing resources, ensuring effective leadership and developing skills and responsibilities of all staff in order to facilitate this effectively. Children to access a wide range of provision that targets their needs in a creative, exciting and adaptable manner. Children develop greater independence, enthusiasm for learning and curiosity. This includes specialist drama teaching and developing outside learning areas.	Time spent with the Pastoral Lead each week this included, baking, art, making friendship bracelets and talking as a way of support. This can also be arranging meetings for parents and sign posting parents to the relevant agencies. This usually happened in the Inclusion Office or in another room in school where the baking could go in an oven. Service children spent time with the Pastoral Lead, having regular catch up's, baking and making things for parents when they were on deployment. The whole school did a "Purple Up Day "to celebrate all the support the armed forces do for us as a nation. LAC children also spent time with the Pastoral Lead. Regular check ins with historic persistent absentee pupils ensuring they realise the importance of good attendance in school. Check ins on a Friday for a 100% attendance sticker. Liaising with their parents through regular school attendance panel meetings and telephone calls. Regular check ins in the reflection room to enquire how pupils are feeling in difficult situations. Reflection room used for children to calm down before returning to the classroom. Inclusion Office is used to support children with daily check ins 'and spending time with children who need some time to talk.
Wider strategies (for example, related to attendance, behaviour, wellbeing)	
Specialist staff used to promote and deliver a varied curriculum with opportunities such as art, music and drama.	

Encouraging participation in a wider range of activities. Disadvantaged children to have equal access to the wider curriculum available at school ie music lessons, drama, trips inc residential, minibus usage, subsidising uniform inc new PE kit	• Young Voices- 11% • Rocksteady - 18% • Choir- 25% • Individual Music Tuition- 20% • London Residential- 22% We subsidised the following residential places: Y2 Rand Farm - x2 children - £67.50 per person - total £135.00 Y4 Robinwood - x3 children - £152.50 per person - total £457.50 Y6 London - x2 children - £150.00 per person - total £300.00 Uniform - £63.75
The use of Dyslexia Screening, Play Therapy and Creative Counselling, including the report writing, to support pupils. Lengthy and detailed reports are produced and give staff strategies to support the pupils in class, and are also very valuable evidence when submitting for EHCs. The services of a Co-Provider of Education Support Worker (playworker) Over 50% of children accessing this service are PP Over 50% of pupils accessing Educational Psychologist support for dyslexia assessments are PP	Dyslexia screening, 3 of which 2 PP (67%) CASY - 5 children all PP (100%) ELSA – 18 children 13 of who are PP (72%)

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Access 'Little Troopers' resources and online sessions. Inclusion Team: Pastoral Learning Mentor Barry Dennis lead on this support in school. Alongside the Inclusion Team Lead Caroline Bibby. Seeing Armed Forces children weekly for check in's and doing various activities.

What was the impact of that spending on service pupil premium eligible pupils?	Having time with the children so they can talk about anything that was worrying them while their parent was on deployment. We would meet regularly. All the armed forces children had a good relationship with Pastoral staff: Cal Smith/Barry Dennis. These staff led events in school to support service children – purple/ dandelion day
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.