



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Beaminster St Mary's Academy
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	<b>35% (45) NA 25.7% – 2025</b> <b>38% (44) NA 24.6% – 2024</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2025 - 2028</b>
Date this statement was published	<b>July 2025</b>
Date on which it will be reviewed	July 2025
Statement authorised by	Darren Marklew
Pupil premium lead	Darren Marklew – All Staff
Governor / Trustee lead	Steven Loveridge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61,904
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 3,096
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 65,000

# Part A: Pupil premium strategy plan

## Statement of intent

At Beaminster St Mary's Academy, our unwavering intent is to secure consistent, high-quality first teaching across the whole school, thereby improving outcomes and life chances for our disadvantaged pupils.

We believe that *great teaching is the most powerful lever schools have to raise achievement for disadvantaged children*, and this principle lies at the heart of everything we do.

Our strategy is underpinned by a shared commitment from all stakeholders to be relentlessly aspirational for our disadvantaged pupils—empowering them with the knowledge, skills, and curiosity that inspire success not only during their time with us, but far beyond.

We are passionate about cultivating a safe, nurturing, and inclusive environment where every child feels understood and supported. By fostering positive behaviour through empathetic and trauma-informed approaches, we enable every pupil to thrive socially, emotionally, and academically.

We are committed to delivering a well-sequenced, knowledge-rich curriculum that breaks learning down into manageable, progressive steps. This carefully crafted approach ensures that all pupils—particularly those facing disadvantage—can build secure foundations, make meaningful connections, and retain knowledge over time. By using consistent scaffolding, timely assessment, and responsive teaching strategies, we support pupils in mastering concepts at a pace that suits their needs, fostering both confidence and competence in their learning journey.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Embedding a 'Pupil Premium First' Culture</b> Ensure all staff embrace and enact their shared responsibility for raising the achievement of pupils eligible for Pupil Premium, with a deeply embedded school-wide culture that places their needs at the forefront of decision-making and practice.
2	<b>Delivering Excellence in Teaching and Assessment</b> Guarantee consistently high-quality first teaching, accurate and responsive assessment, and a broad, inclusive curriculum that specifically meets the diverse needs of pupils eligible for Pupil Premium.
3	<b>Sequencing Curriculum for Secure Progression</b> Deliver a well-sequenced, knowledge-rich curriculum that enables all pupils to make sustained progress—building on prior learning through small, structured steps to support long-term retention and mastery.
4	<b>Fostering Aspirational Partnerships with Families</b> Work collaboratively with families to ensure all stakeholders hold high aspirations for Pupil Premium pupils, contributing to a shared culture of ambition, opportunity, and support.
5	<b>Designing a Behaviour Curriculum that Enables Success</b> Develop and implement a positive behaviour curriculum rooted in emotional understanding and relational approaches, ensuring it supports Pupil Premium pupils to thrive socially, emotionally, and academically.

## 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
<p><b>Early Identification and Accelerated Progress in EYFS and KS1</b></p> <p>Intended Outcome: All pupils eligible for Pupil Premium are swiftly identified and supported from EYFS onwards, with a sharp focus on developing core skills in accuracy, fluency, and early language acquisition—enabling them to make expected or better-than-expected progress.</p> <p><b>Empowered and Responsive Teaching to Close Gaps</b></p> <p>Intended Outcome: Teachers possess the knowledge, tools, and confidence to close learning gaps effectively, using diagnostic assessment and adaptive teaching to build self-efficacy and learner confidence in PP pupils.</p> <p><b>Raising Standards in Core Subjects</b></p> <p>Intended Outcome: Reading, Writing, and Mathematics outcomes improve year-on-year for Pupil Premium pupils, with increasing numbers achieving and exceeding age-related expectations—and progress outstripping pupils with similar starting points nationally.</p>	<ul style="list-style-type: none"> <li>• Termly assessments show PP pupils make rapid progress in phonics, early reading, and number fluency.</li> <li>• At least 85% of PP pupils meet age-related expectations by the end of KS1, with diminishing gaps from baseline.</li> <li>• Intervention impact reviews demonstrate accelerated progress in identified pupils.</li> <li>• CPL evaluations show increased staff confidence and understanding of PP strategies.</li> <li>• In-lesson observations and book looks confirm targeted scaffolding and responsive teaching.</li> <li>• Pupil voice reflects improved learner confidence and sense of belonging.</li> <li>• KS2 data shows improved attainment and progress scores for PP cohort.</li> <li>• Tracking systems indicate diminishing gaps in termly assessments.</li> <li>• External benchmarks and moderation validate improved outcomes for PP pupils.</li> </ul>
<p><b>Embedding Mastery-Based Quality First Teaching Across All Academies</b></p> <p>Intended Outcome: Quality First Teaching is consistently delivered across all academies, underpinned by a mastery approach that enables all pupils—including those eligible for Pupil Premium—to access and thrive within a broad, rich, and inclusive curriculum.</p> <p><b>Rapid Identification and Effective Intervention for Learning Gaps</b></p> <p>Intended Outcome: Assessment systems and teacher</p>	<ul style="list-style-type: none"> <li>• Lesson observations demonstrate effective use of mastery strategies (e.g. deep questioning, precise modelling, and scaffolding).</li> <li>• Internal and external curriculum reviews confirm alignment with National Curriculum breadth and depth.</li> <li>• Staff CPL uptake and feedback show increased confidence in mastery and adaptive pedagogy.</li> <li>• Pupil attainment improves across all core and foundation subjects, especially for disadvantaged groups.</li> <li>• Real-time data tracking highlights pupils in need and triggers responsive support within 2 weeks of identification.</li> </ul>

<p>practice quickly identify gaps in pupil learning, leading to timely, targeted support through recovery and tutoring programmes—ensuring high-impact tuition reaches those who need it most.</p>	<ul style="list-style-type: none"> <li>• Tutoring logs show consistent engagement and progress for pupils receiving additional support.</li> <li>• Termly reviews demonstrate positive progress for tutored pupils, with at least 80% showing accelerated improvement in targeted areas.</li> <li>• Evaluation of Recovery Premium and tutoring impact indicates cost-effectiveness and alignment with pupil needs.</li> </ul>
<p><b>Embedding Mastery Lesson Design Across the School</b>  Intended Outcome: All teaching staff are equipped with and consistently apply the agreed Mastery Lesson Design principles to ensure high-quality instruction and equitable learning experiences.</p> <p><b>Structured Planning Documentation from Subject Leaders</b>  Intended outcome: Subject Leaders produce comprehensive planning front sheets that articulate subject intent, core knowledge, and lesson sequencing—providing clear pedagogical direction and coherence across the curriculum.</p> <p><b>Uniform Front Slides for Lesson Launch</b>  Intended outcome: Each lesson begins with a standardised front slide that introduces key content and purpose—strengthening consistency, pupil focus, and subject identity.</p> <p><b>Embedding the Beaminster St Mary’s Way in All Planning</b>  Outcome: The “Beaminster St Mary’s Way” is embedded throughout planning and progression documents, ensuring a shared pedagogical approach and unified expectations across the school.</p>	<ul style="list-style-type: none"> <li>• Mastery Lesson Design framework shared in CPD and documented in staff handbook.</li> <li>• Walkthroughs and planning scrutiny show consistent adoption across year groups and subjects.</li> <li>• Staff feedback reflects increased confidence and clarity in lesson structuring.</li> <li>• Every subject includes a front sheet with: subject definition, key question, prior knowledge, essential knowledge, progression map.</li> <li>• Planning documents show curriculum sequencing aligned with long-term planning and skills progression.</li> <li>• SLT reviews confirm improved curriculum coherence and accessibility.</li> <li>• Lesson slide format used consistently across subjects and phases.</li> <li>• Slides reflect subject-specific design with clear LI, key vocabulary, and starter stimulus.</li> <li>• Pupils refer to key vocabulary and lesson purpose during review conversations.</li> <li>• The Way is explicitly referenced in all medium-term plans and subject leader documentation.</li> <li>• Staff can articulate how the principles inform their planning and teaching.</li> <li>• Internal QA and governor reports show consistent pedagogical practice school-wide.</li> </ul>

<p><b>Family &amp; Community Engagement</b></p> <p>Intended outcome: To build strong, supportive partnerships with families that foster shared aspirations, reinforce high expectations, and actively contribute to pupil development and success—especially for disadvantaged children.</p>	<p><b>Communication &amp; Involvement</b></p> <ul style="list-style-type: none"> <li>• Regular and varied communication channels (e.g. newsletters, workshops, learning showcases) are used to keep families informed and engaged.</li> <li>• Attendance at parental engagement events increases term-on-term, particularly for Pupil Premium families.</li> <li>• Parent/carer surveys reflect high satisfaction and a shared understanding of the school’s vision and values.</li> </ul> <p><b>Home-School Collaboration</b></p> <ul style="list-style-type: none"> <li>• Targeted support plans include regular family input and feedback.</li> <li>• Case studies show improved outcomes linked to strengthened family partnerships.</li> <li>• Parent/carer involvement in learning (e.g. reading logs, homework support) increases, particularly in EYFS and KS1.</li> </ul> <p><b>Aspirational Culture</b></p> <ul style="list-style-type: none"> <li>• Families report greater confidence in supporting their child’s education and aspirations.</li> <li>• Staff can articulate how family relationships contribute to raising expectations and resilience.</li> <li>• Pupil voice shows that children feel supported, challenged, and celebrated by both school and home.</li> </ul>
<p><b>To establish and maintain consistently high standards of behaviour across the school, enabling all children to maximise their learning opportunities within a safe, focused, and respectful environment.</b></p> <ul style="list-style-type: none"> <li>• Discrete Teaching of Behaviour Curriculum: Behaviour expectations and routines will be explicitly taught at the start of each term and revisited after key holidays or transitions.</li> <li>• Staff Consistency Across All Settings: All staff—including lunchtime supervisors—will consistently reinforce behaviour standards using agreed language, strategies, and recognition systems.</li> <li>• Continuous Professional Learning (CPL): Staff CPL will include training on trauma-informed practices, de-escalation strategies, and promoting prosocial behaviour across settings.</li> <li>• Pupil Conferencing and Voice: Structured pupil conferencing each term will gather feedback on behaviour culture, clarity of expectations, and experiences of support.</li> </ul>	<p><b>Lesson Engagement</b> 95%+ of pupils are actively engaged during observed lessons, with minimal redirection.</p> <p><b>Learning Time Preservation</b> Transitions between activities or lessons are calm and efficient; time-on-task consistently exceeds 90%.</p> <p><b>Behaviour Curriculum Impact</b> Staff and pupils can articulate behaviour expectations; behaviour incidents decrease term-on-term.</p> <p><b>Pupil Conferencing</b> Half-Termly pupil voice sessions reflect high levels of understanding and ownership of behaviour expectations.</p> <p><b>Specialist Support</b> Bespoke behaviour plans are in place for identified pupils, reviewed half-termly for impact.</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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The academy has prioritised raising outcomes for disadvantaged pupils by embedding rigorous and targeted approaches to performance improvement. A whole-school commitment to high aspirations and equity drives the process of setting measurable and impactful targets for pupils eligible for Pupil Premium.</p>	<p><b>Strategic CPL Programme:</b> Developed and delivered a research-informed Continuing Professional Learning programme focused on improving staff pedagogy and confidence, particularly in achieving greater depth.</p> <p><b>Academy Improvement Planning:</b> Embedded Pupil Premium priorities in the Academy Improvement Plan to ensure sustained visibility, strategic leadership, and accountability.</p> <p><b>Cycle of Improvement:</b> Established a responsive cycle of review, action, and evaluation to drive continuous improvement and adapt provision based on pupil outcomes.</p> <p><b>Instructional Monitoring:</b> Conducted regular book scrutinies and lesson observations to inform individual coaching conversations and bespoke CPD sessions.</p> <p><b>Pupil Experience &amp; Voice:</b> Surveyed pupil experience to understand barriers to learning, engagement levels, and enrichment needs—resulting in more inclusive provision.</p> <p><b>Expert Consultancy:</b> Engaged an educational consultant to guide curriculum reform and strengthen delivery, with a focus on disadvantaged pupils' access and progress.</p> <p><b>Curriculum Diversification:</b> Adopted a topic-based curriculum approach to broaden engagement and make learning more relevant and exciting across all subjects.</p> <p><b>Metacognitive Curriculum Reform:</b> Reframed curriculum delivery using metacognitive strategies to cultivate independent, reflective learners who are equipped to take ownership of their progress.</p>	<p>1, 2, 3, 4, 5</p>
<p><b>CPL – Embedding 'Walkthru's' to Strengthen Quality First Teaching</b></p> <p>All teaching and support staff will be trained in the effective use of the Walkthru's instructional framework to</p>	<p>The Walkthru's resource is rooted in extensive educational research, drawing upon the work of over 40 respected researchers and practitioners. It synthesises a wide array of evidence-informed teaching practices into an accessible toolkit for staff development and instructional coaching. Key components include:</p> <ul style="list-style-type: none"> <li>• Sequencing Learning in Small, Manageable Steps</li> </ul>	<p>1, 2, 3, 4, 5</p>

<p>enhance pedagogical expertise and ensure consistent, high-quality first teaching across the academy. This professional learning forms a central part of our continuous improvement strategy.</p>	<p>Ensures pupils can build understanding gradually, reducing cognitive load and supporting long-term retention.</p> <ul style="list-style-type: none"> <li>• Use of Worked Examples and Backward Fading Models expert thinking while enabling pupils to take increasing ownership of their learning journey.</li> <li>• Explicit Explaining and Modelling Techniques Strengthens teacher clarity and scaffolds pupil understanding of complex concepts and processes.</li> </ul>	
<p><b>Pre-Teaching CPL by Classroom Teachers</b></p> <p>Teachers receive targeted professional development to effectively plan and deliver pre-teaching strategies—ensuring disadvantaged pupils gain early access to key vocabulary, core concepts, and contextual understanding before lessons. This enhances confidence, engagement, and readiness to learn.</p>	<p>To improve access to curriculum content for SEND and disadvantaged pupils by embedding pre-teaching strategies—particularly focused on vocabulary and conceptual understanding—using structured tools such as the Frayer Model.</p> <ul style="list-style-type: none"> <li>• Supports working memory by reducing cognitive load.</li> <li>• Builds confidence and readiness before whole-class instruction.</li> <li>• Enables pupils to engage more meaningfully in collaborative and independent tasks.</li> <li>• Aligns with EEF’s guidance on flexible grouping and scaffolding for SEND learners.</li> </ul> <p>Implementation Strategies:</p> <ul style="list-style-type: none"> <li>• Identify key vocabulary and concepts during planning.</li> <li>• Use Frayer Models in small-group or 1:1 sessions prior to main lesson delivery.</li> <li>• Link pre-teaching to retrieval practice and visual scaffolds.</li> <li>• Monitor impact through pupil conferencing and formative assessment.</li> </ul>	<p>1, 2, 3, 4, 5</p>
<p><b>Pupil Conferencing in Year 6</b></p> <p>Structured pupil conferencing is used to gather insight into pupil experiences, misconceptions, and barriers to learning. This informs teaching, planning, and targeted support—particularly for pupils eligible for Pupil Premium</p>	<p>The EEF highlights the importance of personalised feedback and pupil voice in improving learning outcomes. Pupil conferencing aligns with recommendations from the EEF’s Teacher Feedback to Improve Pupil Learning guidance report, which emphasises:</p> <ul style="list-style-type: none"> <li>• Timely, specific feedback that helps pupils reflect and take ownership of their learning.</li> <li>• Verbal conferencing as a strategy to clarify understanding, set goals, and build learner confidence.</li> <li>• Transition support for Year 6 pupils, where pupil voice can help identify emotional and academic needs during a vulnerable phase</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>• Conduct 1:1 pupil conferencing sessions focused on:</li> <li>• Understanding current learning and misconceptions.</li> <li>• Discussing emotional readiness for transition.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Setting personal learning goals.</li> <li>• Use conferencing notes to inform planning, interventions, and pastoral support.</li> <li>• Schedule termly conferencing cycles, with additional sessions for vulnerable pupils.</li> </ul> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>• Pupil conferencing records show clear identification of learning needs and follow-up actions.</li> <li>• Pupil voice surveys reflect increased confidence and clarity about learning goals.</li> <li>• Teachers report improved responsiveness in planning and differentiation.</li> <li>• Transition data shows smoother academic and emotional adjustment for Year 6 pupils.</li> </ul>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Whole-School CPL Programme to Strengthen Teaching and Targeted Support</b> Throughout the academic year, all teaching and support staff engage in a structured programme of Continuing Professional Learning (CPL) designed to enhance pedagogical expertise, deepen subject knowledge, and improve outcomes for all pupils—particularly those facing disadvantage. Key CPL strands include:</p> <p><b>Mastery Lesson Design</b> – embedding small-step sequencing, modelling, and scaffolding to support deep learning.</p> <p><b>First Class @ Number 1 and 2</b> – targeted numeracy intervention training to close gaps in mathematical understanding.</p> <p><b>Speech and Language (Elklan)</b> – equipping staff to support pupils with communication needs.</p> <p><b>Read Write Inc. (RWI)</b> – strengthening phonics delivery and early reading instruction.</p> <p><b>Handwriting Development</b> – ensuring consistency and progression in fine motor and transcription skills.</p> <p><b>ELSA (Emotional Literacy Support Assistant)</b> – supporting pupils’ emotional wellbeing and resilience.</p> <p><b>Lego Therapy</b> – promoting social interaction, communication, and collaborative problem-solving. Staff work collaboratively with colleagues across the trust to share expertise, refine practice, and embed a culture of continuous improvement.</p>	<p><b>High-Quality Teaching and Targeted Interventions</b> Daily classroom practice is underpinned by high-quality teaching, supported by:</p> <ul style="list-style-type: none"> <li>• <b>Pre-teaching and targeted instruction</b> delivered by teachers and HLTAs to prepare pupils for new learning and reinforce key concepts.</li> <li>• <b>Regular assessment and pupil conferencing</b> to identify gaps and personalise support.</li> <li>• <b>Evidence-informed intervention programmes</b> aligned with pupil needs and curriculum goals.</li> </ul> <p>The Education Endowment Foundation (EEF) states that “effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.” Their guidance report on Effective Professional Development highlights the importance of well-designed CPL that builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>This approach ensures:</p> <ul style="list-style-type: none"> <li>• Improved instructional consistency across classrooms.</li> <li>• Enhanced staff confidence and expertise.</li> <li>• Accelerated progress for pupils receiving targeted support.</li> </ul>	<p>1, 2, 3, 4, 5</p>

<p><b>Implementation of the Trick Box Programme</b>          Introduce and embed the Trick Box personal development programme across the school to support pupils’ emotional wellbeing, resilience, and life skills. The programme focuses on four key areas: <b>Confidence, Calmness, Communication, and Creativity.</b>          Key Actions:</p> <ul style="list-style-type: none"> <li>• Deliver weekly Trick Box sessions using age-appropriate “tricks” and habit-forming strategies.</li> <li>• Train staff to model and reinforce Trick Box language and techniques throughout the school day.</li> <li>• Establish Trick Box mentors (e.g. older pupils or staff) to support peer-to-peer emotional regulation and problem-solving.</li> <li>• Engage families through workshops or home resources to extend the impact beyond the classroom.</li> <li>• Monitor pupil engagement and wellbeing through surveys, observations, and feedback.</li> </ul>	<p><b>Staff Engagement</b>          All staff trained and consistently using Trick Box strategies and language.</p> <p><b>Pupil Outcomes</b>          Pupils demonstrate increased emotional regulation, confidence, and positive communication.</p> <p><b>Whole-School Culture</b>          Trick Box becomes embedded in daily routines and interactions; visible in displays, assemblies, and pupil voice.</p> <p><b>Parental Involvement</b>          Families report increased understanding and use of Trick Box strategies at home.</p> <p><b>Impact Monitoring</b>          Improved wellbeing scores, reduced behavioural incidents, and positive feedback from pupils and staff.</p> <p>The <i>Trick Box</i> programme is aligned with DfE guidelines and supports the development of mental wellbeing through habit formation and emotional literacy<sup>2</sup>. It complements the EEF’s recommendation that “<i>effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</i>” You can explore the full guidance on the EEF website.</p>	<p>1, 2, 3, 4, 5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enhancing Cultural Capital and Aspirations for Pupil Premium Pupils</b></p> <p>Provide targeted support to ensure Pupil Premium (PP) children can access residential trips and day enrichment activities. These experiences will broaden their horizons, build cultural capital, and foster aspirational thinking about their futures.</p> <p>Strategic Aims:</p> <ul style="list-style-type: none"> <li>• Remove financial barriers to participation in enrichment activities.</li> <li>• Offer experiences that develop confidence, curiosity, and ambition.</li> <li>• Celebrate individual strengths and provide tailored support for areas of development.</li> <li>• Promote equity by ensuring PP pupils benefit from the same opportunities as their peers.</li> </ul>	<p><b>Access &amp; Participation</b> All PP pupils offered funded places on residential and enrichment trips. Participation rates for PP pupils match or exceed those of non-PP peers.</p> <p><b>Pupil Development</b> PP pupils demonstrate increased confidence, engagement, and self-awareness through pupil voice and reflection activities.</p> <p><b>Aspirational Impact</b> Pupils articulate future goals and show improved motivation in learning. Evidence gathered through surveys, conferencing, and classroom engagement.</p> <p><b>Parental Engagement</b> Increased parental support and involvement in enrichment planning and feedback.</p> <p><b>Monitoring &amp; Evaluation</b> Impact tracked through attendance, behaviour, and progress data. Staff observations and pupil feedback used to inform future provision.</p> <p>This strategy aligns with the <b>Education Endowment Foundation (EEF)</b> guidance on effective use of Pupil Premium funding. The EEF highlights that <i>“tackling non-academic barriers to success, such as attendance, behaviour and social and emotional wellbeing, is a key strand of an effective Pupil Premium strategy.”</i> You can explore their full guidance in The EEF Guide to the Pupil Premium</p>	<p>1, 2, 3, 4, 5</p>
<p><b>Breakfast Club Provision for Pupil Premium Pupils</b></p> <p>Establish and maintain a free, inclusive Breakfast Club to ensure all Pupil Premium (PP) and Free School Meal (FSM) eligible children begin their day in a safe, nurturing environment. The provision aims to reduce hunger, improve punctuality, and support emotional wellbeing—</p>	<p><b>Access &amp; Inclusion</b> All PP/FSM pupils offered free places; high uptake and regular attendance.</p> <p><b>Wellbeing &amp; Readiness</b> Pupils arrive settled, nourished, and ready to engage in learning. Staff report improved morning behaviour and focus.</p> <p><b>Attendance &amp; Punctuality</b></p>	<p>1,4, 5</p>

<p>laying the foundation for a positive and productive school day.</p> <p>Strategic Objectives:</p> <ul style="list-style-type: none"> <li>• Guarantee access to a nutritious breakfast for all PP/FSM pupils.</li> <li>• Create a calm and welcoming start to the day that supports emotional regulation.</li> <li>• Improve attendance, punctuality, and readiness to learn.</li> <li>• Embed the club into the wider wraparound care and wellbeing strategy.</li> </ul>	<p>Reduction in late arrivals and improved overall attendance for PP/FSM pupils.</p> <p><b>Parental Engagement</b> Families express positive feedback and increased trust in school support systems.</p> <p><b>Monitoring &amp; Impact</b> Data shows improved outcomes in behaviour, engagement, and progress. Pupil voice and staff observations confirm positive impact.</p> <p>The Education Endowment Foundation (EEF) trial of the Magic Breakfast programme found that free, universal breakfast clubs led to +2 months' progress in KS1 pupils and improved behaviour and attendance. The DfE also highlights that breakfast clubs help break down barriers to opportunity, particularly for children in poverty</p>	
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**Total budgeted cost: £ 65,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Pupil Premium Results 2024 25

##### Year 1

	No. of ch.	Achieved ARE	% Achieved	% comparison to All	Achieved GD	% Achieved GD	No. of SEN
Reading	6	6	100%	+5%	1	17%	1
Writing	6	5	83%	+1%	1	17%	1
Math	6	6	100%	+9%	2	33%	1

##### Year 2

	No. of ch.	Achieved ARE	% Achieved	% comparison to All	Achieved GD	% Achieved GD	No. of SEN
Reading	3 (4)	3	100%	+20%	1	33%	1
Writing	3 (4)	2	67%	+2%	0	0%	1
Math	3 (4)	2	67%	-18%	1	33%	1

##### Year 3

	No. of ch.	Achieved ARE	% Achieved	% comparison to All	Achieved GD	% Achieved GD	No. of SEN
Reading	7 (7)	6	86%	+6%	1	14%	4
Writing	7 (7)	3	43%	-22%	0	0%	4
Math	7 (7)	7	100%	+15%	1	14%	4

##### Year 4

	No. of ch.	Achieved ARE	% Achieved	% comparison to All	Achieved GD	% Achieved GD	No. of SEN
Reading	11 (10)	10	91%	+5%	2	18%	1
Writing	11 (10)	8	73%	+6%	0	0%	1
Math	11 (10)	9	82%	+6%	1	9%	1

##### Year 5

	No. of ch.	Achieved ARE	% Achieved	% comparison to All	Achieved GD	% Achieved GD	No. of SEN
Reading	5 (4)	2	40%	-26%	1	20%	1
Writing	5 (4)	2	40%	-18%	0	0%	1
Math	5 (4)	1	20%	-21%	1	20%	1
Combined	5 (4)	0	20%	-21%	0	0%	1

##### Year 6

	No. of ch.	Achieved ARE	% Achieved	% comparison to All	Achieved GD	% Achieved GD	No. of SEN
Reading	5 (5)	4	80%	+5%	1	20%	3
Writing	5 (5)	4	80%	+5%	0	0%	3
Math	5 (5)	4	80%	-3%	0	0%	3
Combined	5 (5)	4	80%	+5%	0	0%	3

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
RWI	Ruth Miskin
Number Sense	Stanislas Dehaene