



National College for
Teaching & Leadership



Pupil premium strategy statement 2024 - 25

1. Summary information					
School	St Frideswide C of E Primary School				
Academic Year	2024/25	Total PP budget	£125,800	Date of most recent PP Review	Jan 2025
Total number of pupils	338	Number of pupils eligible for PP	85	Date for next internal review of this strategy	Oct 2026

2. Current attainment				
Key stage	Indicator	N (PP/All)	PP (school)%	Not eligible for PP%
EYS	% Good Learning Development	8/32	25%	38%
Year 1	% Achieving standard in Phonics (working on track to pass in the summer)	9/33	44%	58%
Year 2	% Resitting phonics	5/21	0%	56%
KS1 – year 2	% Achieving expected progress in reading, writing and maths	8/37	11%	42%
KS1 – year 2	% making expected progress in reading		75%	83%
KS1 – year 2	% making expected progress in writing		63%	86%
KS1 – year 2	% making expected progress in maths		75%	79%
KS2 – year 3	% Achieving expected progress in reading, writing and maths	11/29	17%	52%
KS2 – year 3	% making expected progress in reading		64%	89%
KS2 – year 3	% making expected progress in writing		73%	89%
KS2 – year 3	% making expected progress in maths		64%	89%
KS2 – year 4	% Achieving expected progress in reading, writing and maths	12/37	33%	36%
KS2 – year 4	% making expected progress in reading		75%	84%

KS2 – year 4	% making expected progress in writing		100%	96%
KS2 – year 4	% making expected progress in maths		92%	80%
KS2 – year 5	% Achieving expected progress in reading, writing and maths	25/39	12%	46%
KS2 – year 5	% making expected progress in reading		73%	83%
KS2 – year 5	% making expected progress in writing		87%	88%
KS2 – year 5	% making expected progress in maths		73%	75%
KS2 – year 6	% Achieving expected progress in reading, writing and maths	10/30	0%	0%
KS2 – year 6	% making expected progress in reading		100%	100%
KS2 – year 6	% making expected progress in writing		100%	100%
KS2 – year 6	% making expected progress in maths		100%	100%

School Context

St Frideswide C of E Primary School serves a community with high levels of social, emotional and economic disadvantage. In 2024–25, over a quarter of pupils (25.1%) were eligible for Pupil Premium. A significant proportion of these pupils also presented with additional and overlapping barriers including SEND, speech and language needs, SEMH difficulties, trauma history and attendance vulnerability.

The school experienced high pupil mobility throughout the year, including an increased number of mid-year admissions and pupils transferring following placement breakdowns in other schools. As a result, Pupil Premium funding was strategically prioritised to:

- Secure consistent access to education
- Improve attendance and engagement
- Support emotional regulation and wellbeing
- Enable pupils to engage meaningfully with learning before academic acceleration

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

	Difficulty with communication and poor language skills: Some children with PP entering EYFS are identified through assessment as having language and communication skills that put them at a significant disadvantage when placed in direct comparison to their peers. Many children are entering school with delayed language development, limited vocabulary and reduced expressive and receptive language skills. These needs persist into Key Stage 2 for some pupils and impact access to the curriculum. Through a whole school emphasis on communication and listening skills, focus on growth mindset and the use of the Key Person approach, this gap is reduced. However, a significant number remain working below their peers on entry to Year 1 and into KS2.
	Behaviour for Learning: There is a small group of PP eligible children, many with Specific Learning Difficulties, who find co-regulation and self-regulation of their behaviour challenging. A significant number of these children have a history of Adverse Childhood Experience or poor Attachment Relationships. This has contributed to underdeveloped social skills resulting in difficulties when pupils are required to work collaboratively at an age appropriate level. A significant number of PP eligible children, particularly in KS2, display poor resilience levels and lack a sense of self efficacy, this is impeding their expected progress and for those in KS2 it is making them unprepared for the transition to KS3
C.	Poor Maths and Literacy skills. Some children within the PP cohort, specifically in Key stage 2, are working significantly below national expectations and their peers, across Maths and Literacy within school. Screening for risk of Dyslexia has highlighted a high incidence of children experiencing this barrier to learning. Many of the PP eligible children in this KS have multiple challenges such as SEND or families open to LCSS and Social Care support.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	<ul style="list-style-type: none"> Attendance rates for pupils eligible for PP is 85.1% (below the school target of 96% for all children). This results in a loss of school hours and a reduction in learning time. Historically this has been particularly prevalent amongst PP eligible children from Travelling Communities and school provide minibus transport to mitigate this. Some families facing challenges relating to mental health, housing instability and parenting capacity is impacting children's readiness for school and ability to attend consistently
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4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
All children eligible for PP to make accelerated progress, from their baseline, in all core areas	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
Behaviour for children improves for children eligible for PP whole school, with specific focus on KS2.	The number of reported behaviour incidents will decrease by 50% of those occurring in 2023 -24 by the end of 2024 -25 academic year.
For children eligible for PP to be more Resilient and able to work independently with confidence.	Evidence collated using Sandwell assessment at two assessment points to show improved scores and increased self-esteem. Evidenced through Boxall Assessment

D. .	Increased attendance rates for pupils eligible for PP and support families to increase their parenting capacity.	Attendance for PP children to improve from 85.1% to 96%
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5. Planned expenditure

Academic Year

2023-24

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>A.</p> <ul style="list-style-type: none"> Improved oral language skills in EYFS Eligible pupils make at least expected progress in Core areas. 	<ul style="list-style-type: none"> Targeted in school EAL interventions. School will be working closely with the Bell Foundation and have appointed a member of staff to the EAL Champion role. This member of staff will undertake training through the Bell Foundation EAL children are placed with staff who speak multiple languages. Race to English intervention to support small EAL group work Staff ratios in EY 1:10 FFT trained staff to deliver interventions Early Words Together parent/ staff language development group Wellcomm Language (Nursery) NELI programme (Reception) Talk Boost (LKS2) Nurture Network Group to support children to develop regulation strategies Streamlined small class of children with SALT and LD taught by the Phase Lead in Lower Key stage 	<p>The EAL Champion will closely monitor the provision, interventions and support offered to children with EAL</p> <p>Race to English was successfully implemented in the last academic year and so will continue to form part of the schools universal offer</p> <p>The school continues to maintain a focus on PSED in line with the wholeschool Attachment based ethos and coupled with a strong understanding of the new Early Years framework this has created a solid foundation for the EY curriculum. The Deputy Head is an Early Years Ofsted Inspector and ensures best practice through moderation.</p> <p>Nurture Network trained staff are supporting children in class, alongside class teachers, to ensure children with poor resilience develop confidence and achieve in the core areas of learning.</p> <p>FFT Aspire literacy programme is an evidenced based programme approved by EEF</p> <p>Aided Language Boards are used throughout Early Years and Enhanced Pathways</p> <p>Staff are all aware of match plus one when talking with children in Early Years and those with SALT needs.</p> <p>NELI programme is evidenced based and support by the Nuffield Trust</p> <p>Nurture Network is a national recognised programme. Children with poor resilience aren't making progress in line with their flight plans.</p> <p>Using the Nesy programme school has been able to identify and target support for children at risk of Dyslexia. It was recognised that a disproportionate number of the children identified were PP. Dyslexia resources will now be added to the schools universal classroom resources, to allow autonomy to children who need them. School will continue to screen cohorts.</p>	<ul style="list-style-type: none"> Regular Pupil Progress meetings with Deputy Head, Phase Co-ordinator and EY team, this will ensure all staff are actively involved in pupils learning and assessments. This will allow for concerns to be identified early. Regular meetings between Phase Co-ordinators and Senior staff to discuss identified concerns to support action planning. Regular Pupil Premium meetings between Phase Leaders and the Pupil Premium Champion Regular scheduled Pupil Premium classroom observations by Pupil Premium Champion Whole school approach to narrowing gaps in maths via Big Maths. This will also afford opportunities for the stretching and challenge of higher attaining pupils through mastery. Staff trained in FFT and precision teaching interventions and delivering them to identified pupils. FFT literacy programme will generate data to allow progress planning for next steps Nesy will generate individual assessments. Progress data will be used to measure effectiveness of support Boxall profile will be used to determine the success of Nurture Network support Parent feedback, SALT targets and progress data will be used to determine the accessibility of Widgets support: training and support from the Communication and Interaction service will allow for this to be moderated 	<p>FP/RN/AED</p>	<p>Termly review 6th Dec 2025 5th Mar 2025 30th June 2025</p>
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<p>B.</p> <p>Behaviour and wellbeing improvement</p>	<ul style="list-style-type: none"> ● Big 5 and Me daily circle time ● Well Being Ambassadors programme ● The school developed their approach to Peaceful Problem Solving and Restorative Justice as part of work previously completed with the Community of Restorative Practitioners in Oxfordshire Schools ● Whole class Boxall screening to determine Whole class interventions for behaviour support ● Club Energy Sports Coaching ● Clear Sky ACAP 1:1 therapeutic art support in school ● Grief counselling to be offered in house through staff trained by See Saw ● Therapeutic art (Talking and Drawing) and ELSA sessions will form part of The Galley sessions. ● Key staff will participate in PEGs training to support families experiencing child on adult abuse. 	<p>Staff have used Attachment based training and Emotional Literacy tools to approach unwanted behaviours as communication. These tools have been used to support children to understand and manage their response in challenging situations. Staff continue to support children to take ownership of the restorative justice approach. Staff have delivered Anna Freud Talking Mental Health units and refer back to this work during regular circle times</p> <p>Resilience to change, challenge and perceived failure is still an area of difficulty and school continue to implement work initially delivered through MHST and Club Energy Sports Coaching. Peer support through Wellbeing Ambassadors: https://www.worthit.org.uk/programmes/wellbeing-ambassadors</p> <p>Staff will continue to support Growth Mindset through continued development of curriculum to ensure core ethos is embedded through regular opportunities to engage with Growth Mindset thinking.</p> <p>The Deputy Head is the Behaviour Lead and Mental Health and Wellbeing Lead. They continue to use the Wellbeing Toolbox to give staff strategies to support children in the classroom. The Deputy Head will Lead the school Wellbeing Centre 'The Galley'. Children struggling with EBSA or Self Regulation will have regular scheduled sessions and children will be offered drop in sessions as a regulation strategy.</p> <p>Targeted Club Energy Sports Coaching will be used to improve emotional regulation, engagement and readiness to learn. This support will be used to support children struggling with EBSA to increase their motivation to come to school. Staff who express an interest in therapeutic development during the GGP process, will be encouraged to use this to enhance the schools therapeutic offer, alongside 'Stormbreak' resources https://www.stormbreak.org.uk/videos/self-worth/v-347</p> <p>Families where children are expressing need or overwhelm through aggression towards their caregivers will be supported through trained PEGs trained staff to find supportive</p>	<ul style="list-style-type: none"> ● Monitor through Supervisions.. ● Use INSET days to deliver training. ● Peer observation of attendees' after training, to embed learning. 	<p>RN/ FP/HFB/AED</p>	<p>Termly review 6th Dec 2025 5th Mar 2025 30th June 2025</p>
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<p>C.</p> <p>Eligible pupils to work confidently and independently in STEAM subjects.</p> <p>Children to be able to confidently demonstrate their abilities in Topic and Humanities subjects</p>	<p>Subsidised Access</p> <p>Subsidy for trips, after school/breakfast clubs, uniforms (including waterproofs for Forest School access) and other associated resources to encourage and develop cultural capital..</p>	<p>Low incomes can reduce access to cultural experiences that expand the child's frame of reference. By ensuring that this cohort has access to the same opportunities, uniform and clubs as their peers we will reduce differences.</p> <p>Ensuring that children can access Home learning at the same rate and time as their peers, will ensure that they are kept informed, have continued access to the school community and close potential gaps in their progress.</p>	<p>Uniforms for PP eligible children are purchased and distributed by school office staff, they also ensure that families are aware that they do not need to pay in full trips if they are unable to.</p> <p>Families are made aware that they can approach school for Home Learning resources that they do not have and staff will make regular contact with offers of continuing support. Where appropriate families will be supported through the TAF and EHA processes.</p> <p>The school also maintains a bank of second hand school uniform and other clothing that families can access.</p>	<p>HFB/ RN/ FP</p>	<p>Reviewed in July 2025.</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/ approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>A. Accelerated progress by under attaining eligible pupils.</p>	<p>Nurture Network/ Attachment based interventions Cohorts with high numbers of children under attaining will be streamlined into smaller classes with additional adult support. Regular timetable intervention/ gap filling sessions for identified pupils. These will take place in The Galley. Small group of lower Key stage 2 PP eligible children with additional needs or challenges will attend Nurture Group in the afternoon. School have successfully implemented the Mulberry Bush Social and Emotional Curriculum and found this a good tool to support the development of self-led strategies. Two enhanced provision classes, one for Complex Needs and another for SEMH/ Trauma needs run full time to support specific individual needs. Cohort of SEMH/trauma 100% PP</p>	<p>Evidence based interventions: Nurture Network/ Art Room/ Forest school/ Lego to Express/ Talk About/ Talk Boost/ Active Listening for Active Learning/ Sensory circuits, have been very successful in enabling children to co-regulate/ self-regulate behaviours and take an active part in school life with greater success. Rationale for Lower Key Stage 2 Nurture provision: children with LD or, high level SEMH need. Intense attachment and emotional literacy intervention needed to support self regulation and resilience. School implemented Enhanced Provision as a reaction to need and have found it a successful solution to meeting need.</p>	<p>Phase Coordinator will oversee baseline and end of intervention assessment; this will be monitored through the use of Provision Trackers. Training will be provided for staff running interventions. ment will be complete</p>	<p>RN/LA/AED</p>	<p>June 2025</p>
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<p>B. Children who are almost able to make expected or greater than expected progress</p>	<p>Small group tutoring.</p>	<p>Precision teaching and using measurable interventions have a proven record in the school of high level impact in terms of pupil attainment. The Reading Plus literacy programme to stretch and challenge those expected to make greater than expected progress has been well received by both participants and staff. Small group/1:1 gap filling sessions to support preparation for Year 6 SATS Small group maths gap filling and Numicon maths interventions are delivered to children identified during pupil progress meetings. Children in Upper Key Stage 2 are supported with reading through FFT Reciprocal Reading and in Enhanced Provision children are supported to make progress in Maths through the Maths4Life programme.</p>	<p>Pupils needs will be identified through careful assessment and then monitored through pupil progress meetings and supervisions.</p>	<p>RN</p>	<p>Each half term - Linked to pupil progress meetings see calendar.</p>
	<p>Language and Communication Interventions</p>	<p>National body of evidence has shown that providing focused group teaching using evidence-based interventions such as Talkboost/ NELI/ Wellcomm has a high-level impact on pupil's progress. Active Listening for Active Learning Interventions. Homunculi Approach for C&I training was delivered to all support staff. School staff have been trained to use Makaton, SCERTs/ PECs and Widgets as alternatives to verbal communication.</p>	<p>Pupils needs will be identified through careful assessment and then monitored through pupil progress meetings and supervisions.</p>	<p>FP/ AED</p>	<p>At the beginning and end of each intervention (see provision trackers)</p>
	<p>Reading Plus: Reading programme for most able pupils to support them achieving their full potential</p>	<p>Evidence based Reading programme to support more able children currently being used in Upper Key Stage 2.</p>	<p>Pupils needs will be identified through careful assessment and then monitored through pupil progress meetings and supervisions.</p>	<p>HFB/ MMP</p>	<p>Monitoring: via progress indicated year group data capture. Review: 24th Jan 2025, 30th June 2025.</p>

iii. Other approaches

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates.	<p>The school's Attendance Team led by the Deputy Head monitor pupils and follow up quickly on absences.</p> <p>Use of Parent Contracts for those who need additional support getting children into school.</p> <p>Working closely with Attendance and Engagement team</p> <p>School supports parents through the Family Links Nurturing Parent course.</p> <p>The school pastoral team runs Tuesday parent drop-in sessions to support families with life admin, signposting and support strategies.</p> <p>School Open Day, held on the last weekend in November, to allow parents to come into school, look at the facilities and speak with staff.</p> <p>Wrap around care for children who persistently fail to come to school through social circumstances or are in a category</p> <p>School Minibus driven by school staff used to convey children from the travelling community to and from school</p>	<p>Analysis of attainment data against attendance indicates that attendance, not ability, is the biggest barrier to progress. The data showed that attendance of 93% or below had a direct and negative impact on attainment.</p> <p>The school currently operates a minibus to transport children from the local Traveller Community to school. The staffing, staff training, running and maintenance costs must be met through the school budget. All children identified as needing this service are eligible for PP</p>	<p>The Deputy Head and Attendance Team will hold regular briefings.</p> <p>The Attendance Team will collaborate with OCC Attendance and Engagement to ensure standard school processes work smoothly.</p> <p>Specific support interventions in response to pupils falling below 90% attendance.</p> <p>Parenting contracts and referrals to Attendance and Engagement team to support families of persistent absentees.</p> <p>School will issue fines for parents who do not engage with support or continue with poor attendance despite support.</p> <p>Strengths and Needs Assessments, EHA and TAF's will be offered to families struggling with barriers to attendance.</p> <p>Key school staff will need to undertake Minibus driver training. The Minibus will need to be taken for regular maintenance and service visits. A log of daily use, including fuel costs will need to be kept - this will need to include a staff signing in and out sheet.</p>	RN/ CS	24th Jan 2025
Support mental health and resilience for pupils and families	<p>Working with Pupils:</p> <p>Eligible pupils will attend evidence-based Resilience sessions, Boxing, individual sports coaching sessions and Karate</p>	Resilience is known to counteract the lasting effects of ACE (Adverse Childhood Experiences) and poor self-esteem.	Children will be baseline tracked using intervention specific questionnaires devised by Educational Psychologists. These sessions will be monitored by SMHSL (Senior Mental Health Support Lead) in school.	RN/ HFB	After each 6-week session.

	<p>Trauma recovery work. Children with an identified need will be supported through Trauma informed Enhanced Provision. ACAP trained staff will work with individual students.</p>	<p>Trauma and associated mental health difficulties such as hypervigilance and anxiety are known to decrease readiness to learn and increase negative behaviour patterns.</p>	<p>Children will be baseline tracked using QCA assessment and SDQ assessment. As advised by CAMHS, school will screen children's trauma needs through the use of CRIES-8 assessment tool, to support referrals to other agencies for additional support.</p>	<p>RN/ HFB</p>	<p>6th Dec 2024 5th Mar 2025 30th June 2025</p>
	<p>Family Links Parenting Courses Parents of pupils eligible for PP will be invited to attend these sessions. They will be identified through Team meetings, Pupil Premium meetings, SEND meetings, TAF or other means as having a need for the service.</p>	<p>Families will have support strategies to deal with unwanted behaviour or crisis, will feel empowered. This supports families to use appropriate rather than maladaptive strategies to support their children.</p>	<p>School can monitor participants' progress and involvement in the course. School will give a demonstration of this programme during School open days.</p>	<p>RN/ FP/AED</p>	<p>24th Jan 2025 30th June 2025</p>
<p>Early detection of Dyslexia</p>	<p>Nessy Programme</p>	<p>Children are identified during SEND meetings between Phase Leads and SENCo. The school has successfully used the Nessy programme to identify barriers associated with Dyslexia, this is an evidence-based tool that creates next steps and includes an intervention for support.</p>	<p>This screening tool creates assessment records to share with diagnostic agencies.</p>	<p>HFB AED</p>	<p>Throughout the year as need presents</p>
Area					Cost

	Staffing	£123,535
	Trips and Uniforms	£4,550
	Transport – minibus (fuel, hire, insurance, maintenance)	£6,151.23
	Staff Training	£120
	Educational resources	£640.18
	Sports Coaching (Club Energy)	£10,760
	Voice 21 Oracy programme	£2,590
	Miscellaneous	£33.02
	Total Cost	£150,197.43
		-24,397.43

6. Review of expenditure**i. Quality of teaching for all**

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
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<ul style="list-style-type: none"> Improved oral language skills in EYFS Eligible pupils make at least expected progress in Core areas. Behaviour and wellbeing improvement Eligible pupils to work confidently and independently in STEAM subjects. Children to be able to confidently demonstrate their abilities in Topic and Humanities subjects 	<p>Targeted in school EAL interventions. EAL children are placed with staff who speak multiple languages. Staff ratios in EY 1:10 FFT training to be offered to all staff Staff training and support through Early Excellence Early Words Together parent/ staff language development group Wellcomm Language, NELI programme (Reception) Voice 21 Oracy whole school. Nurture Network Group to support targeted work with identified children with Speech and Language difficulties Targeted dyslexia screening and intervention support via Nessy programme EY Treasure Box use of platform to support EY observations Maths support through small group interventions, Dyslexia Support resources available in every classroom Widgets subscription and personalised resources Big 5 and Me work informing daily circle time Team Teach scripts embedded in the school vernacular Peaceful Problem solving and Restorative Justice</p>	<p>Language and vocabulary continue to be a barrier and an area of focus with St Frideswide. Children with targeted support continue to make progress and whole school initiatives such as vocabulary boxes continue to impact the breadth of vocabulary used contextually in classrooms where they are used consistently. EAL programmes such as Race to English and Bell Foundation are embedded and this is demonstrated in the impact on children's learning behaviour and their willingness to engage in class and experiment with spoken word. Key staff continue to use FFT There continues to be limited success with parent engagement with Early Years language initiatives, this remains a barrier to consistent support between home and school. Several members of staff in Early Years and Enhanced provision are NELI trained and use this in their daily practice. This has been successful at building resilience and self-esteem and children demonstrated the impact through perseverance. The school uses Dyslexia Screening to successfully identify children who may have Dyslexic traits that present a barrier to learning. Reasonable Adjustments are embedded in whole school practice and resources with multi-sensory support interleaved across the curriculum. This has supported dialogue and support with families and children have been given successful interventions that have given targeted support to fill gaps.</p> <p>School successfully use and access widgets as an alternative communication device. This support has been offered to parents whose children use it in school. Resources and 1:1 training in house have been given to several families and they are successfully using widgets in the home. This work has been tracked and supported through TAF, CIN and CP processes as well as additional parent meetings.</p> <p>The school developed part of the existing building to develop the current Enhanced Pathway offer for children with Complex Needs. This work was completed in the Summer term and allowed for the children accessing this provision to be separated into two groups - KS1 and KS2 to support growing need and long wait times for Specialist school placements. The Deputy Head leading on behaviour and</p>	<p>The school will continue to focus on improving oral and language skills. The school recognises that language does not describe the world, it creates it and a limited vocabulary will allow for a limited experience and poorer learning outcomes. Investment in the Voice 21 Oracy programme strengthened pupils' confidence, vocabulary and ability to articulate thinking across the curriculum. There was improved classroom engagement and participation for pupils eligible for PP and an increased confidence in spoken language and collaborative learning. For some children this resulted in an improved readiness to learn, particularly for pupils with SEMH needs and school will continue to use this.</p> <p>EAL support will continue to be a focus.</p> <p>Behaviour, wellbeing and mental health continue to be a focus. This work links into Attendance and is all coordinated and overseen by the Deputy Head</p> <p>The Nursery Lead will continue with Early Words Together. NELI trained staff have worked successfully to support Speech and Language development in school. School will continue this work into Lower Key Stage 2 through the use of Talk Boost and intend to continue to use these interventions to support Speech and Language needs.</p> <p>Nurture Network trained staff continue to work successfully across the school and Enhanced provision.</p> <p>The school has successfully used Nessy Dyslexia screening and small group maths intervention and will continue to offer this support.</p> <p>Widgets has proved successful as a language and communication support tool and the school will continue to use this.</p> <p>School will continue to use the Mulberry Bush and Boxall Profile to support behaviour and wellbeing, both for individuals and whole classes where the need arises.</p> <p>MHST resources and previous training have proved relevant and successful and school will continue to access these. School will refer children who have exhausted the schools Mental Health offer to the MHST team for additional support.</p> <p>ACAP has been a successful Wave 3 intervention offered to children with high need or in crisis. School will continue to offer this. Individual in house referrals for this support will be discussed in SLT meetings</p> <p>The school will continue to adopt a multi agency approach to supporting children and families.</p>
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ii. Targeted support

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Accelerated progress by under attaining eligible pupils.</p>	<p>Nurture Network/ Attachment based interventions Cohorts with high numbers of children under attaining will be streamlined into smaller classes with additional adult support. Regular timetable intervention/ gap filling sessions for identified pupils. Small group of six KS1/EYFS PP eligible children with additional needs or challenges will attend Nurture Group in the morning with adult ratio 2:6. School is working alongside the Mulberry Bush as part of the Nurturing Schools project. Two enhanced provision classes, one for Complex Needs and another for SEMH/ Trauma needs run full time to support specific individual needs. Cohort of SEMH/trauma 100% PP</p>	<p>1:1 ACAP (Adult Child Attachment play) sessions were successfully completed with significant impact on the children involved who are now settled in class and engaging in their learning.</p> <p>Nurture trained staff supported children in Enhanced provision and full time in class. Children demonstrated the impact of this through their willingness and ability to follow classroom expectations, interact with peers and understand routines. The children have secure relationships with key staff in school. Children who attended interventions made good progress from their starting points. For children who made less than expected progress, attendance continues to present as a barrier. The school's attendance team has robust processes in place and works closely with the County Attendance and Engagement team, supporting parents through Attendance Contracts and by completing Strengths and Needs assessments to help identify barriers and areas for support. There has been a large influx of children on their second placement who struggle with EBSA and they are supported through reintegration planning to access school support. Children in Enhanced provision have made accelerated progress from their starting points and are happy and eager to come to school, this is demonstrated through their attendance records and individual target plans. The school mini bus supports children from vulnerable groups to attend school and this is demonstrated through their improved attendance data</p>	<p>School will continue to support Attachment needs. As a Nurture UK accredited school, Nurture is at the core of the schools provision and small Nurture groups will continue to be delivered successfully for children with identified needs. There has been an increase in the significance of need across the school due to an influx of children transferring to St Frideswide from other schools in the city as part of planned moves. To meet need, school have recognised the need to continue developing their Enhanced/ Hybrid offer across the setting and discussions around specific funding for this will need to be planned to allow for a greater mental health and wellbeing offer. The school has had significant and measured success delivering the Mulberry Bush Social and Emotional curriculum and will continue with this work. The school recognises a growing trend of EBSA amongst the cohort of children new to the school and will continue to use Local Authority guidance to develop the supporting offer.</p>

Children who are almost able to make expected or greater than expected progress	Small group tutoring. Language and Communication Interventions	Small group tutoring has been successful for those children who attend, specifically where gaps in learning have been identified and supported.	The school will continue to offer small group tutoring, language and communication interventions to support children in their learning and gap filling
iii. Other approaches			
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>Increased attendance rates. Support mental health and resilience for pupils and families Early detection of Dyslexia</p>	<p>The Deputy Head for Behaviour and the school Attendance Team monitor pupils and respond quickly to absences. The use of Parent Contracts for those who need additional support getting children into school. Working closely with Attendance and Engagement team The school pastoral team offer Tuesday drop in sessions School support parents through Family Links Nurture Parents course. School Open Day is held on a weekend to allow parents to come into school, look at the facilities and speak with staff. Wrap around care for children who persistently fail to come to school through social circumstances or are in a category Working with Pupils: Eligible pupils will attend evidence-based Resilience sessions, Club Energy, Boxing, Wellbeing sessions and Karate Trauma recovery work. Children with an identified need will be supported through Trauma informed Enhanced Provision. Family Links Parenting Courses Parents of pupils</p>	<p>Families who request additional support are enrolled on Beacon Families First to allow them to freely access resources at a time that works for them.</p> <p>The school shares training opportunities with families through school jotter and these are published and updated on the school website, to allow for ease of access and enrollment.</p> <p>Families in need are offered wrap around care, this is to support attendance or need and successfully supports those who need it. Resilience sessions are regularly accessed by those who need them and children have developed strong respectful relationships with the external adults who deliver them.</p> <p>Early identification of the barriers associated with Dyslexia allows for purposeful support to be used quickly</p>	<p>The school had measurable success with Family Links Nurturing Parents courses. School currently has 4 trained Family Links Parenting Leads. This is a service school will continue to offer. Tuesday drop in sessions with Pastoral staff have proved useful and positive, helping to forge strong relationships with families and school. These will continue next year.</p> <p>School will continue to offer wrap-around care to eligible children and families who need it.</p> <p>The school will continue to commission Club Energy, boxing and karate based resilience sessions that offer targeted support to Pupil Premium eligible children.</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

The Pupil Premium strategy for 2024–25 was effective in addressing some of the complex and overlapping needs of pupils eligible for funding. While attainment gaps remain for some pupils, particularly where attendance continues to be a barrier, the strategy successfully prioritised access, regulation, wellbeing and engagement as foundations for learning. The school recognises that sustained staffing investment, attendance support and trauma-informed practice remain essential to improving outcomes for pupils eligible for Pupil Premium.

The school also recognises that there is a significant overspend for Pupil Premium support, this is due in part to the consistent mobility of the cohort and new children enrolling mid year who have significant needs that require targeted support, it is also due in part to a disproportionate number of PP children having overlapping needs such as SEMH, trauma, SEND and attendance barriers. The level of spend reflects the complexity of need within the Pupil Premium cohort and the necessity of staffing-led and access-enabling provision.