

Pupil premium strategy statement

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	Enderby Danemill Primary School
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	84 (24%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028
Date this statement was published	17/12/2025
Date on which it will be reviewed	01/12/2026
Statement authorised by	Laura Hackett
Pupil premium lead	Emily Hainsworth
Governor / Trustee lead	Darren Gunter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,789
Recovery premium funding allocation this academic year	£0
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	£119,789

Part A: Pupil premium strategy plan

Statement of intent

When developing our Pupil Premium strategy, we recognise the importance of understanding the unique context of our school and the challenges faced by disadvantaged and vulnerable pupils.

Our central aim is to ensure that every student achieves meaningful progress and reaches high standards across all subject areas, regardless of their background or the challenges they may face. The Pupil Premium strategy is designed to provide targeted support for disadvantaged students, enabling them to fulfill their potential—including those who are already high achievers. We are dedicated to addressing the distinct needs of vulnerable pupils, such as those with social workers or young caregivers, and the initiatives outlined in this statement are intended to meet their needs irrespective of economic circumstance. Our school motto - **Learn, Grow and Succeed Together** - underpins our ambition that every pupil, regardless of background or barriers, makes strong progress from their starting points and achieves well across all subjects.

As the EEF highlights, *“good teaching is the most important lever schools have to improve outcomes for disadvantaged students.”* By prioritising areas where disadvantaged pupils need the most support, we can make the greatest impact on closing the attainment gap—while benefiting all pupils. High-quality teaching forms the foundation of our approach, with a particular emphasis on supporting areas where underprivileged students require the most assistance. Our expected outcomes include not only facilitating progress for disadvantaged pupils but also maintaining and enhancing the academic performance of their non-disadvantaged peers.

To ensure the effectiveness of our approach, we have adopted a range of complementary strategies that work together to help all students thrive. These include:

- Implementing a whole-school approach in which all staff members take responsibility for the academic outcomes of underprivileged students and raise their expectations regarding what these students can achieve.
- Ensuring that underprivileged students are appropriately challenged in the tasks they are assigned.
- Responding to individual needs through strong assessment and gap analysis, avoiding assumptions about disadvantage and by taking proactive measures to intervene as soon as the need is identified.
- Investing in high-quality teaching through targeted professional development and strong recruitment
- Addressing common barriers such as language and communication difficulties, low confidence, attendance issues, and behaviour challenges

Our Main Objectives

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Ensure all disadvantaged pupils make excellent progress from their starting points
- Achieve attendance for disadvantaged pupils that matches school averages and exceeds national figures
- Provide opportunities for disadvantaged pupils to engage fully in the wider curriculum and gain a broad range of life experiences

Challenges

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

<u>Challenge number</u>	<u>Detail of challenge</u>
1	<p>EYFS – Foundations for Learning</p> <p>At the end of the 2024–2025 academic year, only 4 out of 13 disadvantaged children achieved a Good Level of Development (GLD), meaning just 30.7% entered Key Stage 1 at the expected stage in their education. This outcome highlights that foundational learning is not being fully consolidated during the first year of schooling, resulting in persistent gaps. Without targeted intervention, these gaps risk widening as pupils progress through subsequent stages of their education.</p>
2	<p><u>Gaps in Learning</u></p> <p>At the end of the 2024–2025 academic year, only 33.3% of disadvantaged children transitioned to secondary school having reached the expected level of readiness for their next stage in learning. This highlights a significant challenge in ensuring pupils are adequately prepared for the demands of secondary education. Furthermore, across the school, with the exception of the current Year 6 cohort, only one third of children are working at the expected standard in Reading, Writing, and Maths, underscoring the need for continued targeted support and intervention to help close attainment gaps and promote academic progress for all disadvantaged learners.</p>
3	<p><u>SEMH</u></p> <p>Assessment and observations demonstrate that the education, well-being, and emotional regulation of many disadvantaged pupils have been adversely affected by a range of factors, including exposure to Adverse Childhood Experiences (ACEs), the ongoing impact of Covid-19, and the pressures associated with the rising cost of living. As a result, there is a growing need for targeted support to promote positive</p>

	<p>mental health and well-being. Currently, 67% of children eligible for pupil premium funding at Enderby Danemill Primary School access SEMH support through one or multiple interventions, and this proportion has steadily increased over the past three academic years, signifying the need for this form of support to continue.</p>																
4	<p><u>Early Language, Communication and Vocabulary</u></p> <p>Assessment, discussions, and observations across both key stages reveal that many pupils exhibit underdeveloped oral language skills and significant vocabulary gaps. Baseline assessments conducted upon entry to school consistently identify areas of need in receptive language, attention and listening, speech, literacy, and other communication skills, as well as pre-verbal, social interaction, and play skills. These assessment findings indicate that a substantial proportion of children require targeted intervention or specialist input to support their language development and overall communication abilities.</p>																
5	<p><u>Attendance</u></p> <p>In the 2024–2025 academic year, the average attendance for children eligible for Pupil Premium funding at Enderby Danemill Primary School was 88.87%. While this figure reflects the impact of targeted support provided to pupil premium groups, it remains below national expectations and highlights ongoing challenges. Low attendance is not an isolated issue; it is closely linked to other barriers faced by disadvantaged pupils, such as gaps in learning, underdeveloped vocabulary, and limited access to enrichment opportunities. These interconnected challenges underscore the importance of a holistic approach, where attendance initiatives are integrated with academic, social, and emotional support to ensure that all pupil premium children can fully engage with their education and make meaningful progress.</p> <table border="1"> <thead> <tr> <th>Year Group</th><th>Pupil Premium Attendance 2024 – 2025</th></tr> </thead> <tbody> <tr> <td>EYFS</td><td>87.5%</td></tr> <tr> <td>Year 1</td><td>89.96%</td></tr> <tr> <td>Year 2</td><td>82.49%</td></tr> <tr> <td>Year 3</td><td>90%</td></tr> <tr> <td>Year 4</td><td>88.81%</td></tr> <tr> <td>Year 5</td><td>87.82%</td></tr> <tr> <td>Year 6</td><td>90.91%</td></tr> </tbody> </table>	Year Group	Pupil Premium Attendance 2024 – 2025	EYFS	87.5%	Year 1	89.96%	Year 2	82.49%	Year 3	90%	Year 4	88.81%	Year 5	87.82%	Year 6	90.91%
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6	<p><u>SEND</u></p> <p>Of the 85 children eligible for pupil premium funding at Enderby Danemill Primary School, 21 are currently on the SEND register. However, only 24.7% of these children are meeting the expected standard in their learning across Reading, Writing, and Maths. This highlights a significant need for continued targeted support and intervention to help close attainment gaps and ensure that all disadvantaged learners with special educational needs are able to make meaningful academic progress.</p>																

		Eligible for Pupil Premium Funding and on the SEND Register	Meeting ARE expectations in Reading, Writing and Maths
	EYFS	1/6	0
	Year 1	3/13	23%
	Year 2	3/17	17.6%
	Year 3	0/6	N/A
	Year 4	5/15	0%
	Year 5	7/15	0%
	Year 6	2/13	50%
	Whole School	21/85	24.7%
7	<u>Life Experiences</u> <p>Some pupils at Enderby Danemill Primary School lack real-world experiences that are essential for building knowledge, social skills, and resilience. Research from the IDACI indicates that the school is among the top 25% of the most deprived schools in the county, which can limit children's access to enriching opportunities outside the classroom. In response, we are committed to providing a wide range of experiences—including educational trips, after-school clubs, leadership opportunities, and residential visits—to ensure that all pupils, regardless of their background, can broaden their horizons, develop key life skills, and build the confidence needed to succeed both academically and personally.</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.

<p>1. <u>EYFS - Learning Foundations</u></p> <p>Increase the number of children achieving a 'Good Level of Development' at the end of the EYFS academic year.</p>	<p>Pupil premium children in EYFS to secure strong foundations for learning, ensuring that the percentage of these children achieving a Good Level of Development (GLD) is in line with national averages. This outcome will be measured by tracking the percentage of pupil premium children in EYFS who achieve a Good Level of Development (GLD) at the end of the academic year. Progress will be monitored through ongoing formative and summative assessments, with results compared against national averages to determine whether early attainment gaps are being reduced. This approach ensures that targeted interventions and high-quality teaching are effectively supporting disadvantaged pupils to enter Key Stage 1 at the expected stage in their education.</p>
<p>2. <u>Gaps in Learning</u></p> <p>Diminish gaps in children's learning and secure foundational knowledge in the core curriculum areas.</p>	<p>Pupil premium children across the school to achieve attainment in Reading, Writing, and Maths that is in line with national expectations. This will be accomplished through a combination of targeted interventions and high-quality first teaching, ensuring that disadvantaged pupils receive the support necessary to close attainment gaps and make sustained academic progress alongside their peers. This outcome will be measured by tracking the percentage of pupil premium children who meet or exceed the expected standard in Reading, Writing, and Maths at each assessment point throughout the academic year. Progress will be monitored through ongoing formative and summative assessments, with results compared against national averages to determine whether attainment gaps are closing. Additionally, data will be analysed across year groups to ensure that targeted interventions are having the intended impact and that disadvantaged pupils are making sustained academic progress alongside their peers. The 2024 National benchmarks for Pupil Premium children were 63% in Reading, 59% in Writing, 61% in Maths and 47% combined.</p>

<p>3. <u>SEMH</u></p> <p>To support those children with social, emotional and mental health needs with targeted interventions.</p>	<p>The intended outcome is that children with social, emotional, and mental health (SEMH) needs will receive effective, targeted support to promote their well-being and emotional regulation. This support will be delivered by various members of the Pastoral Team, including the ELSA, Well-being Learning Support Assistant, Behaviour Mentor, and Family Support Worker. The impact of these interventions will be evaluated using a combination of qualitative data—such as pupil voice, pupil and parent surveys, and teacher observations—triangulated alongside quantitative data collected from the interventions themselves.</p>
<p>4. <u>Early Language, Communication and Vocabulary</u></p> <p>Children across the school to improve their oracy application.</p>	<p>Pupil premium children across the school to receive targeted support to develop their speech, language, and vocabulary skills. Through interventions delivered by the Communications Champion and the Trust’s Speech and Language Therapy Team, the aim is to ensure that disadvantaged pupils demonstrate measurable improvements in oral language and vocabulary acquisition. Progress will be evidenced through assessments, classroom engagement, and ongoing formative and summative evaluations, with the goal of narrowing language gaps and supporting effective communication for all learners.</p>
<p>5. <u>Attendance</u></p> <p>Improve attendance for children that are eligible for pupil premium funding.</p>	<p>To achieve sustained high attendance across the school, demonstrated by an overall improvement in attendance for all pupils and a reduction in the attendance gap between disadvantaged pupils and their non-disadvantaged peers. Additionally, the percentage of persistently absent pupils should decrease, with the gap between disadvantaged and non-disadvantaged pupils who are persistently absent also being reduced. This will be heavily supported by high levels of communication and collaboration with the Family Support Worker and Attendance Officer, ensuring that families receive timely guidance and interventions to overcome barriers to regular attendance. This approach aims to ensure that all children, regardless of background, benefit from consistent access to education and the opportunities it provides.</p>

<p>6. <u>SEND</u></p> <p>Ensure children with SEND, who are eligible for pupil premium funding have targeted interventions to make measurable progress in securing foundational knowledge.</p>	<p>The intended outcome is for disadvantaged pupils with special educational needs and disabilities (SEND) to make meaningful academic progress and for the attainment gap between these pupils and their peers to be reduced. This will be achieved through close collaboration with the SENDCo to ensure that appropriate adaptations and targeted interventions are implemented. Progress will be closely monitored and evidenced using the small steps tracker, ensuring that the impact of these adaptations is clearly demonstrated and that gaps in learning are consistently closing.</p>
<p>7. <u>Enrichment</u></p> <p>Provide real life experiences for children who are eligible for pupil premium.</p>	<p>Children eligible for pupil premium to have increased access to real life experiences that enrich their learning and personal development. This will be achieved by providing partial financial support for activities such as educational trips, visits from experts, after-school clubs, music lessons, leadership opportunities, and residential experiences. The impact of these enrichment opportunities will be measured through a combination of quantitative and qualitative evidence. Attendance records for trips, clubs, leadership activities, and residential experiences will be tracked to ensure broad participation among pupil premium children. Additionally, pupil voice surveys, feedback from parents and staff, and observations of pupils' engagement and confidence will be gathered to assess the influence of these experiences on personal development, social skills, and academic motivation.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,796.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports Teaching (including afterschool) To subsidise a Sports Coach to facilitate free afterschool sports clubs for Pupil Premium children.	<p>Participating in organised sports and joining after school clubs can help to improve primaryschool children's academic performance and social skills, new research shows.</p> <p>Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.</p> <p>Out of school activities improve children's educational attainment - Nuffield Foundation</p> <p>Physical activity EEF</p>	7
Teacher Professional Development – Sports Coach to teach P.E lessons across the school to enable all teachers to access an hour of Teacher Development Time per week. Enhancement of teaching and learning practice through effective professional development linked to coaching and teacher development time (TDT) and Professional Learning Communities (PLC) for sharing good practise and	<p>Evidence shows that high quality CPD for teachers has a significant effect on pupils' learning outcomes and is a cost-effective way of improving pupil outcomes.</p> <p>Effective Professional Development EEF</p> <p>Mapping professional development and support programmes in the... EEF</p>	£17,796.03 1, 2, 4, 6

updates.		
PedTech Enhancing teaching and learning application using technology, with pedagogical informed decisions embedded during the planning process to ensure children's learning and accessibility to lesson content.	Clear implementation planning that considers both access to technology and the pedagogical rationale for the use of technology increases the impact that it will have. As a supplementary tool, technology helps teachers model in new ways. It can be motivating and engaging for pupils and has the potential to increase the quality and quantity of practice pupils undertake inside and outside the classroom. Using Digital Technology to Improve Learning EEF	2, 6
Developing Oracy Strategies Embedding oracy activities across the curriculum, supporting pupils to articulate ideas to build up their bank of language and confidence. This spoken language can then support in the wider curriculum whilst applying in specific lesson (<i>Reading, Writing</i>).	There is strong evidence that shows oral language interventions are inexpensive to implements with high impacts on reading. On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. Oral language interventions EEF The reading framework Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Preparing for Literacy EEF	1, 2, 4, 6

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

Budgeted cost: £486.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Experts - Appointed Intervention leads to run interventions across Key Stages, targeting children identified on provision mapping to close the gaps in learning.	<p>“High quality interventions can have a positive impact on the outcomes of struggling students.”</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Deployment of Teaching Assistants Education Endowment Foundation</p>	1, 2, 4, 6
Phonics Interventions Additional KS1 phonic sessions targeted at disadvantaged & vulnerable pupils who require additional support	<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 EEF</p>	1, 2, 4, 6
Educational Resources Access To provide subscriptions to key educational resources and ensure every child in Key Stage 2 has access to their own personal device.	<p>There is conclusive evidence that digital equipment, tools and resources can, where effectively used, raise the speed and depth of learning in science and mathematics for primary and age learners.</p> <p>Where learners use digital learning at home as well as school for formal and non-formal learning activities these have positive effect on their attainment, because they have extended their learning time.</p> <p>Digital learning and raising attainment - Literature Review on the Impact of Digital Technology on Learning and Teaching - gov.scot (www.gov.scot)</p>	1, 2, 4, 6 £486.68

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

Budgeted cost: £101,506.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker Support Disadvantaged families are supported through the role of the family support worker who is able to break down barriers and provide a link between school and families.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF	£21,296.82 3, 5, 7
Internal Sensory Workshops Well-being LSA to deliver Sensory Sessions for children outlined on the provision map,	Reports from wider agencies for specific children cite sensory workshops as being a suitable intervention to support our children. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	3, 6
Speech and Language Interventions Speech and language Therapist and Communication Champion to work with identified children to support their level of communication	The Communication Trust: "There is a substantial amount of evidence linking SLCN with other areas of difficulty. We know that children with SLCN have difficulties across many areas of their lives." "On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress." – EEF Oral Language Interventions findings School baseline data against the communication trust age-appropriate expectations shows that large proportion of children are below. Oral language interventions EEF (educationendowmentfoundation.org.uk)	£15,728.39 4, 1

<p>ELSA Support</p> <p>Children that require support from one of the ELSA's are identified by staff. Interventions are then designed to support the children's needs.</p>	<p>Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning)</p> <p>"Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year...being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores..."</p> <p>EEF Social and Emotional Learning findings</p> <p>The ELSAs provide sessions that are tailored to meet the needs of each pupil. Interventions are running on a 1:1 basis or in a group. They conduct weekly well-being meetings with SLT to discuss the impact and progress each child is making.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>£18,729.87</p>
<p>Pastoral Support</p> <p>A pastoral team has been employed to provide support for children with Social, Emotional and Mental Health needs. This team of staff provides in class support where relevant. They write behaviour plans, provide interventions and support families with any SEMH needs.</p>	<p>Sutton Trust: moderate impact for moderate cost (social and emotional learning).</p> <p>"Both targeted interventions and universal approaches have positive overall effects (+ 4 months)" – EEF Behaviour Interventions findings</p> <p>"Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year...being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores..." – EEF Social and Emotional Learning findings</p>	<p>£18,148</p> <p>£22,701</p>

<p>Subsidising costs for real-life experiences</p> <p>School support families with the costs of swimming (free), trips and clubs (free) and subsidised Music lessons (PLAC and LAC) to ensure that all children have the opportunity to attend, regardless of economic background.</p>	<p>Research identifies that engaging in extra-curricular activities is beneficial for children and young people, improving their confidence, social skills, self-esteem, and provides them with new skills and abilities.</p> <p>Enrichment for all: what does the evidence tell us about access, impact and opportunities for improvement? - Education Policy Institute Access to extra-curricular provision and the association with outcomes - Education Policy Institute EC-and-outcomes-final-1.pdf</p> <p>Among the many potential outcomes, re-search has shown that field trips:</p> <ul style="list-style-type: none"> • Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011), • Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi & Hermanson, 1995; Nadelson & Jordan, 2012). <p>“Approaches linked to gains in attainment almost always have a significant academic component, suggesting that raising aspirations in isolation will not be effective...ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective...” (EEF Aspiration Interventions findings)</p>	<p>7</p> <p>£2000</p>
<p>Nutrition</p> <p>Targeted families to receive breakfast and milk in the mornings. This will support the children’s energy and ability to sustain focus during the morning session. Targeted families eligible for Free School Meals to have a nutritious, hot or cold lunch, provided each day.</p>	<p>Maslow’s hierarchy of need – ensure that children have basic needs met, including a nutritious breakfast.</p> <p>EEF found that “the provision of universal breakfast programmes has had...small positive effect on pupil attendance...a promising area for future research might be around how to maximise the impact of breakfast clubs” (Attendance Interventions report, March 2022).</p>	<p>2, 3</p> <p>£2,599.21</p> <p>0.68p per loaf £1.08 butter</p>

Uniform To purchase uniform to support families who are struggling with clothing their children for school.	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. School uniform EEF (educationendowmentfoundation.org.uk)	4 £303
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Total budgeted cost: £119,789

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.

Intended outcome			
<p>1. SEMH - To support those children with social, emotional and mental health needs with targeted interventions.</p> <p>During the 2024–2025 academic year, the development of the Pastoral Team was further strengthened, building on the foundations established previously. The team—comprising a Behaviour Mentor, Family Support Worker, ELSA, and Well-being Learning Support Assistant—expanded its offer to include enhanced transition support for pupils moving between key stages, dedicated Key Adult support for those requiring consistent, trusted relationships, and a broader range of emotional interventions. These new initiatives placed a particular emphasis on supporting children with anxiety, worries, and anger management, ensuring that all year groups from Pre-School to Year 6 received tailored interventions. The team continued to deliver a wide variety of support, including social sessions, Lego therapy, Fun-Time, meet and greets, emotional regulation, social skills, friendship skills, emotional check-ins, and breakfast provision, targeting the evolving needs of 144 children across the school.</p>			
Year Group	2023 – 2024	2024 – 2025	Children eligible for Pupil Premium Funding accessed
EYFS	25	22	9/12 - 75%
Year 1	14	23	13/17 - 76%
Year 2	14	13	2/3 - 66.6%
Year 3	23	26	9/14 - 64%
Year 4	16	26	10/15 - 66.6%
Year 5	26	32	6/14 - 43%
Year 6	19	14	8/10 – 80%
Whole School	144	159	57/85 – 67%
<p>During the 2024–25 academic year, the number of children accessing pastoral support at Enderby Danemill Primary School increased significantly, rising from 144 to 159. This growth reflects the school’s strengthened commitment to supporting social, emotional, and mental health (SEMH) needs. Notably, over two thirds of children eligible for pupil premium funding benefited from SEMH support, engaging with one or more targeted interventions provided by the Pastoral Team. These interventions included enhanced transition support, dedicated Key Adult relationships, and a broad range of emotional and social skill-building activities, ensuring that vulnerable pupils received tailored assistance to address their evolving needs.</p>			

2. Speech and Language - Children across the school to access Speech and Language Therapy.

In the 2024–2025 academic year, the role of Communications Champion was further developed within the school, deepening collaboration with the Trust’s Speech and Language Therapy Team. The Communications Champion undertook external training with EPIC SALT and gained valuable experience by shadowing lead professionals in the delivery of screenings and targeted interventions. This enhanced expertise enabled the Communications Champion to play a more strategic role in supporting pupils’ speech and language needs, ensuring that interventions were both evidence-based and tailored to the specific requirements of individual children.

Based on the screenings of individual children, the Communications Champion developed interventions and shared these with individual cohorts, specifically directed towards children’s individual needs. Interventions included ‘Talking Tables’, 1-1 speech and language sessions and vocabulary enhancement and understanding.

In addition, the Communications Champion led whole-school initiatives to create a communication-friendly environment. An audit was carried out to review language learning interactions, classroom environments, and opportunities throughout the school. By the end of the academic year, the audit showed that 73% of areas were rated as ‘green’, up from 70% midway through the year. Notably, language learning interactions within classrooms emerged as a particular strength, complemented by positive developments in the wider school environment.

3. Enrichment - Provide real life experiences for children who are eligible for pupil premium.

During the 2024–2025 academic year, the afterschool club provision continued to broaden to offer a wider variety of opportunities beyond sports-focused activities.

Across the year, 74 club spaces were filled by children eligible for Pupil Premium funding, which equates to 87% of our Pupil Premium children accessing extra-curricular opportunities through the form of a club. The expanded selection included Science Club, Art Club, Multi-Sports Club, Football Club, E-Sports Club, Board Games, Film Evening, Basketball Club, Boxercise, Hockey, Dodgeball, Netball, Athletics, Tag Rugby, and Cross Country, ensuring that pupils could engage in diverse interests and experiences.

Throughout the academic year, children were provided with a range of enrichment opportunities designed to immerse them within the curriculum, including themed activities, residential trips, and end-of-year celebrations. These experiences allowed pupils to deepen their understanding of curriculum topics in real-world contexts and to participate in memorable events that fostered a sense of belonging and achievement. Residential opportunities, in particular, encouraged independence, teamwork, and resilience, while end-of-year celebrations promoted confidence and a sense of accomplishment. Collectively, these enrichment activities developed essential skills beyond the classroom, such as communication, problem-solving, adaptability, and social interaction, supporting pupils’ holistic development and preparing them for future challenges.

Enrichment Opportunity	Attended number of children eligible for Pupil Premium Funding	Percentage from the specific year group
Stonehurst Farm	11	50%
Twycross Zoo	17	83%
Synagogue	8	100%
Bradgate Park	12	69%
Twinlakes	25	79%
Bosworth Battlefield	11	88%
Beaumanor Hall Residential	6	76%
Tree Top Golf	21	77%
Museum	12	86%
Space Centre	8	58%
JCA Residential	6	60%
Warning Zone	8	80%
Whole School Pantomime	72	85%

4. Attendance - Improve attendance for children that are eligible for pupil premium.

The role of the Family Support Worker continued to evolve in 2024–2025, providing enhanced support to families within the school community. Working closely with the Headteacher, the Family Support Worker revised the existing attendance system, introducing specific trigger points to initiate discussions about attendance with parents and carers, and offering targeted support to the most vulnerable families.

As a result of these efforts, the average attendance for children eligible for Pupil Premium funding reached 88.87% in the 2024–2025 academic year. Notably, 30% of these children achieved attendance above the national expectation of 96%, representing a 5% improvement compared to the previous year.

Year Group	Pupil Premium Attendance 2024 – 2025
EYFS	87.5%
Year 1	89.96%
Year 2	82.49%
Year 3	90%
Year 4	88.81%
Year 5	87.82%
Year 6	90.91%

Additionally, 36.36% of children had attendance above 90%. Within these figures, 42 children increased their attendance compared to 2023–2024, with some individual improvements rising from 82% to 96% in just one year.

5. Gaps in Learning - Improve the combined attainment for children across the school.

End of Year Pupil Premium Assessment Data 2024 – 2025 Academic Year				
	Reading	Writing	Maths	Combined
Whole School	50.9%	50.9%	54.4%	31.6%
Year 1	40%	33.3%	33.3%	26.7%
Year 2	33.3%	33.3%	33.3%	33.3%
Year 3	50%	27.8%	64.3%	21.4%
Year 4	46.2%	16.7%	38.5%	15.4%
Year 5	75%	75%	57.9%	66.7%
Year 6	56.4%	32.7%	59%	33.3%

In the 2024–2025 academic year, all interventions were carefully designed to address the specific needs of children eligible for Pupil Premium funding. Every child in this group—100%—accessed at least one form of intervention during the year. These interventions spanned a wide range of focus areas, including fine motor skills, gross motor skills, reading, writing, mathematics, and greater depth groups. This comprehensive approach ensured that support was both targeted and inclusive, enabling each child to receive the individualised assistance necessary to help diminish gaps in their learning.

High-quality first teaching is widely recognised as the most significant lever for improving outcomes in children’s education. To embed this principle across the school, the use of Teacher Development Time was refined, providing full-time colleagues with two hours per week dedicated to their own professional development. This structured time enabled teachers to focus on refining their practice, engaging in collaborative learning, and reflecting on effective teaching strategies to subsequently improve outcomes for the children. Additionally, the use of reflective technology allowed some teachers, including Early Career Teachers (ECTs), to review video clips of their own teaching. This reflective process empowered staff to analyse and further develop their instructional approaches, fostering a culture of continuous improvement and ensuring that all pupils benefit from consistently high-quality teaching.

6. Technology - Provide access to technology at home to enhance learning opportunities to diminish the digital divide.

During the 2024–2025 academic year, nine children—including several eligible for Pupil Premium funding—benefited from the ‘buy your own device’ scheme organized by Discovery Schools Academy Trust. This initiative enabled families to access technology at home through a manageable monthly repayment plan over three years. The devices, equipped with software and robust monitoring and filtering systems provided by the Trust, were used both at school and at home to support learning.

Children in Key Stage 2 regularly used digital devices in most lessons, while those in Key Stage 1 also had access to technology, helping to build essential digital literacy skills that could be transferred to home learning. Educational subscriptions such as Century, TTRS, Spelling Shed, Bug Club, and NumBots were made available for home use, with parents and carers receiving

login details at the start of the academic year. All children accessed these platforms in school to reinforce their learning.

A Pupil Voice survey conducted in January 2025 revealed that children found using their devices at home to be highly beneficial in supporting their classroom learning. Many pupils explained that access to digital subscriptions not only enhanced their engagement but also reinforced the skills and knowledge they were developing in lessons, further bridging the gap between home and school learning.

A dedicated Open Morning focused on E-Safety, attended by 82 families (an increase in 40 families from the previous academic year), including 16 families eligible for Pupil Premium funding which provided practical guidance on staying safe online. Led by the school's Blended Learning, Computing, and E-Safety Lead, the session equipped parents and carers with strategies to support and protect their children while using technology. Following the workshop, families joined their children in classrooms to observe an E-Safety lesson, gaining valuable insight into how online safety is taught and reinforced at school.

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
None	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A