

Pupil Premium Impact Review of 2024-2025

- Leader in Me has positively boosted the confidence of all Pupil Premium (PP) children through leadership opportunities. This year, all PP children led events such as the Take One Picture exhibition and Celebrations of Learning with their families, enhancing self-esteem. In line with the programme, 100% of PP children were given leadership roles, including one child, who was trained by Hampshire County Council as a Junior Road Safety Officer (JRSO).
- 100% of PP children attended an extra-curricular club including football, multi sports, choir and our after-school provision.
- School trips, workshops, after school clubs and visitors were subsidised for all pupil premium children, ensuring that they all attended extra- curricular learning experiences.
- All Pupil Premium children in Key Stage 2 had specialist Music lessons throughout the year. They all had access to learning three different musical instruments and performed to audiences.
- Pupil progress meetings enabled all staff to review each child's attainment, provision, and interventions. All pupil premium (PP) children received personalised additional support, clearly mapped in class provision plans. Consequently, 100% of PP pupils accessed targeted 1:1 or small group interventions to develop their Maths, Reading, and Writing skills, alongside high-quality learning experiences across a broad curriculum.
- A significant impact was seen in reading progress as 86% (6 out of 7) of PP children met the expected standard in Reading, which is an improvement from the previous year. As a result, 86% (6 out of 7) of PP children are now working above their chronological reading age (Salford tests) and all have made significant progress- gaining at least one year, with some improving by up to three years in reading age. This progress was supported by consistent use of Little Wandle phonics, targeted 1:1 reading sessions, keep-up phonics intervention and guided reading groups.
- All PP children had full access to the school's online and physical library services to encourage reading for pleasure and independent learning. All children have been encouraged to read for pleasure for our Story Wings initiative in school as well as the Summer Reading challenge in our local libraries. We also have strong parental engagement in supporting reading at home, through parent consultations, parents reading training and communication in our home/ school communication and the children's reading records to ensure the children are reading at home.
- 4 out of 7 children are now meeting age-related expectations in Maths, an improvement since last year. All PP children have made significant progress through pre-teaching and catch-up interventions.
- 100% of PP children have shown progress in their handwriting since the purchase of the Nelson handwriting scheme and following the NHS therapy pack within small group interventions for fine motor and handwriting.

- One child, who has participated in speech and language support, has made significant improvement and no longer requires this intervention and they are now able to communicate clearly with staff and peers.
- The school purchased a wide range of new books that celebrate diversity and promote inclusion, ensuring all children have access to stories they can enjoy and relate to. These books have provided Pupil Premium (PP) children with a strong sense of belonging and celebrate individual differences. They also have given all our pupils the opportunity to explore and understand a variety of family experiences, including adopted, fostered and other non-traditional family structures, helping to foster empathy, respect and a positive, inclusive school culture.
- TALA (Therapeutic Active Listening Assistant) support was available for all Pupil Premium children who required additional emotional or pastoral support. 1 PP child began this in the Summer term and we can see that they are now able to express their emotions more confidently and are happier coming into school and friendships have been built.
- During the year, the Zones of Regulation programme was implemented school-wide. Every PP child created a personalised regulation toolkit and staff consistently used consistent language to support emotional literacy and self-regulation. Children also had access to Positive and Worry Books, classroom safe spaces with sensory resources and twice-weekly Sensory Circuits led by a trained LSA. Movement breaks were incorporated into lessons as needed to support focus and readiness to learn. Consequently, behavioural incidents involving PP children significantly decreased, as shown in the termly behaviour analysis.
- Transition meetings were held between current and new class teachers to ensure a smooth and supportive transition for each PP child. All PP children have settled well into their new classes.
- Achievements were recognised through Leadership and Values Awards, celebrating every PP child's unique contributions and personal successes.
- 100% of Pupil Premium children participated in at least one extra-curricular club, including school-led wraparound care, supporting their wider personal development and engagement with the school community.
- All Pupil Premium children received Free School Meals and any additional resources they required for full participation in school life.