



Regent Farm First School

Pupil Premium Strategy Statement 2025 – 2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Regent Farm First School
Number of pupils in school	334 (inc nursery)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	16/11/25
Date on which it will be reviewed	April 2026
Statement authorised by	Tim McHanwell (Chair)
Pupil premium lead	Helen Moore
Governor / Trustee lead	Clare Elliot

Funding overview

Detail	Amount																																																						
Pupil premium funding allocation this academic year	£176,655																																																						
DISADVANTAGED: NC YEAR BREAKDOWNS																																																							
<table border="1"> <thead> <tr> <th>NC Year</th> <th>Female</th> <th>Male</th> <th>Total (PP & Census)</th> <th>Finance</th> <th>Total (PP only)</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>10</td> <td>7</td> <td>17</td> <td>£27,220</td> <td>18</td> </tr> <tr> <td>1</td> <td>4</td> <td>8</td> <td>12</td> <td>£18,480</td> <td>13</td> </tr> <tr> <td>2</td> <td>12</td> <td>14</td> <td>26</td> <td>£41,620</td> <td>26</td> </tr> <tr> <td>3</td> <td>15</td> <td>11</td> <td>26</td> <td>£39,740</td> <td>27</td> </tr> <tr> <td>4</td> <td>18</td> <td>14</td> <td>32</td> <td>£49,595</td> <td>32</td> </tr> <tr> <td>Other</td> <td>3</td> <td>3</td> <td>6</td> <td>£0</td> <td>0</td> </tr> <tr> <td>Unknown</td> <td>0</td> <td>0</td> <td>0</td> <td>£0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>62</td> <td>57</td> <td>119</td> <td>£176,655</td> <td>116</td> </tr> </tbody> </table>	NC Year	Female	Male	Total (PP & Census)	Finance	Total (PP only)	R	10	7	17	£27,220	18	1	4	8	12	£18,480	13	2	12	14	26	£41,620	26	3	15	11	26	£39,740	27	4	18	14	32	£49,595	32	Other	3	3	6	£0	0	Unknown	0	0	0	£0	0	Total	62	57	119	£176,655	116	
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Total budget for this academic year	£176,655																																																						

Part A: Pupil premium strategy plan

Statement of intent

At Regent Farm First School, we are committed to ensuring that disadvantage does not determine outcomes. Our approach is rooted in the belief that high-quality teaching, supported by targeted academic interventions and strong pastoral provision, will enable all pupils to thrive.

Our strategy is underpinned by the EEF tiered model:

- High-Quality Teaching – the most important lever for improving outcomes
- Targeted Academic Support – structured, evidence-based interventions
- Wider Strategies – addressing non-academic barriers (attendance, wellbeing, enrichment)

We carefully plan how to use this resource effectively to support vulnerable pupils and their families, drawing on evidence and research, accurate assessments, dialogue with teachers and parents, and pupil voice. This ensures that both the individual and collective needs of disadvantaged pupils are met, guaranteeing that all children, regardless of starting points or challenges, receive the support necessary to succeed. A core principle of our strategy is that success is a shared responsibility — only through the collaborative effort of our school community can pupils reach their full potential.

We also recognise that every child is unique, with differing needs that may evolve throughout their educational journey. Our approach is flexible and responsive, ensuring that support is tailored and timely. We are committed to enabling all children—particularly those facing disadvantage—to achieve well and flourish, equipping them for success in the next stage of their education and beyond.

Some pupils supported by the Pupil Premium may be working below age-related expectations. It is our responsibility to identify and implement the most effective support strategies to accelerate their progress. Others may face social, emotional, or psychological challenges stemming from personal experiences. We are dedicated to understanding these barriers and providing compassionate, targeted support to help them thrive.

Our Ultimate Objectives are:

High-Quality Teaching for All To ensure that all disadvantaged pupils receive high-quality teaching in reading, writing, and maths, enabling them to make strong progress from their individual starting points.

Engagement with the Wider Curriculum To ensure that disadvantaged pupils fully engage with our six themes throughout the year, accessing a rich variety of well-planned activities, clubs and experiences that broaden their understanding of the world and raise aspirations for the future.

Strong Partnerships with Families To build trusting relationships with parents and carers of disadvantaged pupils, offering academic, emotional, social, and financial support where needed, so they can actively engage with school life and support their children’s development.

Social and Emotional Support To provide timely and effective interventions that address social and emotional needs, ensuring pupils feel safe, supported, and empowered to overcome challenges and fully participate in both academic and extra-curricular opportunities.

Removing Barriers and Raising Aspirations - To identify and remove barriers to learning for disadvantaged pupils. Following our involvement in the RADY Project (Raising the Attainment of Disadvantaged Youngsters), we continue to explore new opportunities to foster a sense of belonging and inspire future aspirations.

Challenges

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

Challenge number	Detail of challenge
1 Attainment Gap	Disadvantaged pupils make good progress from their starting points because of quality first teaching, and access to interventions when required. Gaps narrow as children move through school however there is still a gap in overall attainment compared to their non-disadvantaged peers.
2 Attendance and Persistent Absence	Attendance is lower than non-disadvantaged. Gaps in attendance or late arrival at school will impact on learning and pupil SEMH.
3 High SEND within Disadvantaged Cohort	Observations and assessments show increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties and motor skills. These are barriers to the pupils accessing the full curriculum and are especially evident amongst pupils who have SEND as well as being disadvantaged (52% of children currently on our SEN register, are also disadvantaged creating compound barriers to learning).
4 Rising SEMH Needs	A rising number of disadvantaged pupils present with SEMH needs, impacting behaviour, engagement and readiness to learn. Additional emotional support may be necessary following life experiences of children, or their families.
5 Limited Cultural Capital and Experiences	Disadvantaged pupils may have fewer opportunities outside school, impacting aspiration, vocabulary and engagement.
6 Health and Nutrition Barriers	Some pupils arrive at school without adequate nutrition, affecting concentration, behaviour and readiness to learn.

7 Parental Engagement and Home Factors	Home factors continue to be a challenge for some of our disadvantaged pupils. Parents may have had a poor experience at school themselves therefore do not value education; home life may be chaotic and there may be significant involvement from other professionals.
8 Contextual Deprivation	School context of deprivation- IDACI score decile 2. The school's IDSR shows our pupil base deprivation is above average and our school location deprivation is well above average.
9 Low Starting Points (EYFS)	Attainment on entry - low starting points of children (particularly those eligible for Pupil Premium) means that not all children are school ready.

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.

Focus	Intended outcome	Success criteria
Access to Enrichment and Cultural Capital	Disadvantaged pupils experience a broad range of enrichment opportunities, fostering aspiration, cultural awareness, and community belonging.	All disadvantaged pupils participate in enrichment activities and curriculum enhancements (aim for 100% of children to access at least one additional activity.) Pupil feedback indicates a sense of inclusion and belonging. Evidence of increased cultural capital through participation in trips, clubs, and leadership roles.
Access to our 'support beyond the classroom offer'	Families of disadvantaged pupils can access timely and effective support through in-house experts (counsellors, play therapists, speech and language therapists, educational psychologists, welfare and attendance officer, and school nurses).	Families report improved access to support services, feel confident in seeking help and feedback shows these services have had a positive impact. Pupils benefit from targeted interventions, reflected in improved wellbeing, attendance, and engagement. Increased uptake of early help and specialist provision for identified needs.

Removal of Social and Emotional Barriers	Disadvantaged pupils receive tailored support to overcome social and emotional barriers, enabling them to thrive academically and personally.	Pupils access appropriate interventions and demonstrate improved emotional regulation and classroom engagement. Pupil voice reflects increased confidence and readiness to learn.
High Attendance and Punctuality	Disadvantaged pupils attend school regularly and punctually, feeling safe and valued within the school community.	Attendance and punctuality for disadvantaged pupils consistently at or above 95%. Positive pupil feedback on sense of belonging and engagement in school life.
Speech, Language, and Communication Development	Disadvantaged pupils develop strong communication skills, enabling active participation and improved self-esteem.	Pupils access Voice 21 resources and show measurable improvement in vocabulary and oral expression. Increased pupil contributions in class discussions and collaborative tasks. Individual speech and language targets met or exceeded.
Enhanced Writing Outcomes	Disadvantaged pupils improve writing skills, narrowing attainment gaps and expressing themselves confidently.	Higher percentage of disadvantaged pupils achieving expected and greater depth standards in writing. Pupils demonstrate increased confidence in sharing written work and engaging in peer feedback. Any gaps narrow as children move through school.
Improved Reading and Phonics	Disadvantaged pupils develop strong phonics and reading skills, fostering a love of reading and improved comprehension.	Increased proportion of disadvantaged pupils meeting national phonics standards at the end of Y1 and Y2. Teacher assessments and PIRA outcomes show improved depth of understanding. Pupils report greater enjoyment of reading and actively participate in reading-related enrichment activities.

		Any gaps narrow as children move through school.
Accelerated Progress in Maths	Disadvantaged pupils make accelerated progress in maths, narrowing the attainment gap while developing confidence and resilience as learners.	<p>The attainment gap between disadvantaged and non-disadvantaged pupils in maths narrows, evidenced by an increased percentage reaching the expected standard and greater depth.</p> <p>Disadvantaged pupils demonstrate improved problem-solving confidence and perseverance, reflected in pupil voice and classroom engagement.</p> <p>Any gaps narrow as children move through school.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Additional qualified teacher and high numbers of teaching assistants, especially in EYFS and KS1, to increase staff-to-pupil ratios and enable teachers to provide more individualised attention, targeted support, and guidance, particularly for disadvantaged pupils. Staff can monitor learning more effectively, address misconceptions quickly, and tailor interventions to meet individual needs. This structure also fosters stronger teacher – pupil relationships, enhances engagement, participation, and confidence, supports wellbeing and language development,	<p>High numbers of teachers and teaching assistants enables opportunities to reduce class sizes and increase the number of quality adult/child interactions throughout the day.</p> <p>High numbers of teaching assistants increase small group tuition opportunities and this arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. TAs can also help pupils develop independence rather than create dependency. This is particularly important</p>	1, 3, 5, 9

<p>and provides increased opportunities for pupils, including those with language delays, to discuss and deepen their learning.</p>	<p>for disadvantaged pupils who may lack confidence or self-regulation skills.</p> <p>Extra adults also allow for more personalised feedback, better behaviour support, and increased access to high-quality teaching.</p> <p>Increased staff to pupil ratios, and small group tuition +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
<p>High-quality CPD for staff to enhance outcomes for all pupils. CPD for the 25/25 academic year will prioritise: Write Stuff, Adaptive Teaching, RADY, Voice 21, SEND support and Speak and Language Training.</p> <p>Middle leaders will routinely undertake CPD in their subject areas to ensure their subjects are delivered effectively and consistently across the school. They will also monitor teaching and learning within their areas and provide targeted support to staff as required.</p>	<p>High-quality teaching is the most important factor in improving pupil outcomes, and effective professional development plays a vital role in strengthening teaching practice and supporting children’s learning in the classroom. Research from the Education Endowment Foundation (EEF, 2021) highlights that well-designed and carefully planned professional development can have a significant impact on teacher effectiveness. When professional development is sustained, collaborative, and closely aligned with school priorities, it not only improves classroom practice but also raises pupil achievement. Ongoing CPD ensures that teachers remain up to date with curriculum developments, evidence-informed strategies, and innovative approaches, enabling them to better meet the diverse needs of all learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 5, 9
<p>Standardised diagnostic assessments (PIRA and PUMA) are administered to all pupils across the school. The primary purpose of these assessments</p>	<p>Standardised diagnostic assessments, when used alongside formative assessment, provide valuable insights into each pupil’s strengths and areas for</p>	1,3,9

<p>is to inform and guide each child's future learning. Teachers and senior leaders use the resulting data to ensure that all pupils — including those eligible for Pupil Premium — receive tailored support to promote strong attainment and progress. Pupil progress is reviewed each term through meetings between teachers and senior and middle leaders. Governors receive a termly summary of achievement for each class and cohort. Parents are kept informed of their child's progress at Parents' Evenings in November and March and through mid-year/annual reports.</p>	<p>development, enabling teachers to deliver targeted support and interventions tailored to individual needs. According to the EEF, such assessments can help identify pupils who may require additional support, allowing schools to allocate resources effectively and monitor progress over time.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £52,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employing an additional specialist SEND teaching assistant will provide targeted, high-quality support for pupils with the most complex needs. This ensures personalised interventions, consistent scaffolding, and improved access to learning, while enabling teachers to maintain inclusive classroom practice</p>	<p>A teaching assistant with previous experience in specialist provision can provide targeted academic support, help with the development of EHCP's and IEP's; support children's communication and interaction and share their expertise with other school staff. An increase in SEND needs and complexity of SEND needs across school leads to additional specialist staff in order to meet the needs of these children throughout the entire school day.</p> <p>Research from the Education Endowment Foundation highlights that well-trained TAs delivering structured, evidence-based support can significantly accelerate progress for pupils with SEND, particularly when working in close collaboration with teachers.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on</p>	<p>3</p>

	those who are not making good progress across the spectrum of achievement.	
<p>Continue use of Read Write Inc across school in two ways:</p> <p>1) To plan and deliver whole-class, systematic phonics programmes, ensuring that all children build strong foundations in reading. 2) To design and implement targeted, intensive phonics interventions for pupils who need additional support, delivered through small groups or one-to-one sessions alongside the main classroom programme.</p>	<p>Read Write Inc is a structured programme which teaches children phonics systematically and enables learned sounds to be matched with suitable decodable reading material in order to practise and imbed knowledge. Children in EYFS and KS1 get to read and write using the scheme consistently every day. RWI is also used in later year groups as an intervention where phonics has not yet been fully grasped.</p> <p>EEF research shows that phonics has a positive overall impact, typically adding around five months progress. It is a crucial element in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics approaches consistently help younger pupils master the basics of reading, with the greatest benefits seen in children aged 4–7 as they begin learning to read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>This is prioritised due to low starting points in language (62% below expected on entry).</p>	1 and 3
<p>Revised approach to guided reading to ensure children can access high quality texts and have the ‘thinking behind reading’ model to them as well as supporting comprehension.</p>	<p>Reading comprehension strategies support pupils to comprehend the meaning of what they are reading. The strategies focus mainly on language comprehension, i.e. how to access the meaning of the ideas expressed in the text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches).</p> <p>EEF Toolkit impact score +7, very high impact for very low cost based on extensive evidence.</p>	1, 3, 5, 7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Teaching Assistants deliver targeted interventions across a range of areas from academic input to addressing emotional needs of children.	<p>Teaching Assistants are deployed effectively taking instruction from teachers and accessing high quality CPD in order to consolidate children's learning and/or provide other relevant support as identified.</p> <p>Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>There are a number of interventions at Regent Farm including:</p> <ul style="list-style-type: none"> - Lexia - Nuffield Early Language Intervention (NELI) - Time to Talk / Thrive - Maths Interventions - Additional reading / RWI phonics - Precision Teaching Phonics - Lego Therapy - Noticing Nature - Speech and Language Intervention - Sensory circuits <p>EEF Toolkit impact score +4, moderate impact based on moderate evidence</p>	1, 2, 3, 5, 6
Early Speaking and Listening Intervention through specific, part-time, role in school and trained Teaching Assistants.	<p>Many of our children start school with a reduced vocabulary and/or low language and communication skills which impacts their ability to access the curriculum. In 2025 62% of our pupils started school working below the expected level in this area and were not school ready.</p> <p>EEF toolkit impact score +6, high impact for very low cost based on extensive evidence.</p>	1, 5, 9
Social and emotional learning interventions, PACE approach	Our interventions are school-level programmes aimed at developing a positive school ethos as well as supporting greater achievement in learning. We	4, 5, 7, 9

<p>throughout school and support from FSA.</p> <p>Children identified as needing additional support to engage in activities such as drawing and talking, creating social stories as well as time out to engage in other activities.</p>	<p>have trained staff in the PACE approach; we have counsellors in school daily and a THRIVE practitioner. In 2024 we have trained a play therapist to support children across school when needed.</p> <p>‘Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.’ EEF Toolkit impact.</p> <p>EEF Toolkit impact score +4, moderate impact for very low cost, based on limited evidence.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We are committed to improving attendance and punctuality to support pupil progress, with a particular focus on disadvantaged children. The School Office Manager and Attendance Officer dedicates a significant portion of their mornings to monitoring attendance patterns, identifying pupils at risk, and intervening early to address concerns. Close collaboration with the senior leaders, LA Attendance Officer, partner agencies and Early Help, ensures that absences are followed up promptly, concerns are addressed, and targeted</p>	<p>Persistent absence and irregular attendance have a significant impact on pupil outcomes, particularly for disadvantaged pupils. Analysis of attendance data has identified that a proportion of our Pupil Premium cohort have lower attendance and higher rates of persistent absence compared to their peers. Poor attendance often reflects wider barriers such as family circumstances, unmet social or emotional needs, and a lack of engagement with education. We also need to support our most disadvantaged families and safeguard the families we work with.</p> <p>Attendance Interventions Rapid Evidence Assessment (March 2022) examines studies since 2000 that target improving school attendance (EEF). The findings showed that targeted interventions, which focus on pupils who are already absent or at risk (persistent</p>	<p>1,2, 4, 5, 6, 7</p>

<p>support is put in place. Additional resources have been purchased to support attendance initiatives and to raise awareness of its importance across the whole school community.</p>	<p>absence) tend to be more effective than just universal strategies. Among effective strategies are those that engage families, diagnose barriers at an individual level, respond with tailored support, and monitor regularly.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1757921853</p>	
<p>Delivering tailored mental health support and nurturing interventions to build resilience and confidence with qualified counsellors/play therapists and with the Family Support Advisor. The FSA has regular one-to-one check-ins with the most vulnerable pupils, including Pupil Premium students, to monitor and support their emotional wellbeing, while fostering strong social and emotional skills to help pupils thrive both academically and personally.</p> <p>Additionally, the pastoral roles in school strengthen family support networks, including promoting positive parental mental health, valuing school attendance and sharing approaches to support child mental health.</p>	<p>Children from disadvantaged backgrounds often have lower social and emotional learning (SEL) skills, which can impact mental health, relationships, and academic attainment. Targeted SEL interventions in school can strengthen these skills, helping pupils to regulate emotions, build positive peer relationships, and engage more effectively in learning. This work links closely with interventions such as Thrive, Time to Talk and Lego Therapy. It also aligns with our 'Rainbow Regulation' work and PACE CPD recently attended by staff.</p> <p>Evidence shows that social and emotional learning approaches have a positive impact, on average, resulting in 3 months' additional academic progress over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>By incorporating daily movement breaks, mindfulness, regulation teaching and yoga into the</p>	<p>Research shows that approaches which promote self-regulation and wellbeing can have a positive impact on behaviour, concentration, and academic engagement. This aligns with the</p>	

<p>school day, or as part of enrichment provision, offers pupils valuable tools for managing stress, improving focus, and regulating emotions. Through simple breathing techniques, mindfulness practices, and movement, these approaches support the development of self-awareness, resilience, and calmness. For disadvantaged pupils in particular, structured sessions can provide a safe and inclusive space to explore strategies for emotional regulation, reducing anxiety and improving readiness to learn.</p>	<p>Education Endowment Foundation (EEF) guidance on social and emotional learning, which highlights that interventions helping pupils to understand and manage their emotions can lead to improved outcomes both in and beyond the classroom. By embedding yoga/mindfulness and movement breaks into school life, we create opportunities to strengthen mental health, promote positive relationships, and support children in becoming confident, resilient learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=chatgpt.com</p>	
<p>Access to breakfast through Busy Bees breakfast club, a full school lunch and breaktime fruit and vegetables across the school.</p>	<p>Evidence shows that children who do not eat a nutritious breakfast may have difficulty concentrating throughout the school day. Parents may require financial support and funding is therefore available in the event of this in order to ensure children receive sufficient nutrition in order that they are prepared for the school day.</p> <p>Two systematic reviews report that children and adolescents who habitually consume breakfast (including ready-to-eat-cereal) have reduced likelihood of being overweight (Szajewska and Ruszczyński, 2010; de la Hunty et al., 2013). Breakfast consumption is also associated with other healthy lifestyle factors. Children who do not consume breakfast are more likely to be less physically active (Sandercock et al., 2010). There is also evidence that breakfast positively affects learning in children in terms of behaviour, cognitive, and school performance (Hoyland et al., 2009).</p>	<p>1, 4, 6, 8, 9</p>
<p>Ensuring pupils have access to a broad range of</p>	<p>A wide range of experiences is necessary in order to boost children’s cultural capital, for</p>	<p>1, 2, 4, 5, 7, 8</p>

<p>enrichment opportunities—such as educational visits, residential trips, and school clubs—supports learning, personal growth, and engagement. For disadvantaged pupils, these experiences help remove barriers, build cultural capital, and develop confidence and aspiration.</p>	<p>example from planned visitors/workshops such as Rock Pool School, the Planetarium, yoga, karate, lego coding and trips such as to the coast, a working farm, Alnwick Gardens and local museums.</p> <p>According to the Education Endowment Foundation (EEF), extending learning beyond the classroom through enrichment activities can contribute positively to both academic outcomes and wider pupil development. Providing disadvantaged pupils with access to opportunities such as school visits, residential trips, and clubs helps to build cultural capital, raise aspirations, and support social and emotional learning. Using Pupil Premium funding in this way reduces financial barriers, ensures equality of access, and creates experiences that foster resilience, confidence, and engagement with learning, all of which contribute to closing the attainment gap.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university-re-grant</p>	
<p>Ensure children and families can access our ‘support beyond the classroom’ offer at times of need.</p>	<p>Investing in specialist support services—such as counsellors, play therapists, speech and language therapists, and school nurses—can significantly enhance the educational outcomes of disadvantaged pupils.</p> <p>Evidence: EEF Toolkit impact score suggests a focus on social and emotional learning (SEL) gives an average of +3 months of additional academic progress per year. These approaches help pupils manage emotions, build resilience, and improve interactions with peers and adults, which are critical for learning.</p> <p>Oral language interventions, delivered promptly (with minimal waiting lists) by trained speech and language therapists, show a +6 months impact on progress. These are particularly effective for pupils from lower socioeconomic backgrounds who may start school with delayed language development.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>

<p>Small Steps: Dream Big Careers Project through the Careers and Enterprise Company</p>	<p>To ensure children, and families, have high aspirations for the future. By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Exposing children to a wider variety of careers at a young age opens their eyes to the future world of employment. Linking these careers to school staff and jobs we have all done prior to our work in schools helps make this relatable and relevant to children.</p> <p>EEF’s International Literature Review found career-related learning in a primary school matters because:</p> <ul style="list-style-type: none"> • Children form ideas about jobs and education from as early as age 7. • Narrow aspirations and stereotypes (e.g., “science isn’t for girls”) can influence later subject choices and effort. • Activities such as employer encounters and linking curriculum to real-world contexts can raise aspirations and motivation <p>The Careers & Enterprise Company’s “Start Small; Dream Big” programme highlights several key advantages of introducing careers education in primary schools:</p> <ul style="list-style-type: none"> • Raises Aspirations and Broadens Horizons • Improves Knowledge and Confidence • Strengthens Links Between Learning and Work • Engages Parents and Communities • Reduces Stereotypes and Barriers 	<p>5, 7</p>
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

SUMMARY INFORMATION					
Academic Year	24/25	Total PP Budget	£165,680	Percentage of school	35%
Total number of pupils	333 (inc nursery)	Number of pupils eligible for pp	116		

Key Objectives in spending Pupil Premium Grant 2024-2025:

- Progress in maths for disadvantaged pupils to accelerate and attainment gap to narrow.
- Progress in reading and phonics will be accelerated enabling more disadvantaged pupils to reach EXS.
- Progress in writing for disadvantaged pupils will increase narrowing attainment gaps.
- Attendance
- Mental health and well-being.
- Access to vital life experiences.

Summary of the use of Pupil Premium Grant 2024-2025:

- Teaching Assistants employed (at least one per class) in order to support the class teacher during the mornings in delivering high quality teaching to all pupils, whilst delivering targeted interventions in the afternoons.
- Children were offered places on a range of before and after-school clubs, subsidised costs
- THRIVE and PACE training delivered to staff in order to positive mental health and emotional wellbeing in our children.
- Specialist support services including Speech and Language and Occupational Therapy
- Specialist support provided for children and families through employment of part-time Family Support Advisor.
- Subsidy for Breakfast Club for Pupil Premium Children.
- Continued development and maintenance of well-being and sensory spaces in school – a calm room/ therapeutic space and a sensory dark room.
- Children provided with a range of clubs to support physical and mental well-being.
- Home visits, parent drop-ins and telephone support provided by FSA.

Impact:

Attendance

During the 2024/2025 academic year our overall attendance for FSM children was 94.6%, this is above the national average of 92.6%. We have been consistently above the national average for the last three years. Attendance also improved in 2024/2025 from the previous year by 1.9%.

Year	Cohort	School	National	National distribution banding
2024/25	94	94.6%	92.6%	Above
2023/24	101	92.7%	92.0%	Close to average
2022/23	100	93.6%	91.6%	Above

Our school persistent absence for FSM children is also below the national average. In 2024/2025 our 16% of our FSM families were persistently absent, this compares with 24.4% nationally.

Data – Journey Through Regent Farm (Y1 to Y4)

Data shows that disadvantaged learners show stronger-than-average gains, particularly in reading and maths, as they move through school. Increased percentage points from year 1 to year 4 are shown below for the children who left school in summer 2025.

- Reading: +19% (51% → 70%)
- Writing: +6% (54% → 60%)
- Maths: +9% (61% → 70%)

Their gains exceed the whole cohort averages, demonstrating accelerated progress and that gaps are diminishing over time due to high quality teaching, targeted academic interventions and personal support.

Attainment Data

EYFS

56% of our disadvantaged children achieved a good level of development at the end of reception, this is 4.2% above the National Average for disadvantaged pupils. The average number of Early Goals at the expected level was 15.1, this is 2.9 above the national average for disadvantaged pupils.

Average no. ELGs at expected level

Your school's Disadvantaged cohort of 18 - have an **EYFS average number of ELGs at the expected level of 15.1.**

This is **0.6** - the **national Non-Disadvantaged** cohort at **14.5.**

The Disadvantaged pupil(s) in your school are in **percentile 22** for **EYFS average number of ELGs at the expected level** when compared to other schools.


GAP TO:

National: Non-Disadvantaged +0.6

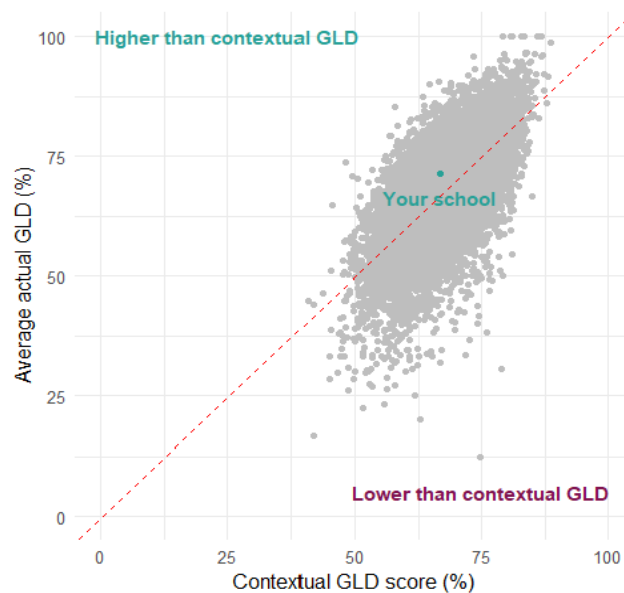
National: Disadvantaged +2.9

School: Non-Disadvantaged -0.5


+2.3
TREND


22nd
PERCENTILE RANK

Data also shows that our contextual GLD for children is +4.4ppts compared to our actual GLD score showing strong foundations for children.



Sources: Early Years Foundation Stage Profile results from 2022/23 to 2024/25 alongside contextual GLD score data from the DfE.

Average number of pupils	59.3
Average actual percentage GLD	71.4%
Contextual percentage GLD	66.9%
Difference	+4.4ppt

Phonics Year 1

55% of Disadvantaged pupils reached the expected standard in phonics at the end of the year, this is below the national average however significant progress has been made over the year considering starting points; 80% of the pupil premium children who did not pass the phonics screener are also currently on the SEN register.

Most children who have not yet passed the screener have made progress from their Autumn test, the three pupil premium children who's score remains at 0 have significant additional needs and were unable to access the test materials.

Phonics Year 2

34% of Disadvantaged pupils reached the expected standard in phonics at the end of the year, this is below the national average. Of the pupil premium children who did not reach the expected standard, all are on the SEN register and received significant additional support.

Key Stage 1

Reading

63% of our disadvantaged children achieved the expected standard in reading at the end of key stage 1. This is 3% above the national benchmark for disadvantaged pupils.

12% of disadvantage pupils achieved greater depth, 2% above the national figure.

Writing

52% of our disadvantaged children achieved the expected standard in reading at the end of key stage 1. This is 1% above the national benchmark for disadvantaged pupils.

4% of disadvantage pupils achieved greater depth, in line with the national figure.

Maths

59% of our disadvantaged children achieved the expected standard in reading at the end of key stage 1. This is 2% above the national benchmark for disadvantaged pupils.

8% of disadvantage pupils achieved greater depth, in line with the national figure.

Multiplication Check

Average score for pupil premium children of 19.2, compared to 20.8 for all pupils.

During 2024-2025, 84% of our disadvantaged child accessed at least one extra-curricular activity or club. It is our target next year to increase this figure even further. As part of our Pupil Premium strategy, these experiences were at least partially funded for all disadvantaged pupils, if not fully funded. Activities included arts participation, sports opportunities and opportunities to represent the school.

All of our disadvantaged pupils also had at least one trip or visitor to school every term to enhance their life experiences and bring their learning to life. This has helped give all children a sense of belonging and pride in themselves and their school.