

Pupil Premium strategy statement – Sunnyfields Primary School

This statement details our school's use of Pupil Premium funding to help improve the attainment of our Pupil Premium pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and outcomes for Pupil Premium pupils last academic year.

School overview

Detail	Data
Number of pupils in school	299
Proportion (%) of Pupil Premium eligible pupils	23% 70/299
Academic year/years that our current Pupil Premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	<i>Kimberley Hutton, Headteacher</i>
Pupil Premium lead	<i>Nicola Gatt, Deputy Headteacher</i>
Governor	<i>Louise Laycock,</i>

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£98,422.00
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£98,422.00

Part A: Pupil Premium strategy plan

Statement of intent

Strategies to Raise the Attainment of Pupils supported by the Pupil Premium Funding 2025-26 Pupil Premium Allocation.

Scawthorpe Sunnyfields Primary School has a Pupil Premium Grant allocation of £93,415 for the academic year 2025-2026. This funding is given with a specific remit of diminishing any differences between Pupil Premium students and those who are not Pupil Premium.

Sunnyfields Primary School is working to support Pupil Premium students in all areas of their education from the moment that they arrive in school. We aim for our curriculum provision to support all children, irrespective of their background, to be successful at Sunnyfields Primary School.

Pupil Premium funding enables us to be at the forefront of pedagogical approaches, ensuring High Quality teaching supports all pupils to achieve their potential. A range of research-based interventions are delivered and measured by trained staff.

At Sunnyfields we aim to provide every child with the vocabulary and skillset to be fluent readers; our intervention programme supports this goal. Our aim is that every Pupil Premium student will achieve at least as well as their peers and have every opportunity to excel.

Pupil Premium funding allows us to put in additional support for a child's mental health and wellbeing where a need has been identified. Some Pupil Premium students face many and complex barriers during their education which make effective learning very difficult. Other students have very specific needs, and still others have few barriers at all.

Our inclusive, caring ethos means that every child is supported pastorally. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Staff will aim to ensure that

- teaching and learning opportunities meet the needs of all the pupils
- appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially Pupil Premium pupils are adequately assessed and addressed
- In making provision for socially Pupil Premium pupils, we recognise that not all pupils who receive free school meals will be socially Pupil Premium

• not all pupils who are socially Pupil Premium are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially Pupil Premium.

Ultimate objectives:

To narrow the attainment gap between Pupil Premium and Non-Pupil Premium pupils nationally and also within internal school data. For all Pupil Premium pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6, which will enable pupils to be successful in KS3 and KS4.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped basic grammar skills, handwriting and spelling in English. These are evident from Reception through to KS2 and in general, are more prevalent among our Pupil Premium pupils than their peers. The percentage of Pupil Premium children working at the expected standard in Year 2 -6 is significantly below the percentage of non- Pupil Premium children working at the expected standard in nearly all year groups. Year 3 currently demonstrate the most significant gap of 79%.
2	Assessments, observations, and discussions with pupils suggest Pupil Premium pupils generally have greater difficulties and less engagement with reading than their peers. They lack the reading stamina required to access age appropriate texts. On entry to Reception class Pupil Premium children arrive significantly below age-related expectations compared to Non-Pupil Premium children. This gap narrows but remains significant to the end of KS2 where current data demonstrates that Pupil Premium children underperform in all year groups compared to non- Pupil Premium children.
3	Internal and external assessments indicate that maths attainment among Pupil Premium pupils is significantly below that of Non-Pupil Premium pupils within specific year groups. In Years 2, 3 and 6 a smaller percentage of Pupil Premium children are working at the expected standard compared to Non-Pupil Premium. This is a difference of 6%, 71% and 9% respectively.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self-esteem, difficulties understanding and maintaining relationships and Teacher referrals for support remain relatively high.
5	Teacher tracking and feedback evidences that Pupil Premium pupils currently engage less with home learning, resulting in lower homework completion rates compared to their peers. Lack of consistent participation in homework and online learning activities can significantly impact their academic progress in closing the attainment gap.
6	Pupil voice indicates that many children have limited awareness of the range of jobs and future opportunities available to them, with a tendency to focus

	on less academic or non-STEM pathways. This lack of exposure and reduced enrichment opportunities particularly affect Pupil Premium pupils, including their attainment and limit engagement, aspiration and career ambition.
7	Home circumstances which do not sufficiently promote the importance of attendance, leading to absence, gaps in learning and faltering relationships.
8	Our internal assessment of CPOMS shows that some students struggle to self-regulate their behaviour especially during unstructured times.
9	Our internal assessment and observations of phonic understanding of some pupils, particularly those within our current FS2 and KS1 needs further support and this is particularly true of vulnerable groups who did not benefit from classroom-based learning and this negatively impacts on their reading.
10	Some students do not have access to a healthy diet or even food (cost of living crisis related) which impacts on their general well-being.

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
Rapidly accelerate progress in writing for Pupil Premium pupils so that attainment is in line with Non-Pupil Premium peers and above national. This includes children working at the higher standard.	Assessments and observations indicate significantly improved basic grammar, handwriting and spelling skills. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Rapidly accelerate progress in reading for Pupil Premium pupils so that attainment is in line with Non-Pupil Premium peers and above national. This includes children working at the higher standard	Assessments in 2026/27 show that the percentage of Pupil Premium pupils meeting the expected standard and the higher standards in reading is in line with Non-Pupil Premium in all year groups. KS2 reading outcomes in 2026/27 are above national for Pupil Premium pupils in both EXS and GDS.

Rapidly accelerate progress in maths for Pupil Premium pupils so that attainment is in line with Non-Pupil Premium peers and above national. This includes children working at the higher standard	Assessments in 2026/27 show that the percentage of Pupil Premium pupils meeting the expected standard and the higher standards in maths is in line with Non-Pupil Premium in all year groups. KS2 reading outcomes in 2026/27 are above national for Pupil Premium pupils in both EXS and GDS.
Improve pupil engagement with home learning and increase homework completion by Pupil Premium pupils to parity with peers.	Increased completion rates of homework and regular attendance at homework clubs.
Provide targeted pastoral/experiential opportunities (Forest Schools, Enterprise & Careers) that build motivation, aspiration and non-cognitive skills that support attainment.	A significant increase in participation in enrichment activities, particularly among Pupil Premium pupils Forest Schools attendance, Enterprise/ Careers week participation. Pupil voice evidence higher aspiration measures.
Build sustainable capacity through teacher professional development (high-quality first-wave teaching) so fewer pupils require intensive catch-up long-term.	% pupils meeting expected standards at end of key stages (increase year-on-year). Attainment (reading, writing, maths) for PP pupils vs non-PP — termly tracking; aim: gap decreased to <10% and <5% respectively year on year.
Improved attendance for all pupils in particular those that are Pupil Premium	Improved attendance for all pupils in particular those that are Pupil Premium. A sustained high attendance by our percentage staying in line with national figures, at or above 96%. The attendance gap between Pupil Premium children and their peers being reduced. Families understand importance of attendance and feel supported by school
Improved outcomes in Phonics	To achieve above national average in phonics (aiming for 95+%). Assessment and observations indicate significant improvements in oral language amongst pupils. This is evident when triangulated with other source of evidence. • Attainment in phonics shows further increases in %, above national • Attainment in reading ELG shows increases in % above national • Attainment in reading indicates increase in % across all year groups with Y6 above national

Activity in this academic year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support to analyse data on Reading Plus for all staff to inform assessment and next steps in learning.	The EEF's research on formative assessment emphasizes the importance of using assessment data to inform teaching practices. By continuously analyzing student performance, teachers can adjust their methods to meet the diverse needs of learners, thereby improving educational outcomes.	2
Attendance Training for all staff to support vulnerable and Pupil Premium learners. Develop understanding of ESBA and whole school approach for support.	The EEF emphasizes the importance of building, communicating, and delivering a comprehensive attendance strategy. This includes engaging all staff in understanding and supporting attendance efforts, which is crucial for improving pupil attendance, especially among vulnerable groups. EEF Research indicates that improving attendance requires a whole-school effort. Developing staff capacity through professional development ensures that all members of the school community are equipped to support attendance initiatives effectively. Attendance Works The EEF's UNITE framework offers a structured, whole-school approach to engaging all members of the school community—staff, families, governors, and parents—around the mission of equity. This approach is essential for addressing complex issues like EBSA, which often require a coordinated response across the school community. EEF Tailored Approaches to Attendance: The EEF advocates for tailored approaches to improving attendance, which	7,4

	includes understanding the specific barriers faced by vulnerable pupils. This understanding is critical for developing effective strategies to support students experiencing EBSA	
High Quality Teaching and Learning. This is essential for every student and especially for those who are Pupil Premium. To this end, the school invests significant time in developing staff through individual coaching and whole staff training. All teachers have appraisal targets plans which identify areas for development. They use strategies where there is a firm research base of positive impact. Teachers use Metacognitive strategies to help pupils plan, monitor and evaluate their learning.	Explicit Instruction (EEF toolkit +3). Rosenshine's Principles Of Instruction. Cognitive & Metacognitive Strategies (EEF toolkit +7) Teachers need to use more Metacognitive strategies to help pupils plan, monitor and evaluate their learning	1,2,3,9
Mental Health Champion the Senior Mental Health Lead Training, backed by the Department for Education (DfE), aims to equip senior members of school or college staff with the knowledge, skills, and confidence to champion mental health and wellbeing strategies.	The Senior Mental Health Lead Training, backed by the Department for Education (DfE). https://www.gov.uk/government/publications/promoting-children-and-youngpeoples-emotional-health-and-wellbeing	4

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

Budgeted cost:£32,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring with a qualified teacher.	To support those children in keeping up with the year 6 maths curriculum as to fill gaps in their learning. https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring	1,2,3

Targeted online spelling programme (short daily practice, diagnostic assessments) plus teacher modelling of morphology and spelling strategies. Use TA or targeted small groups for pupils who did not respond to whole-class instruction.	Systematic phonics and structured spelling instruction have positive impacts on early word reading and spelling; EEF reports recommend explicit, systematic phonics instruction. Use online spelling platforms to deliver regular, cumulative practice. EEF	1,5
Pathways unit sequence: modelled writing, shared writing, guided writing, independent application. Regular moderation and pupil conferences to set precise next steps. Cross-curricular purposeful writing opportunities (e.g., Enterprise week outputs).	EEF guidance on improving literacy (KS2) recommends teaching writing processes, modelling composition, and giving purposeful writing opportunities — Pathways to Writing (or your chosen structured writing programme) should be used to operationalise those recommendations. EEF	1,6
Homework Club: after school provision with staff/TAs to scaffold completion, provide devices, and deliver immediate feedback. Offer prioritised places for Pupil Premium pupils. Online Homework Platform: curated tasks (Retrieval practice, LbQ, reading comprehension, spelling practice) that link directly to classroom learning and provide automated and teacher feedback.	EEF finds homework can produce positive benefits (particularly in secondary phase); crucially, Pupil Premium pupils may lack appropriate home environments so school-based homework clubs and structured online homework with feedback increase equity. EEF	5
Intervention Programmes Intervention from the class teacher is provided for pupils who need this additional support on a regular basis in order to progress and engage effectively with their learning. Intervention in all subjects is provided, often in a small group setting and sometimes on a 1:1 basis. For some pupils this is planned on a regular basis and for others, it is managed by the class teacher according to needs as they arise.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions Phonics Teaching and Learning Toolkit EEF	1,2,3,4,9

Use Learning by Questions (LbQ) for maths & science consolidation: set sequences that match curriculum and use class/TAs for guided follow-up. Run small targeted groups (2-5 pupils) for concept gaps, extra practice and metacognitive reflection. Integrate LbQ data with teacher planning so practice focuses on weak question types.	Small-group tuition and technology that provides timely feedback supports consolidation and efficient diagnosis. Small-group tuition yields around +4 months on average; LbQ-type platforms provide immediate corrective feedback and allow targeted practice. EEF+1	3
Annual Enterprise and Careers week with employer talks, project briefs (children produce business plans, presentations, reports). Target PP students for mentoring and opportunities with employers. Link outputs to literacy/numeracy tasks and assessment (e.g., presentation assessed for oracy/writing outcomes).	Raising aspiration and providing real-world purposes for learning helps motivation and can drive engagement, attendance, and long-term attainment pathways. While not primarily an academic intervention, these experiences widen cultural capital and support post-16 outcomes.	

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

Budgeted cost: £56,801

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent support officer employed to support 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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement	4,7
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

This will involve training and release time for staff to develop and implement new procedures to improve attendance.		
Breakfast / Snacks for identified PP children	Food deprivation is occurring more in PP families. Research shows hungry children do not perform as well. https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainmentgap	10
Residential / Trip costs It is essential for their own wellbeing that they experience different settings before writing about it.	All residentials / trips are linked to Topics that they are studying. https://educationendowmentfoundation.org.uk/news/new-partnership-to-test-the-impact-of-differentcultural-learning-strategie?utm_source=/news/newpartnership-to-test-the-impact-of-different-culturallearningstrategie&utm_medium=search&utm_campaign=site_search&search_term=cultural%20capital	6
Forest Schools Targeted After School Club	Research shows outdoor education including learning about: nature; society; nature-society interactions and oneself will help with working with others, developing new skills, undertaking practical conservation and influencing society. The intended outcomes of such experiences can encompass: knowledge and understanding, attitudes and feelings, values and beliefs, activities or behaviours, personal development and social development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborativelearning-approaches	6,8
Behaviour Management and new behaviour reward scheme Support will work with.	For a whole range of reasons some pupils struggle to accept boundaries and manage their own behaviour. Extensive support is provided by the SLT and specific trained staff. Training will be tailored to staff. For instance, BOSS training of MDSA. https://cavuhb.nhs.wales/files/resilienceproject/resilience-project-logo-	8

	adjustments/pace-pdf/vulnerable pupils to ensure they can access learning	
Playground Leaders trained to deliver playtime games with younger children to support behaviour during unstructured times. Training to upskill Midday Supervisors so expectations and strategies are consistent.	he EEF's <i>Improving Behaviour in Schools</i> guidance report outlines several recommendations that can be adapted to support positive behaviour during break times: Explicitly teaching and modelling positive behaviours, such as self-regulation and social skills, can help pupils navigate unstructured times like break periods more effectively. Ensuring that expectations and strategies are consistently applied across all staff members and throughout the school day, including break times, reinforces positive behaviour.	8
Attendance champion and DHT to work closely with parents/carers. Regular meetings, letters and rewards for good attendance. As well as providing enriched curriculum opportunities for those with improved attendance.	Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. Both targeted interventions and universal approaches have positive overall effects (+ 4 months) https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supportingattendance/build-a-culture-of-community-andbelonging-for10pupils#:~:text=To%20create%20an%20environment%20that,well%20as%20the%20corridors%20and	7

Total budgeted cost: £98,423

Part B: Review of the previous academic year

Outcomes for Pupil Premium pupils

Improved attendance for all pupils in particular those that are Pupil Premium.	Pupil Premium Attendance 2024-2025			
	Summary Attendance percentage Year 1 95.8% Year 2 90.7% Year 3 95.5% Year 4 95.9% Year 5 95.9% Year 6 93.4% National 94.8% Local Authority 94.8% 15-18 days missed Year 1 0 Year 2 1 Year 3 3 Year 4 0 Year 5 0 Year 6 2 19+ days missed Year 1 0 Year 2 3 Year 3 0 Year 4 2 Year 5 0 Year 6 2 Absences • 5.4% overall absence • 3.6% authorised • 1.9% unauthorised • 10.8% persistent absence • 3 pupils unauthorised • absent for 10+ days Absence Patterns • 3 pupils have been repeatedly late or absent on the same day • 33 pupils have been absent before or after a school holiday Non Pupil- Premium Attendance 2024-2025 Summary Attendance percentage Nursery 2 91.5% Reception 91.5% Year 1 94.9% Year 2 95.0% Year 3 94.8% Year 4 94.0% Year 5 95.2% Year 6 96.2% National 94.8% Local Authority 94.8% 15-18 days missed Nursery 2 3 Reception 6 Year 1 2 Year 2 4 Year 3 1 Year 4 2 Year 5 2 Year 6 2 19+ days missed Nursery 2 11 Reception 4 Year 1 2 Year 2 2 Year 3 3 Year 4 5 Year 5 4 Year 6 1 Absences • 5.9% overall absence • 3.9% authorised • 2.0% unauthorised • 15.4% persistent • absence • 9 pupils unauthorised • absent for 10+ days Absence Patterns • 12 pupils have been repeatedly late or absent on the same day • 107 pupils have been absent before or after a school holiday Pupil Premium children demonstrated higher attendance rates than non-Pupil Premium children. There was also a significant difference in persistent absentees, with Pupil Premium children recording 5% lower persistent absence than their peers. This indicates a positive step forward in improving the attendance of Pupil Premium pupils. However, this work must continue in order for whole-school attendance to rise above 97%.			
Improved outcomes in Phonics		2023-2024	2024-2025	
	Pupil Premium	66.7%	71.4%	

	Non-Pupil Premium		88.2%		79.3%						
							Phonics outcomes have decreased slightly, and Pupil Premium children continue to underperform compared to their non-Pupil Premium peers. A direct focus on targeted interventions and consistently high-quality teaching, with fidelity to the Little Wandle scheme, must continue to ensure that the gap narrows and outcomes align more closely with national expectations.				
To further improve quality first teaching, diagnostic assessment and interventions to accelerate progress in reading, writing and maths.		Reading		Writing		Maths		GPS		Combined	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
	PP	83.3%	33.3%	83.3%	25%	83.3%	25%	66.7%	25%	75%	25%
	Non-PP	75%	20%	77.5%	10%	77.5%	15%	57.5%	10%	62.5%	10%
	End of Key Stage 2 results showed that Pupil Premium children performed extremely well across all areas. They achieved higher outcomes than non-Pupil Premium children at both the expected and higher standards, and above similar pupils nationally. While this is extremely positive, it is not a consistent picture across all year groups, where Pupil Premium pupils currently perform below their non-Pupil Premium peers in reading, writing, and maths in most cohorts. This highlights the need to continue focusing on high-quality first-wave teaching, alongside effective use of assessment and targeted interventions, to ensure gaps continue to close throughout the school.										
To improve attainment for all pupils in writing.		2023-2025 Sunnyfields		2024-2025 Sunnyfields		2024-2025 National					
	EXS	72.5%		77.5%		72%					
	GDS	7.5%		10%		13%					
							Writing attainment for all children has improved compared to the previous year, with more pupils achieving both the expected and higher standards. However, this is not fully reflected in internal data, where gaps in grammar, punctuation, and spelling (GPS) understanding and application continue to impact writing standards in other year groups. This remains a focused area of development within the School Improvement Plan and a key priority for Pupil Premium funding and support, to ensure that the gap between Pupil Premium and non-Pupil Premium children continues to close.				

To improve children's oracy skills to further develop children's understanding across the curriculum and enable them to articulate their understanding

ASSESSMENTS

Item	Scawthorpe Sunnyfields Primary School (2185)		Local Authority - Doncaster	
	Value		Value	Gap
Good Level of Development ●	50.0%		53.7%	-3.7%
Average no. ELGs at expected	13.2		12.2	+1.0
All Goals, Exp+	50.0%		51.2%	-1.2%
Prime Goals, Exp+	83.3%		62.9%	+20.4%
Com. & Lang. Goals, Exp+ ●	83.3%		71.0%	+12.3%
PSE Goals, Exp+ ●	83.3%		74.2%	+9.1%
Phys. Dev. Goals, Exp+ ●	83.3%		73.8%	+9.5%
Specific Goals, Exp+	50.0%		51.3%	-1.3%
Literacy Goals, Exp+ ●	50.0%		54.4%	-4.4%
Maths Goals, Exp+ ●	66.7%		63.3%	+3.4%
Und. The World Goals, Exp+	83.3%		68.0%	+15.3%
Exp. Arts & Des. Goals, Exp+	83.3%		72.4%	+10.9%

ASSESSMENTS

Item	Scawthorpe Sunnyfields Primary School (2185)		Local Authority - Doncaster	
	Value		Value	Gap
Good Level of Development ●	70.8%		70.8%	0.0%
Average no. ELGs at expected	15.5		14.0	+1.5
All Goals, Exp+	70.8%		69.2%	+1.6%
Prime Goals, Exp+	91.7%		77.5%	+14.2%
Com. & Lang. Goals, Exp+ ●	91.7%		81.1%	+10.6%
PSE Goals, Exp+ ●	91.7%		83.1%	+8.6%
Phys. Dev. Goals, Exp+ ●	95.8%		84.8%	+11.0%
Specific Goals, Exp+	70.8%		69.9%	+0.9%
Literacy Goals, Exp+ ●	70.8%		72.1%	-1.3%
Maths Goals, Exp+ ●	83.3%		78.0%	+5.3%
Und. The World Goals, Exp+	95.8%		79.4%	+16.4%
Exp. Arts & Des. Goals, Exp+	95.8%		82.5%	+13.3%

Communication and language skills in EYFS continue to be above local averages; however, this strength is not yet translating into literacy outcomes. Pupil Premium children continue to underperform compared to their non-Pupil Premium peers, largely due to lower starting points.

To further improve collaboration with parents.	The school PSA works closely with a number of families to ensure they are fully supported. Regular conversations, phone calls, and emails are maintained, alongside well-being checks. The attendance policy has been updated to support improved attendance, and the PSA works in partnership with the attendance lead to engage and assist parents. The PSA also advises parents on accessing appropriate funding, and information about Pupil Premium funding is shared with families during home visits and at Nursery and Reception induction meetings. Parents purposely seek out the PSA for support and advice.
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Externally provided programmes

Programme	Provider
Spelling Shed	EdShed
Reading Plus	Daisy Education
Mental Health Lead Training	
MathsShed	EdShed
Learning by Questions	Learning by Questions

Service Pupil Premium funding

How our service Pupil Premium allocation was spent last academic year
Nurture groups and 1-1 sessions with our pastoral support TA have been provided to support the emotional needs of service children and their families. Interventions based on teacher formative assessment used to support catch up and address gaps..
The impact of that spending on service Pupil Premium eligible pupils
Teachers have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information

The impact of our actions above are reviewed termly and in governors' meetings. Some of the impact is qualitative (e.g. the impact of theatre trips) but some is quantitative (eg. numbers of behavioural incidents, achievement data, attendance figures). This data is gathered during regular meetings with senior staff and through analysing the data at key data input points. Individual students are monitored daily where needed, to ensure actions to support them are taken swiftly. Clearly the overarching impact of this work is to raise the standards reached by Pupil Premium students and prepare them for the next stage of their education. We adapt our support and our plans for further work in the light of this evaluation. Ultimately, the impact of our actions over time are seen as pupils reach the end of each year group. The impact for each child at an individual level is monitored carefully during each academic year as they progress towards the next school year.