

Pupil premium strategy statement 2025-26
Guildford Grove Primary School

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	319 (339 with Nursery)
Proportion (%) of pupil premium eligible pupils	39.53% (117 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Headteacher - Rona Mackie
Pupil premium lead	Deputy Head – Kim Harper
Governor / Trustee lead	Melanie Hancox, Governor Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation (forecast) this academic year £1,515	£204,811
Early Years Pupil Premium forecast	£3,175
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£207,986

Our Context

Guildford Grove Primary School is a 2-form entry primary school situated in the Park Barn community. The school is located in the Westborough ward, which is an area that faces significant, concentrated socioeconomic challenges compared to the rest of Surrey. Westborough ranks on the Index of Multiple Deprivation as the 3rd most deprived neighbourhood in Surrey behind Merstham (Reigate and Banstead) and Canalside (Woking). Critically for the school, however, the area consistently ranks among the top two in Surrey for child income deprivation (IDACI), directly accounting for the high numbers of Pupil Premium, CIN, and SEND pupils.

We acknowledge that disadvantage can go beyond social and economic factors and that some children will face multiple disadvantages. There is a strong link between pupil premium and Special Educational Needs and Disabilities (SEND). At Guildford Grove, 46% of our Pupil Premium (PP) pupils also have an identified SEND. Half of our SEND children are in receipt of PP funding and 20% of these have an EHCP.

Part A: Pupil Premium Strategy Plan

Statement of Intent

The focus of our Pupil Premium strategy is to ensure that appropriate and timely support is in place for pupils in receipt of Pupil Premium funding so that they can achieve well, including sustained progress for those who are already high attainers. It focuses on key, specific priorities being effectively implemented and rigorously monitored, to make the biggest difference. Our approach is embedded within the wider school improvement cycle, prioritising early and accurate assessment of pupils' needs and a continuous cycle of planning, actions and reviews to reduce barriers to learning and well-being, leading to timely adaptations.

We base our support on the **EEF's tiered approach** to pupil premium spending:

- **High-quality teaching**, underpinned by high expectations for all pupils, including those in receipt of Pupil Premium funding, is at the heart of our approach. We focus on areas where pupils in receipt of Pupil Premium funding require the most support, recognising its significant impact on closing the disadvantage attainment gap and benefiting all pupils. This includes ongoing professional development coaching and training to enhance teaching as well as robust support for early career teachers, and effective teacher recruitment and retention strategies, aligning with whole-school improvement priorities.
- **Targeted academic support** is provided through evidence-based one-to-one and small group interventions for pupils who are falling behind. We prioritise diagnosing specific gaps and delivering effective support plans, utilising formative assessment and focused skill development. This includes accessing specialist advice when necessary to ensure the most impactful interventions.
- **Wider strategies to overcome non-academic barriers to learning** are integral to our holistic approach. We work closely and effectively with pupils, parents, professionals, and staff to gain

an accurate insight into each child's strengths and needs, informing tailored support to overcome identified barriers. This includes family support, nurture, social and emotional support, academic support in focus areas, and enrichment activities to boost confidence and self-esteem. We

understand the range of barriers that pupils may face to their learning and/or well-being, including those specific to our community and school context. We specifically consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, ensuring our activities support their needs regardless of pupil premium eligibility.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>SEND and Disadvantage</p> <p>Guildford Grove navigates a significant “double disadvantage” profile. With Pupil Premium (PP) eligibility at 39.5% and Special Educational Needs and Disabilities (SEND) at 30.8%, both exceeding national averages, the school cohort presents complex barriers to learning, including low prior attainment on entry.</p> <p>46% of our PP children also have an identified SEND need and half of our SEND children are in receipt of PP funding, and 20% of these pupils have an EHCP and 2.5% of PP/EAL children have an EHCP.</p> <p>This high level of overlap, combined with the specialist requirements of The Lighthouse (specialist centre for deaf children) creates a unique and complex context.</p>
2	<p>Lower Starting Points</p> <p>A high proportion of PP pupils start school with below age-related expectations. At the end of 2024-25 only 31% of our PP EYFS children achieved a Good Level of Development (GLD).</p> <p>Assessment, observations and discussion with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from Nursery through to Key Stage 2 and are more prevalent among our PP children than their peers.</p> <p>This area needs focus and support to ensure that comprehension and participation in class is not hindered and to maximise access to the broader curriculum.</p>
3	<p>Attainment and Progress</p> <p>A high proportion of PP children at Guildford Grove start school with below age-related expectations, and assessments demonstrate that as they progress through school, the gap between them and their peers remains.</p> <p>In 2024/25, 38% of our year 6 PP children achieved expected standard and 0%</p>

	<p>achieved a higher standard in reading, writing, and maths combined.</p> <p>This is an area of focus to ensure that we maximise PP children's academic progress and future opportunities.</p>
4	<p>Reading</p> <p>Exceptional progress in Key Stage 1 phonics been made at Guildford Grove in recent years, with 86% of all children and 72-75% of PP children passing their phonics screening test in 2024/25, exceeding national percentages.</p> <p>However, we know that through assessments, observations, and discussions with pupils that our disadvantaged pupils generally have greater difficulties with phonics, reading accuracy and fluency than their peers. This can negatively impact their development into fluent and accurate readers as they progress through school, and can impact on their access to all areas of learning.</p> <p>Reading will remain a focus for our PP children.</p>
5	<p>Socio-Emotional Needs & Readiness to Learn</p> <p>Our assessments and observations indicate that the social, emotional wellbeing of many of our pupils continues to be a challenge. Disadvantaged pupils often experience high levels of deprivation and Adverse Childhood Experiences (ACEs), high levels of mobility for some, disrupted home lives and lack of guidance and supervision.</p> <p>Many of our disadvantaged children experience significant social, emotional, and mental health (SEMH) needs. They often have low levels of resilience, find it hard to manage their emotions and regulate their behaviour and do not have sufficient sleep. This is particularly notable in our Pupil Premium pupils and can impact on readiness to engage with learning and their overall well-being.</p>
6	<p>Family Support & Resources</p> <p>Observations, discussions with pupils, families and external agencies suggest that our disadvantaged pupils have limited access to "cultural capital" in the family home including lower levels of spoken vocabulary and educational levels of parents.</p> <p>Parents of PP children often have limited capacity to support their children with their learning at home, and to support their children through boundaries, managing behaviour, developing good sleeping habits and punctuality/attendance.</p>
7	<p>Attendance and punctuality</p> <p>Attendance at Guildford Grove has improved over the past two years, including for the majority of our disadvantaged children.</p> <p>However, of those pupils who are persistently absent (with attendance below 90%), PP children are overrepresented. The persistently absent group has a high proportion of SEND/PP children, some of whom have medical needs or are on a part-time timetable, and supporting them and their families remains a focus.</p>

8	<p>Opportunities</p> <p>We know from discussions and internal tracking that PP children are less likely to attend extra-curricular clubs and experience a range of cultural experiences.</p> <p>We want all of our learners to experience a range of opportunities to enrich their curriculum and develop their cultural capital and broader development.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025/26 - 2028/9)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To effectively support and secure expected outcomes for children with more than one “disadvantage.”	<p>Improved whole school approaches for SEND focusing on early identification, intervention and support.</p> <p>PP children with SEND achieve their personalised attainment and progress targets by the end of each year.</p> <p>This will be evidenced in observations, monitoring, book looks, intervention outcomes, and reviews of Learning Plans and EHCPs.</p>
Improved oral language skills and vocabulary for all children.	<p>Assessments and observations indicate significantly improved oral language and vocabulary for PP children.</p> <p>This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment, which informs timely adaptations to support Plans and interventions.</p>
Improved and sustained reading and phonics attainment and progress among all pupils from YR-Y6.	<p>Year 1 phonics check shows that more than 75% of PP children pass their phonics check, demonstrating foundational reading skills essential for accessing the wider curriculum and fostering a love of reading.</p> <p>Key Stage 2 teacher assessments at the end of year 6 show that 80% of PP children are meeting the expected standard in reading</p> <p>Intervention data reveals accelerated progress in reading accuracy and fluency for PP children.</p> <p>Children accessing reading interventions make sufficient progress to enable them to access whole class reading lessons.</p> <p>Observations, assessments, and pupil voice demonstrate improved foundational reading skills, access to the wider curriculum and fosters a love of reading.</p>

<p>To ensure sustained progress for PP children throughout their school journey and reduce the gap in attainment between PP and non-PP children in reading, writing and maths.</p>	<p>The gap between PP and non-PP children will close each year of this PP Strategy period, demonstrating improved academic progress and enhanced future opportunities across the curriculum.</p> <p>End of EYFS and KS1 attainment for PP children improves compared to previous years.</p> <p>Key Stage 2 teacher assessments in each year of this PP strategy demonstrate reducing gaps between PP and non-PP children in reading, writing and maths.</p> <p>At the end of Year 6, the % of PP children (without complex SEND) meeting expected standards in reading, writing and maths combined closely matches that of PP children nationally.</p> <p>PP children with SEND achieve their personalised attainment targets. This will be evidenced in observations, monitoring, book looks, intervention outcomes and reviews of Learning Plans.</p>
<p>Improve the attendance of persistently absent (PA) children to match PA % of schools with a similar context.</p>	<p>Actions taken for Persistently Absent PP children result in an improvement in attendance that is sustained over time.</p> <p>Where external influences are the barrier and school actions alone cannot change a child's attendance, effective support from external agencies is in place and this has a positive impact on the child's circumstances and attendance.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our pupils in receipt of Pupil Premium funding.</p>	<p>Sustained high levels of Mental Health and Wellbeing (MHWB) and improvements in MHWB following interventions for our PP children is demonstrated through:</p> <ul style="list-style-type: none"> • CPOMs logs • Pupil and parent voice. • Mental Health and Wellbeing assessments. • Monitoring records • Improved behaviour and reduced suspensions for specific children. • SAATIS evaluation records
<p>To improve parental participation rates in activities that support their children's learning and wellbeing.</p>	<p>Percentage of PP children's parents attending termly parent meetings is the same or greater than their non-PP peers.</p> <p>Percentage of PP children's parents attending parent meetings and workshops aimed at supporting children's learning eg how we teach phonics is the same or greater than their non-PP peers.</p> <p>Percentage of PP children's parents engaging with home-reading records is the same or greater than their non-PP peers.</p> <p>Percentage of PP/SEND children's parents attending relevant half termly SEND information and Mental Health Support Team sessions is the same or greater than their non-PP peers.</p>

	<p>PP children's parents engage with our HSLWs to improve attendance, manage behaviour and follow routines such as bedtime, and an improvement is noted in the identified area of need.</p>
<p>Improved participation in extra-curricular clubs and increased representation in pupil voice groups and at extracurricular events</p>	<p>Sustained high levels of attendance of PP children at extracurricular events and groups demonstrated by:</p> <p>Percentage of PP children attending at least one extracurricular club is the same or greater than their non-PP peers.</p> <p>Percentage of PP children representing school pupil voice groups is the same or greater than their non-PP peers.</p> <p>Percentage of PP children representing school at arranged events (e.g. sports, music) is the same or greater than their non-PP peers, reflecting their engagement and development of Cultural Capital.</p>

Activity in this academic year 2025-2026

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

Budgeted cost £6,600		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivering in-house CPD, monitoring and coaching that develops Teaching and TA practice in line with the whole school pedagogical model and consistent delivery of high-quality adaptive teaching for all children.</p> <p>Purchasing Steplab to support CPD, mentoring and coaching for teachers.</p> <p>Funding release time and training for subject leaders, with a focus on developing a broad and balanced curriculum that is accessible for all and ensures consistency and high standards for teaching and learning across all subjects and all phases,</p>	<p>Education Endowment Foundation recommends prioritising High-quality Adaptive Teaching for PP children and those with SEND. This is particularly pertinent in this setting as a large proportion of our PP children also have SEND.</p> <p>Using Pupil Premium, Guidance for schools. The menu of approaches focusses first on the delivery of High Quality Teaching</p> <p>EEF Effective Professional Development</p> <p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.</p> <p>Steplab case studies illustrate how over 400 trusts and 200,000 teachers have transformed their professional development using our pioneering responsive coaching model. The Steplab programme provides CPD and coaching approach to ensure that all teachers in school use evidence informed teaching techniques.</p> <p>Delivering high quality adaptive teaching for all will support all children, particularly our PP children with SEND.</p> <p>Special Educational Needs in Mainstream Schools</p> <p>EEF 5 a day for SEND</p> <p>EEF Metacognition and Self-Regulation</p> <p>EEF Feedback</p>	<p>1, 2, 3, 4</p>

<p>Renew the purchase of Little Wandle (DfE validated Systematic Synthetic Phonics programme) to continue to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation FFT research base – What will it take to meet the government’s ambition for 90% of pupils to achieve the expected standard in Year 1 phonics?</p> <p>EEF Improving Literacy in Key Stage 2</p>	<p>1, 2, 3, 4</p>
<p>Continue to embed the Master Reader Approach across KS2.</p>	<p>This whole book approach provides a successful transition beyond phonics and builds reading comprehension, fluency, a wider vocabulary and love of reading. Children are exposed to reading a wide variety of genres written by a variety of authors. The programme provides pupils with opportunities to discuss and share ideas, so they speak themselves into understanding. The Master Reader Approach was designed particularly for children who have not had rich life experiences.</p>	<p>1,2,3,4</p>
<p>Targeted CPD, monitoring and coaching aimed at developing the Talk 4 Writing model to teach writing across the school.</p>	<p>Aim- A whole school approach which provides consistent methods for the teaching of writing based on developing talk for writing principles. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. Evidence</p> <p>Recent Ofsted Report 'Telling the Story' has highlighted the importance of oracy in developing children’s writing ability and further evidence supports a collaborative, talk based approach even though EEF has varied success.</p> <p>EEF- Talk for Writing</p> <p>Effective Teaching of Writing</p> <p>EEF Improving Literacy in Key Stage 2</p>	<p>1,2,3</p>

<p>Continue to embed the White Rose maths scheme in KS1&2.</p>	<p>White Rose maths scheme provides a clearly structured, progressive and consistent scheme with which to teach maths. Children complete end of unit and termly assessments to track progress.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1,2,3</p>
<p>Purchase of CPOMS and FFT Analytics and Study Bugs platforms to build a bigger picture of each child and monitor behaviour and attendance, and provide continued and succinct data tracking from Reception through to Year 6. To ensure children remain on track to achieve expected targets and are not falling behind in assessment areas.</p>	<p>CPOMS is effectively used by 14,800 schools Worldwide to log and analyse safeguarding, behaviour and attendance. It is also used across Learning Partners schools, and we are able to see the impact this joined up approach has on the identification and effective implementation of support for more vulnerable pupils</p> <p>FFT Analytics provides up to date assessment and attendance data to track attendance and progress of our children.</p> <p>Evidence- https://ffteducationdatalab.org.uk/</p> <p>Ofsted Inspection Toolkit - stresses the importance of early identification of emerging and changing needs, having high expectations, employing a graduated approach to meet needs of all children, including LAC and PLAC.</p>	<p>5,6,7</p>
<p>Development of high quality interactions between pupils and adults in the EYFS</p>	<p>Aim- Through high quality interactions between adults and pupils there will be an increase and development in the quality of the spoken vocabulary amongst our youngest children.</p> <p>Early Years Toolkit</p> <p>EEF High Quality Interactions, the SREC approach</p> <p>Early Years Evidence Store</p>	<p>1, 3</p>

Tier 2 – targeted academic support

Targeted academic support can have a strong positive impact on learning and is an important part of any Pupil Premium strategy.

Budgeted Cost £87,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver CPD for Teaching Assistants and Teachers that improves the deployment and impact of TAs in School.</p> <ul style="list-style-type: none"> • Staff are trained, supported and monitored effectively to deliver phonics and language interventions that have a measurable, positive impact on EYFS and KS1 pupils. • Staff are trained, supported and monitored effectively to deliver reading and writing interventions that have a measurable, positive impact to KS2 pupils. 	<p>Deploy TAs in ways that enable all pupils to access high-quality teaching, scaffold learning and to develop pupils' independence, deliver well-chosen, evidence based, structured interventions where appropriate, Prepare and train staff around effective TA deployment, Engage all staff in the process of implementing effective TA deployment</p> <p>EEF Deployment of Teaching Assistants Guidance Report</p>	
<p>Use teachers to provide 1:1 pupil conference to improve writing.</p>	<p>EEF Toolkit: one-to-one tuition.</p> <p>Pupil conference: meeting children where they are</p> <p>Conferencing: A catalyst for developing Children's Writing</p> <p>Evidence-based teaching of essay writing: Intervention at primary school</p>	3
<p>Assess needs and deliver targeted interventions aimed at raising attainment and closing the gap PP children and those with SEND.</p> <p>Enable CPD delivered by specialist services:</p>	<p>Targeted interventions all selected for evidence of impact and delivered with the aim of closing the Gap. Interventions focusing on development of phonics, reading, language and speech.</p> <p>DfE Reading Framework EEF Improving Literacy in Key Stage 2</p>	1, 2, 3, 4

<ul style="list-style-type: none"> - Time out for training - Purchase training when needed - Leaders monitor and support <p>Purchase assessments:</p> <ul style="list-style-type: none"> • Language Link • SNAP assessments • Dyslexia Gold • FFT Fluency programme <p>Leadership time to deliver training and monitoring for staff to deliver impactful language and reading interventions:</p>	<p>Evidence:</p> <p>EEF Improving Literacy in Key Stage 2</p> <p>Education Endowment Foundation what works for literacy.</p> <p>FFT Reading Assessment Programme</p> <p>Herts for Learning Reading Fluency Programme</p> <p>Literacy for All</p> <p>SNAP assessments</p> <p>Dyslexia Gold</p> <p>EEF Small group tuition EEF Toolkit: one-to-one tuition. EEF Small Group Tuition Bell Foundation- new research on EAL learners</p> <p>EEF Oral Language Interventions</p>	
<p>Work with Learning Partners Trust to implement more effective supportive technology for children with additional needs.</p>	<p>EEF Using Technology to Improve Learning</p> <p>Introduction to Pedtech</p> <p>BECTA summary of research findings</p> <p>Rapid literature review on assistive technology in education</p> <p>PedTech Impact Report - LEO Academy Trust</p>	<p>1, 3, 8</p>
<p>Wider strategies (for example, related to attendance, behaviour, wellbeing)</p> <p>Tier 3 – Wider barriers to learning</p> <p>Wider barriers to learning are important to consider as part of your Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.</p> <p>Budgeted Cost £113,188</p>		

<p>SAATIs approach is expected to raise “awareness has contributed to changes in school culture, policies, procedures, staff skill, roles and tasks.” This should have a positive impact on our pupils’ behaviour and readiness to learn.</p> <p>Funding to release senior leaders to attend SAATIS training.</p> <p>Investing in CPD for all staff to ensure a trauma informed approach in school</p> <p>Involving parents in the implementation of the action plan.</p>	<p>Aim: to develop effective whole school trauma and attachment informed strategies to support children’s behaviour, wellbeing and learning throughout school – the golden thread.</p> <p>Evidence: Timpson National Evaluation (Attachment and Trauma Awareness in Schools Programme).</p> <p>Looking After Looked After Children – a summary</p> <p>Impact of attachment and trauma awareness on schools</p> <p>EEF Improving Behaviour in Schools</p> <p>EEF Improving social and Emotional Learning in Primary Schools</p> <p>What works to improve the educational outcomes of Children in Need of help and protection.</p> <p>What Works in education for children who have had social workers?</p> <p>EEF Toolkit: parental engagement.</p>	<p>1, 5,6,7</p>
<p>To use trained Emotional Literacy Support Assistants (ELSAs) and Buttercups staff to deliver support for specific children to support them in achieving individual mental health and wellbeing targets.</p> <p>To use trained HSLWs to work with parents and children, improving outcomes related to MHWB, Young Carers, Attendance, Behaviour, Home life and routines.</p>	<p>Social and emotional learning is considered beneficial to children although it may not initially translate into improved results. Targeted approaches to SEL are considered to have more impact.</p> <p>EEF Toolkit: social and emotional learning.</p> <p>EEF Toolkit: supporting parents.</p> <p>EEF Toolkit: parental engagement.</p>	<p>5,6,7</p>
<p>To staff and resource the Buttercups provision that provides targeted support for children with complex SEMH needs and find it hard to learn in the mainstream classroom.</p>	<p>Social and emotional learning is considered beneficial to children although it may not initially translate into improved results. Targeted approaches to SEL are considered to have more impact.</p> <p>Impact of the Boxall Profile confirms that the combination of nurture provision and the</p>	<p>5,6,7</p>

	<p>Boxall Profile® assessment leads to "substantial improvements" for children and young people's social, behavioural, emotional, and academic outcomes.</p> <p>EEF Toolkit: social and emotional learning.</p> <p>EEF Toolkit: supporting parents.</p> <p>EEF Improving Behaviour</p> <p>EEF Social and Emotional Learning</p>	
<p>For HSLW team to work with children and families to support financial, attendance, safeguarding and emotional concerns.</p>	<p>Aim: To prevent families from reaching crisis point by providing meetings, practical advice and working with external agencies to provide support. To mentor individual children who are struggling emotionally. To improve attendance and access to learning.</p> <p>Evidence: Offering more sustained and targeted support Building trusting relationships and providing face-to-face meetings or levels of support can support effective parental engagement and develop relationships with school.</p> <p>EEF Toolkit: supporting parents.</p> <p>Legislation and guidance for young carers</p> <p>EEF Toolkit: parental engagement.</p>	5,6,7
<p>Work with the Mental Health Support Team to work with the whole school to improve mental health of children.</p>	<p>Aim- To raise the understanding and profile of mental health. To identify pupils in need of mental health support. To train staff to support our children in developing and maintaining good mental health.</p> <p>Evidence: https://www.england.nhs.uk/mental-health/cyp/trailblazers/#south-east</p>	5,6,7
<p>Provide a breakfast club and lunchtime club to provide creative opportunities and enrichment activities.</p>	<p>Aim: To provide a positive and inviting start to the day where children have the opportunity to receive a free breakfast and participate in engaging activities to further their learning and creativity opportunities.</p> <p>Evidence: EEF reports benefits particularly for KS1 pupils who attend breakfast club including</p>	1,5,6,7

	<p>those who don't eat breakfast. EEF also reports increased pupil behaviour.</p> <p>EEF Toolkit: Breakfast Club programme</p> <p>Evidence: Evidence suggests that enrichment activities (even without a specific learning focus) can have a positive impact on attainment. They can help to develop personal development.</p> <p>EEF Toolkit: additional activities and enrichment activities.</p>	
<p>Target funding to ensure that all PP pupils have access to trips, residential and other opportunities that they may not otherwise have access to.</p>	<p>Each year the school supports with the cost of trips / residential for pupils in receipt of the pupil premium grant as needed.</p> <p>We want to promote a healthy lifestyle for all pupils.</p> <p>Some of our pupils also struggle with social relationships and clubs will also target the development of these.</p> <p>EEF research shows that extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. The EEF Teaching and Learning Toolkit includes strands on arts participation and physical activity.</p> <p>Study confirms the profound impact of residential trips on students</p>	<p>5,6,7,8</p>
<p>To work with Delight charity and Guildford Shakespeare Company on arts and engagement projects in Year 2 and KS2.</p>	<p>Aim: To provide opportunities to work with 'experts in their field' in conjunction with the Watts gallery. For children to work with an artist to develop and complete a project with accumulates in their work being framed and displayed. In addition to work with actors from Guildford Shakespeare Company over 3 consecutive years</p> <p>Evidence: By participating in arts, there is thought to be a positive impact on other areas of children's learning. Including expected improved outcomes in all core curriculum areas. It is also considered to improve well-being and positive attitudes to school and learning.</p> <p>EEF Toolkit: Arts participation EEF Toolkit: additional activities and enrichment</p>	

	<u>programmes.</u>	
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Total budgeted cost:

Part B

Review of the previous academic year 2024 - 2025

Outcomes for our Pupil Premium Children

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. Further details can be found on the Intended Outcomes Updated document.

Improved phonic and reading attainment among disadvantaged pupils
<p>➤ children just finishing phonics, will now need a fluency intervention before they can access master reader particularly those who are older. The gap is too wide so we will be bridging the gap with fluency intervention. the groups are organized by stage not age so the Tas are used across KS2, showing value for money. RCU is daily for approximately 30-35 mins.</p> <p>They are assessed every 4 weeks and some pupils have to repeat cycles in order to move onto the next cycle.</p> <p>TA delivers Keep Up – targeting those chn who have had to repeat cycles.</p> <ul style="list-style-type: none"> • Bespoke quality reading spine is embedded across EYFS, KS1 and KS2. • Assessments reflect improved reading fluency. • Y1 Phonics screening check in 2024/2025 is in line with National figures • KS1 reading outcomes in 2024/2025 show that 60% achieved the expected standard. • KS2 reading outcomes in 2024/2025 show that 65% achieved the expected standard.
<ul style="list-style-type: none"> • the percentage of all pupils who are persistently absent is in line with the Nation average

Externally provided programmes

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

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

