



Pupil Premium Strategy Statement – Bude Primary Juniors

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	35.3%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	James Pritchard
Pupil premium lead	James Pritchard
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 132,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 132,505



Part A: Pupil premium strategy plan

Statement of intent

At Bude Juniors Primary Academy, our Pupil Premium strategy is committed to ensuring equity and excellence for all pupils, particularly those facing socioeconomic disadvantages and barriers to learning. Recognising that 38.4% of our pupils are eligible for Pupil Premium, significantly above the national average our strategic approach is grounded in evidence-based interventions and tailored support that target the unique challenges of our school community.

Core Objectives

1. **Close the Attainment Gap:** We aim to raise the academic attainment of disadvantaged pupils, ensuring they meet or exceed age-related expectations, particularly in core subjects like reading, writing, and mathematics. Through targeted interventions, robust assessment strategies, and adaptive teaching, we will address gaps in learning and misconceptions.
2. **Foster Holistic Development:** Beyond academics, we strive to nurture personal development, resilience, and well-being. Our "Ready, Respectful, Safe Together" ethos underpins this commitment, fostering positive behaviour, emotional literacy, and a sense of belonging within our school community.
3. **Promote Inclusive Practices:** By embedding a culture of inclusion, we ensure that every child, including those with SEND and SEMH needs, has equitable access to learning opportunities. We align curriculum adaptations, individual provision maps and bespoke interventions with each pupil's specific needs.
4. **Enhance Attendance and Engagement:** Recognising the critical role of regular attendance, we aim to increase attendance rates and reduce persistent absence rates, particularly among disadvantaged pupils, by implementing rigorous attendance tracking, family engagement initiatives, and supportive interventions.
5. **Elevate Aspirations and Cultural Capital:** Through a rich and ambitious curriculum, extracurricular activities, and meaningful encounters, we aim to broaden and deepen our pupils' horizons, instill a love for learning, and equip them with the cultural capital necessary for future success.



Strategic Approaches

- **Curriculum Excellence:** Implement a coherently sequenced, knowledge-rich curriculum that builds fluency, deepens understanding, and aligns with our "Curriculum Pillars" of vocabulary, context, and experience. For example, our reading and writing frameworks emphasize vocabulary acquisition, fluency, and purposeful communication, while our maths curriculum fosters mastery and problem-solving skills.
- **Adaptive Teaching and Intervention:** Utilise evidence-informed practices, such as explicit instruction and metacognitive strategies, to support disadvantaged pupils. Targeted interventions address specific learning deficits and promote accelerated progress.
- **Professional Development:** Invest in high-quality CPD for teachers and support staff, enhancing their capacity to deliver adaptive teaching, effective formative assessment, and inclusive classroom practices.
- **Engagement and Well-Being:** Provide comprehensive support through initiatives like TIS (Trauma-Informed Schools), mentoring programs, and a dedicated Care and Guidance Team. These efforts aim to build resilience, strengthen relationships, and support mental health.
- **Parental and Community Partnerships:** Strengthen collaboration with families through transparent communication, attendance incentives, and support programs that empower parents to engage in their children's education.

Expected Outcomes

- **Improved attainment** in core subjects, with clear progress for disadvantaged pupils.
- **Increased engagement** and **reduced behavioural** incidents through consistent implementation of positive behaviour frameworks.
- **Enhanced attendance rates**, particularly for Pupil Premium and SEND cohorts.
- **A deeply inclusive school culture** where all pupils, regardless of background, feel valued and supported to achieve their best.

Through our strategic focus on excellence, equity, and empowerment, we aim to transform outcomes for our disadvantaged pupils, ensuring they leave Bude Juniors as confident, capable learners ready to thrive in the next stage of their education and beyond.



Challenges

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

Challenge number	Detail of challenge
1	Academic Attainment Gaps: <ul style="list-style-type: none">Disadvantaged pupils consistently perform below national benchmarks at both expected (EXS) and greater depth standards (GDS) in reading, writing, and maths.Reading: Significant gaps in phonics, fluency, and comprehension limit access to the wider curriculum.Writing: Disadvantaged pupils struggle with grammar, punctuation, and sentence construction, limiting their ability to meet EXS and GDS. Limited transcriptional fluency and practice in adapting writing for varied purposes further widen the gap.Maths: Weak foundational fluency, such as times tables and number bonds, impacts problem-solving and reasoning skills. Gaps in conceptual understanding hinder application in unfamiliar contexts.
2	Special Educational Needs and Disabilities and Overlapping Needs: <ul style="list-style-type: none">25.9% of all pupils are identified as SEND, significantly above the national average (17.1%), and 36.1% of Pupil Premium pupils have SEND.Social, Emotional, and Mental Health (SEMH) needs account for 21.7% of SEND Pupil Premium pupils, with some facing multiple overlapping challenges.
3	Cognitive Load and Learning Behaviours: <ul style="list-style-type: none">Many pupils struggle with resilience, independence, and self-regulation, essential skills for effective learning.Gaps in foundational skills (e.g., reading fluency and basic maths) increase cognitive load, hindering progress for disadvantaged pupils.
4	Attendance Issues and Persistent Absence: <ul style="list-style-type: none">Attendance for Pupil Premium pupils is 91.6% (23/24), below the national benchmark.Persistent absence rates for Pupil Premium pupils, 32% (23/24) are significantly higher than the national average of 16.2%.
5	Socioeconomic Barriers: <ul style="list-style-type: none">30% of pupils come from areas in the 0-30% most deprived index, with 28% in the 10-20% range, indicating high levels of deprivation.Income deprivation significantly affects pupils' readiness to learn and overall 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
Close the attainment gap in core subjects	<ul style="list-style-type: none"> Disadvantaged pupils demonstrate sustained progress in reading, writing, and mathematics, closing gaps identified at the start of the year. Pupils show confidence in applying key skills through work sampling, lesson observations, and pupil interviews. Assessments indicate improved retention of knowledge and ability to apply learning to problem-solving tasks. Teachers report increased engagement and resilience in completing core subject tasks.
Enhance inclusivity for SEND and disadvantaged pupils	<ul style="list-style-type: none"> Individual Provision Maps (IPMs) are reviewed and updated at least termly, with specific and measurable progress targets achieved for each pupil. All SEND and disadvantaged pupils show measurable progress in both academic and social-emotional development, evidenced through regular assessments and teacher observations. Classroom adaptations (e.g. scaffolding, differentiated tasks) are consistently applied and monitored across all subjects. Increased participation of SEND and disadvantaged pupils in whole-school activities (e.g., assemblies, enrichment opportunities and extracurricular programs) Pupil voice surveys reflect positive response rate regarding feeling supported, included, and valued in the school environment.
Foster personal development and resilience	<ul style="list-style-type: none"> Disadvantaged pupils demonstrate improved self-awareness by identifying their strengths and areas for growth, as evidenced through pupil reflections and discussions. Metacognitive strategies are embedded in learning routines, with pupils articulating the steps they use to approach and solve problems in lessons. Behaviour logs show a reduction in incidents, with pupils increasingly using self-regulation strategies taught during interventions and classroom sessions. Pupils actively participate in structured peer and self-assessment activities, providing constructive feedback and reflecting on their own learning progress. Pupil voice surveys highlight increased confidence, a sense of safety, and a belief in their ability to tackle challenges independently.
Improve attendance rates for disadvantaged pupils	<ul style="list-style-type: none"> Disadvantaged pupils attend regularly, with attendance monitoring showing steady improvement over time. Fewer instances of persistent absenteeism, with effective support plans in place for pupils with ongoing barriers to attendance. Parents and carers of disadvantaged pupils engage with school staff to address attendance concerns and actively support attendance initiatives.



	<ul style="list-style-type: none">• Pupils demonstrate greater participation in daily school routines, including morning activities and enrichment and extra-curricular sessions
Expand cultural capital and aspiration	<ul style="list-style-type: none">• Disadvantaged pupils engage in a range of enrichment activities, including extracurricular clubs, trips, and workshops, with increased enthusiasm and participation.• Pupils can articulate how their experiences have broadened their understanding of the world and inspired future goals.• Core curriculum units of study are enriched with opportunities that connect learning to real-world contexts.• Teachers observe a growing sense of curiosity and ambition in pupil interactions and creative outputs.



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: £22,337.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching of reading through coaching, staff expertise, regular high-quality training, and consistency. Embed whole class reading focusing on fluency (e.g., choral and echo reading), comprehension strategies (e.g., summarising, inference), and vocabulary acquisition using high-quality texts. Formative and summative assessments will monitor progress in fluency and comprehension.	EEF blog: Shining a spotlight on reading fluency EEF highlights the impact of repeated oral reading for fluency. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf emphasizes fluency, comprehension strategies, and vocabulary acquisition. Reading – Primary Colour	1,3
Quality first teaching of writing with a whole-school approach focusing on transcription (handwriting, spelling) and sentence-level grammar. Use <i>Combining Sentences</i> for scaffolded grammar activities and <i>Morrells approach</i> for handwriting. Employ a three-phase approach to planning: Reading , Rehearsing , and Writing as a Writer , using carefully sequenced high-quality texts. Teachers will explicitly model the writing process, including planning, drafting, editing, and revising. Reflection and peer editing will be embedded into lessons to encourage improvement and ownership.	EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf recommends explicit instruction in transcription and grammar, the iterative writing process, and high-quality text usage. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf The three-phase model aligns with EEF's emphasis on gradual skill development and scaffolding to build mastery. The Writing Framework supports; explicit daily handwriting instruction, daily sentence structure activities, modelling, planning, drafting, editing, and revising.	1
Quality first teaching of maths using <i>White Rose Maths</i> for mastery-based teaching, <i>NumberSense</i> for developing number fluency, and diagnostic pre-block assessments to tailor instruction. Incorporate CPA (Concrete-Pictorial-Abstract) approaches and continue daily fluency sessions supported by <i>TTRS (Times Table Rock Stars)</i> to improve automaticity in multiplication and division facts.	Improving Mathematics in Key Stages 2 and 3 EEF emphasizes mastery, fluency, and CPA approaches to strengthen conceptual understanding and problem-solving.	1,3
A comprehensive approach to supporting disadvantaged pupils with SEND , focusing on embedding and refining current systems to ensure consistent and effective provision.	Special Educational Needs in Mainstream Schools EEF emphasizes the importance of individualized,	2



<p>This includes implementing, refining and monitoring Individual Provision Maps (IPMs) to address individual needs effectively. The SENDCo will deliver targeted CPD on adaptive teaching to enhance staff capacity, ensure accurate tracking of progress in both academic and social-emotional domains, and conduct termly reviews to evaluate the impact of interventions. These reviews will inform necessary adjustments to strategies and provision.</p>	<p>targeted, and monitored support for SEND pupils.</p>	
<p>Upscale Support Staff with Targeted Training and Pedagogical Approaches: Provide regular CPD for support staff to equip them with strategies for delivering targeted teaching and interventions across the curriculum. Training will include adaptive teaching methods, scaffolding, and the use of diagnostic tools to address individual learning needs effectively.</p>	<p>Making Best Use of Teaching Assistants EEF emphasizes the importance of training support staff to deliver structured interventions and support high-quality teaching. Effective Professional Development EEF highlights the role of CPD in improving teaching and learning outcomes.</p>	<p>1,2,3</p>
<p>Embed Metacognitive Strategies Across the School: Teach pupils how to plan, monitor, and evaluate their own learning through metacognitive strategies. Staff will receive coaching on integrating these strategies into daily teaching practices through <i>WalkThrus</i> training.</p>	<p>Metacognition and Self-regulated Learning EEF identifies metacognition as a high-impact strategy for improving academic outcomes by teaching pupils to think about their own learning.</p>	<p>3</p>
<p>Develop Behaviour-for-Learning Approaches Through Trauma-Informed Schools (TIS) Principles: Foster resilience and a growth mindset school-wide by embedding TIS principles into structured routines. Create whole-school opportunities to nurture self-regulation, emotional literacy, and positive behaviours, all grounded in the school's Behaviour and Relationships Policy. Consistency in routines and trauma-informed practices.</p>	<p>Trauma Informed Schools UK Trauma-informed approaches, supported by TIS, improve emotional regulation and resilience, particularly for pupils with SEMH needs. This aligns with EEF's focus on creating positive learning environments that reduce barriers to learning.</p>	<p>3</p>
<p>Refine the curriculum using high-quality texts aligned with the school's curriculum pillars (vocabulary, context, and experience). Link these texts to enrichment activities such as local history projects, author workshops, and cross-curricular writing opportunities to deepen understanding and cultural capital.</p>	<p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf highlights the importance of carefully chosen texts to support vocabulary acquisition, comprehension, and broader cultural understanding. EEF: Wider Strategies for Disadvantaged Pupils emphasizes enrichment activities to develop cultural capital and engagement.</p>	<p>5</p>



Organise termly enrichment activities (e.g., STEM workshops - Cognition, cultural trips, and guest speakers) that connect to curriculum topics to build cultural capital and foster engagement. Activities can be linked to core texts and subjects to provide meaningful contexts for learning.	An Unequal Playing Field report.pdf highlights the role of enriching curriculum content to enhance pupil confidences, social networks, aspirations, and provide them with new skills and abilities.	5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26,585.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted one-to-one and small group reading interventions: Deliver systematic, evidence-based interventions such as <i>Read Write Inc</i> for phonics and fluency. Use individual and group pre-teaching of key vocabulary. Provide <i>Fast Track Tutoring</i> to address specific phonics gaps in disadvantaged pupils.	Improving Literacy in Key Stage 2 EEF highlights the role of fluency and phonics in improving reading comprehension by freeing cognitive resources for higher-order tasks.	1,3
Embed the use of NumberSense for KS2 interventions: Implement <i>NumberSense</i> strategies to strengthen rapid recall of mathematical facts, particularly for SEND pupils. Use diagnostic assessments to tailor interventions and track progress.	Improving Mathematics in Key Stages 2 and 3 EEF emphasizes the importance of fluency and conceptual understanding in improving outcomes for all pupils.	1,2

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

Budgeted cost: £80,638.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Procedures: Implement a robust strategy to raise attendance and reduce persistent absence through proactive and multi-layered approaches: Proactive Communication: Class teachers will regularly meet with parents of pupils at risk of poor attendance to discuss barriers and co-create attendance improvement plans. Regular updates will be provided to families about their child's attendance progress. Policy Implementation: Follow Aspire Academy Trust's attendance policy, appointing a dedicated SLT member	Working together to improve school attendance - GOV.UK emphasizes promoting high expectations, clear communication, and data analysis to target attendance improvements. Parental engagement EEF highlights that fostering	4



<p>as to oversee attendance improvement strategies, analyse attendance data, and coordinate actions across the school.</p> <p>Celebrating Attendance: Establish termly, and annual recognition for improved and high attendance, using certificates, assemblies, and other incentives.</p> <p>Curriculum Engagement: Ensure the curriculum is ambitious and engaging, using enrichment activities, trips, and meaningful learning experiences to encourage consistent attendance.</p> <p>Collaboration with External Partners: Work with local authorities and community organizations to address chronic absenteeism, referring families for additional support where required.</p> <p>Lateness Targeting: Address lateness through early morning incentives, clear consequences, and structured morning routines to reduce lost learning time</p>	<p>collaborative relationships between schools and families can improve attendance and attainment.</p>	
<p>Embed Trauma-Informed Schools (TIS): Embed the TIS approach across the school. Pupils with high Adverse Childhood Experience (ACE) scores will receive targeted TIS sessions from trained practitioners. Motional screening will be used to assess pupil needs and create individual action plans to support their self-regulation, social, and emotional skills.</p>	<p>Improving Behaviour in Schools EEF states that “pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches.”</p> <p>Trauma Informed Schools UK supports pupils’ emotional development, self-regulation, and readiness to learn, with behaviour interventions shown to improve outcomes by up to +5 months in mathematics and +4 months in literacy or science (EEF, 2021).</p>	<p>3,5</p>
<p>Parent Support Advisor and Family Resources: Establish a robust system to support Pupil Premium families, including a uniform bank, hygiene bank, free coat rail, in-school food bank, and financial assistance for essentials like shoes and sensory aids. Collaborate with local organizations (e.g., Bude Food Bank, Christians Against Poverty) to offer debt advice, money management courses, and crisis support. Deliver parenting sessions and provide emotional support for attending meetings.</p>	<p>Working together to improve school attendance - GOV.UK emphasises high expectations, clear communication, and systematic attendance monitoring.</p> <p>Parental engagement EEF highlights that fostering collaborative relationships between schools and families can improve attendance and attainment.</p>	<p>2,4,5</p>



Provide Wraparound Care: Offer breakfast and after-school provision to ensure pupils have access to a safe and structured environment outside school hours. This will include targeted invitations for disadvantaged pupils to improve engagement and readiness to learn.	Parental engagement EEF highlights that fostering collaborative relationships between schools and families can improve attendance and attainment.	3,4
Free School Milk: Provide free milk to all children aged 5-18 who are eligible for free school meals, as per Pupil Premium funding guidelines, ensuring access to essential nutrition to support their overall health and learning engagement.	Free school meals: guidance for schools and local authorities - GOV.UK highlights that access to nutritional provisions supports well-being, attendance, and readiness to learn.	5

Total budgeted cost: £ 129,561.01



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage Two Outcomes 2025 – Disadvantaged Pupils

The Provisional Key Stage Two outcomes for 2025 demonstrate mixed results for the disadvantaged cohort showing a notable strength in Greater Depth attainment in Reading, but continuing to reflect attainment challenges in core subjects, particularly in Mathematics and GPS at the Expected Standard.

- **Reading Test:** Attainment for disadvantaged pupils reaching the Expected Standard or above (64.3%) was in line with the DfE national comparator for disadvantaged pupils (63.2%). Crucially, attainment at the Greater Depth Standard (GDS) demonstrated a significant strength at 28.6%, placing the school above the DfE comparator of 21.3%, representing an advantage equivalent to two pupils.
- **Writing:** This subject proved to be a relative area of strength for reaching the Expected Standard, with 64.3% of disadvantaged pupils meeting the standard or above. This performance exceeded the DfE national comparator for disadvantaged pupils (58.4%), equating to an advantage of one pupil. Attainment at Greater Depth (7.1%) was in line with the DfE comparator (6.5%).
- **Mathematics Test:** Performance remains below the national benchmark for this cohort. Only 50.0% of disadvantaged pupils achieved the Expected Standard or above, falling below the DfE national comparator (60.5%) by the equivalent of two pupils. Attainment at Greater Depth (7.1%) was also below the comparator (15.1%), representing a deficit equivalent to two pupils.
- **GPS (Grammar, Punctuation & Spelling) Test:** Attainment at the Expected Standard or above stood at 53.6%, which was below the DfE national comparator (59.8%) by the equivalent of one pupil. Similarly, attainment at Greater Depth (10.7%) lagged behind the comparator (18.7%) by the equivalent of two pupils.
- **Combined Reading, Writing, and Maths (RWM):** The combined outcome for disadvantaged pupils reaching the Expected Standard or above was 42.9%. This was below the DfE national comparator for disadvantaged pupils (46.6%) by the equivalent of one pupil. Attainment at Greater Depth in RWM (3.6%) was in line with the DfE comparator (3.5%).

These outcomes indicate that while the strategy has successfully accelerated the performance of higher-attaining disadvantaged pupils in reading, there is a clear and sustained need to address fundamental skills and conceptual understanding in Mathematics and GPS to close the attainment



gap at the Expected Standard and increase the proportion of pupils achieving Greater Depth across the curriculum.

Year 4 Outcomes Multiplication Check (MTC 2024/2025)

The 2024/2025 Multiplication Check (MTC) results demonstrate a significant success in multiplication fluency, particularly within the disadvantaged cohort, showing substantial acceleration of progress compared to previous years. This positive outcome indicates that targeted strategies focused on foundational mathematical fluency.

The disadvantaged cohort achieved an impressive average MTC score of 24.1. This score was notably higher than the whole-cohort average of 23.4. Furthermore, 85.7% of disadvantaged pupils achieved the Expected Standard or higher.

The overall school average MTC score (23.5) significantly exceeded the DfE national average of 21. The school percentage for pupils scoring full marks was 48%. The national benchmark percentage for achieving 25 marks or more was 37%.

Attendance Outcomes 2024/2025

The 2024/2025 academic year demonstrates encouraging success in mitigating chronic absence among disadvantaged pupils, which was a core challenge identified in our strategy. While overall attendance remains below national standards, the substantial reduction in persistent absence validates the efforts made through proactive engagement and supportive interventions.

In the 2024/2025 academic year, the overall attendance rate for disadvantaged pupils was 91.9% below the national average.

The percentage of disadvantaged pupils categorised as persistently absent (missing 10% or more sessions) dropped significantly to 20.9%. The overall persistent absence rate for all pupils was 17.1%, demonstrating that while a gap remains, the interventions successfully reduced the most severe non-attendance.

Comparative Analysis (2024/2025 vs. 2023/2024)

- **Overall Attendance Rate:** The overall attendance rate for disadvantaged pupils remained static, moving slightly from 91.8% in 2023/2024, to 91.9% in 2024/2025. This indicates that the fundamental barriers to regular attendance are still impacting this cohort.

- **Persistent Absence (PA):** The most significant improvement was seen in persistent absence. In 2023/2024, 31.7% of disadvantaged pupils were persistently absent. By 2024/2025, this figure had decreased substantially to 20.9%. This reduction of nearly 11 percentage points demonstrates that the targeted procedures, communication strategies, and family resource provision implemented



through the wider strategy were highly effective in re-engaging pupils who were at risk of missing extended periods of learning.

SEND /SEMH Outcomes

The review of well-being outcomes for the 2024/2025 academic year confirms that addressing Social, Emotional, and Mental Health (SEMH) needs remains vital for the disadvantaged cohort, successfully mitigating some of the most significant barriers to learning.

In the 2024/2025 cohort, 52% of disadvantaged pupils with Special Educational Needs and Disabilities (SEND) were recognized as having SEMH as a primary or overlapping need. All these pupils received targeted pastoral SEMH support throughout the year.

Despite the high prevalence of complex needs, there was notable progress in reducing crisis levels of need among disadvantaged pupils. Data demonstrates improvements, with several pupils transitioning from the highest level of SEMH support to lower tiers of need, highlighting the positive impact of targeted interventions in stabilizing pupils and fostering their emotional resilience.

- **Improved Emotional Regulation:** Pupils who received targeted SEMH support demonstrated better behaviour and emotional control, which enabled them to engage more effectively in learning.
- **Reduction in Crisis Levels:** Interventions supported pupils in moving from higher to lower levels of need, reflecting a decrease in the number of pupils requiring the most intensive support.
- **Positive Relationships:** Consistent daily check-ins and support from key adults strengthened pupils' sense of stability and trust, promoting overall confidence and well-being.

The school's targeted SEMH strategies have significantly supported disadvantaged pupils, enabling many to transition out of crisis and engage more positively with school life. Continued efforts to expand intervention capacity, develop self-awareness and coping strategies, and track long-term outcomes are essential to build on this progress and ensure sustained improvements

Behaviour Outcomes

Behaviour data for the academic year 24.25 highlights a positive trajectory, reflecting the success of trauma-informed practices and targeted support.

- **Reduction in High-Severity Incidents:** There was a noticeable reduction in the frequency of high-severity incidents, demonstrating the positive effect of trauma-informed practices.
- **Inclusive Environment:** The minimal use of suspensions reinforces the school's commitment to restorative approaches and maintaining an inclusive learning environment.
- **Improved Classroom Climate:** Qualitative evidence indicates a reduction in classroom disruption, leading to greater pupil focus and engagement, and enhanced relationships and stability for pupils benefiting from consistent pastoral support.

Continued Focus:

While clear improvements have been made, disadvantaged pupils remain overrepresented among those facing repeated behavioural challenges. Therefore, supporting well-being and managing



complex behaviour remains a focused area for improvement. To build on this progress, continued actions are necessary, including embedding trauma-informed and restorative approaches, expanding access to behaviour and SEMH support for pupils with repeated challenges, and strengthening home-school partnership

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Systematic Phonics Programme	Read Write Inc
SEMH Screenings	Boxhall