



# Pupil Premium Strategy

September 2025 – August 2026

St John's and St Peter's C of E Primary is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

**By placing God's love in action at the heart of everything we do, we hope to see our children flourish, our culture transformed, and our community thrive.**

Through high-quality education and an enriching curriculum, we will equip every child with the knowledge and skills they need to overcome challenges and therefore achieve their full potential.

**Our hope is that every child at St John's and St Peter's C of E Primary can uniquely contribute to the community and make it a place they are proud to call home.**

# Pupil Premium Strategy Statement 2025/2026

## St John's and St Peter's Church of England Primary

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	St John's and St Peter's CofE Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Local Academy Board
Pupil Premium Lead	Nilam Hullait
Governor / Trustee Lead	Sarah Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 206,040.00
Recovery premium funding allocation this academic year	£0.00
Recovery premium funding carry forward from last academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
School Led tutoring Grant	£0.00
<b>Total budget for this academic year</b>	<b>£ 206,040.00</b>

## Part A: Pupil Premium strategy plan

### Statement of intent

At St John's & St Peter's C of E Primary, we are committed to ensuring every child has the opportunity to achieve their full potential. With 67% of pupils eligible for Pupil Premium funding, we recognise the importance of targeted, evidence-based strategies to overcome barriers to learning and close attainment gaps.

Our school community faces a range of challenges that can impact engagement and progress, including:

- Attendance and persistent absence
- Behaviour and risk of exclusion
- Wellbeing, mental health and safeguarding concerns
- Access to technology and learning resources
- High pupil mobility

70% of pupils have English as an additional language (EAL)

26% are identified as having Special Educational Needs (SEN), of which 78% are disadvantaged.

Despite these challenges, we maintain high expectations for all pupils and set ambitious targets to ensure every child thrives academically, socially, and emotionally.

We prioritise high-quality teaching and learning as the most effective way to raise attainment. Our strategy includes:

- Continuous Professional Development (CPD) for teachers to strengthen inclusive practice and adaptive teaching.
- Small-group interventions delivered by experienced staff to complement classroom teaching.
- Pastoral support and mentoring, led by our dedicated Pastoral Care Manager, to address wellbeing and mental health needs.
- Collaboration with external agencies to provide specialist support where required.
- Family engagement to strengthen home-school partnerships and improve attendance.

We use a range of data sources to identify needs and measure impact, including:

- Progress and attainment data
- Attendance and behaviour records
- Wellbeing surveys and pupil voice
- Feedback from families and staff

All staff and governors share responsibility for supporting disadvantaged pupils. We are determined to close the gap between vulnerable pupils and their peers by removing barriers to learning and enabling full access to our curriculum and wider school life.

We remain unwavering in our commitment to equity and excellence. Through the effective use of Pupil Premium funding, we will continue to refine our approaches, monitor impact rigorously, and adapt strategies to meet emerging needs. Our ultimate goal is to ensure that every disadvantaged pupil at St John's

& St Peter's not only achieves academically but also develops the confidence, resilience, and skills needed to thrive in life.

### **Ultimate objective**

- All disadvantaged pupils at St John's & St Peter's CE Primary make good and sustained progress from their starting points so that gaps in reading, writing and mathematics are closed and more pupils reach the expected standard and greater depth by the end of each key stage.
- Improve early reading (phonics) and writing so that outcomes in Writing (school improvement priority) move rapidly towards — and then in line with — national averages.
- Ensure pupils with SEND and/or EAL are supported to access the ambitious curriculum through high-quality teaching, targeted academic support and timely wider strategies that address attendance, wellbeing and cultural capital.
- Strengthen pupils' social, emotional and behavioural skills so barriers to learning (anxiety, low self-esteem, limited school engagement) are reduced and pupils are in school, learning and ready to thrive.

### **How this strategy works towards the objectives**

The strategy uses the DfE Pupil Premium Menu of Approaches three-tier framework: Tier 1 High-Quality Teaching, Tier 2 Targeted Academic Support, Tier 3 Wider Strategies. Activities are selected based on high-quality evidence and tailored to the school's context (high PP %, high EAL, high SEND, low early years' experience, locality deprivation).

Short-term: stabilise attendance/persistent absence and accelerate catch-up for early readers (Reception–KS1) and identified SEND pupils through evidence-based phonics, oral language and 1:1 interventions.

Medium-term: embed a whole-school reading culture and curriculum sequencing so pupils build knowledge and vocabulary across subjects.

Long-term: strengthen family partnerships, broaden pupils' cultural capital and sustain improved outcomes.

## **Challenges**

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

Challenge number	Detail of Challenge
1	High proportion of pupils with English as an additional language (EAL 71%) and many pupils have limited exposure to books and oral language at home; low cultural capital affecting vocabulary, reading comprehension and writing attainment.
2	Low attainment on entry in Early Years (phonics and reading weak); many Reception pupils have had little or no early education entitlement and limited preschool experience.
3	High proportion of disadvantaged pupils with SEND 26% of inclusion register pupils are pupil premium, meaning overlap of disadvantage and SEND increases risk of underachievement and requires targeted intervention strategies.
4	Significant social, emotional and mental health (SEMH) needs (anxiety, low confidence, anger) that reduce engagement and readiness to learn.
5	Limited wider learning opportunities / life experiences outside school (low cultural capital) limiting pupils' ability to access curriculum knowledge and vocabulary.
6	Attendance challenges (persistent absence risk) and barriers to regular punctual attendance in a community with high deprivation; this reduces time in school and progress.

## Intended Outcomes

Intended Outcome		Success Criteria
Priority 1	Rapid improvement in early reading and phonics for Reception–Year 2 disadvantaged pupils	<ul style="list-style-type: none"> <li>Phonics Screening Check pass rate for disadvantaged pupils increases to at least 80% by end of next academic year (baseline: 70% combined).</li> <li>Daily phonics engagement: targeted catch-up groups for identified pupils show accelerated progress.</li> </ul>
Priority 2	Improved oral language and vocabulary for EAL and disadvantaged pupils	<ul style="list-style-type: none"> <li>Whole-school oral language measures and targeted intervention assessments show +6 months progress on average for participants within one year.</li> </ul>

		<ul style="list-style-type: none"> <li>Classroom talk, vocabulary displays and deliberate vocabulary teaching (linked to units) evident in learning walks.</li> </ul>
<b>Priority 3</b>	Narrowing of attainment gap in Writing and KS2 combined	<ul style="list-style-type: none"> <li>KS2 combined attainment for disadvantaged pupils moves towards the school target (e.g., closing the gap with national) and writing attainment improves year on year; increase in pupils reaching greater depth across R/W/M. –</li> <li>Regular internal assessment shows rising percentage at age-related expectations and GLD at EYFS improves (baseline: <b>77%</b> EYFS combined).</li> </ul>
<b>Priority 4</b>	SEND pupils make progress with appropriately adapted curriculum and interventions	<ul style="list-style-type: none"> <li>SEND pupils in receipt of pupil premium make progress in line with or better than national SEND progress expectations.</li> <li>EHCP and SSPP pupils demonstrate measurable targets met on individual targets.</li> <li>Proportion of SEND disadvantaged pupils making expected progress increases termly.</li> </ul>
<b>Priority 5</b>	Improved SEMH, behaviour and engagement for target pupils	<ul style="list-style-type: none"> <li>Reduction in behaviour incidents leading to time out; improved wellbeing measures (pupil voice, pastoral logs).</li> <li>Pupils accessing pastoral interventions demonstrate improved attendance to lessons and engagement.</li> </ul>
<b>Priority 6</b>	Increased attendance and reduced persistent absence for disadvantaged pupils	<ul style="list-style-type: none"> <li>Whole-school attendance improves to at/above national average for disadvantaged pupils.</li> <li>Persistent absence for PP reduced by 4% (currently <b>17%</b> reduced to <b>13%</b>), by the end of the academic year.</li> <li>Targeted families show improved attendance after tailored parental engagement and attendance support.</li> <li>Evidence: EEF attendance review suggests parental engagement and targeted approaches show promise <a href="#">EEF – Attendance interventions (REA)</a>.</li> </ul>
<b>Priority 7</b>	Increased cultural capital and enrichment access	<ul style="list-style-type: none"> <li>Every pupil has at least 3 curriculum-linked enrichment experiences (visits/visitors/workshops) per year paid/arranged by the school.</li> <li>Pupils report broadened experiences in pupil voice; curriculum knowledge checks show improved background knowledge.</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £5280.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school Writing CPD, with a focus on vocabulary, taught in every unit	<p>Oral language interventions: +6 months progress</p> <p>Collaborative learning and structured talk: +5 months progress</p> <p>Schools using Talk for Writing report significant gains in writing attainment and vocabulary acquisition.</p>	1, 2 & 4
Phonics training including refresher training for new and existing staff to deliver high quality lessons and interventions	<ul style="list-style-type: none"> <li>Validation from DFE of 'Little Wandle' as an effective scheme.</li> <li>Thorough training with continuous assessment half-termly to embed and secure staff knowledge and understanding</li> </ul>	1, 2
To continue to develop high quality teaching through ongoing CPD. Instructional coaching, will impact positively on staff morale as well as the quality of teaching and learning.	<p>Tom Sherrington – Walkthru's <i>Instructional coaching - EEF – Education Week.</i></p> <p><i>Teaching WalkThrus: Five-step guides to instructional coaching by Tom Sherrington and Oliver Caviglioli</i></p> <ul style="list-style-type: none"> <li>A research based professional development to establish consistency across the school. Shared understanding and language around teaching and learning which is linked to a tiered approach to managing behaviour and therefore improving pupil outcomes.</li> <li>Chris Such - the author of <i>The Art and Science of Teaching Primary Reading</i> - research-informed ideas across all major key topics including phonics, comprehension, teaching children with reading difficulties and strategies for the classroom.</li> </ul>	1,2 & 3
Provision and accessibility of educational visits and other well-being trips	<ul style="list-style-type: none"> <li>Broad and balanced curriculum as emphasised by OFSTED</li> <li>Positive impact on mental health</li> <li>Greater preparedness for learning and engagement</li> <li>Increased cultural capital with transferable knowledge and skills</li> </ul>	5 & 6
Internal and external specialist training/CPD for all staff	<ul style="list-style-type: none"> <li>School uses the most up to date research and adapts to changes in education.</li> <li>Children receiving high quality teaching which has a direct impact on attainment and knowledge</li> </ul>	1,2 & 3

Pastoral Care Manager	<ul style="list-style-type: none"> <li>Pastoral support around behaviour and SEMH can improve children's overall wellbeing and ability to access learning once barriers have been removed.</li> <li>Research shows that good quality support and intervention can enable children to make progress.</li> </ul> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviourinterventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviourinterventions/</a>	4 & 5
Support for Early Years Foundation Stage from an experienced Early Years Practitioner as well CPD to enhance the environment, improve teaching and learning to ensure that children get the best start.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a> <ul style="list-style-type: none"> <li>There is good evidence of the importance of early years education on a range of outcomes, and particularly for children from low-income families.</li> <li>High-quality provision is likely to be characterised by positive, purposeful interactions between staff and children; activities that support children's language development; the development of early number concepts, and self-regulation.</li> </ul>	1,2 & 3
Further links between curriculum subjects and reading books, including the continued development the school library	<ul style="list-style-type: none"> <li>Reading areas have a positive impact on pupil performance; they develop good reading habits; develop the concepts of reading for pleasure or research. (The Reading Framework, July 2021)</li> </ul>	1,2 & 3
Pupil progress meetings will be held termly and there will be a key focus on identifying attainment and progress of the disadvantaged pupils.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a> <ul style="list-style-type: none"> <li>Pupil Progress meetings will include monitoring and provision of strategies and outcomes for disadvantaged pupils.</li> <li>Pupil's learning gaps will be identified and those in risk of falling behind will be quickly identified so they are supported with targeted interventions. These will be planned strategically across school through a rigorous monitoring of pupil's attainment and progress data in pupil progress meetings.</li> </ul>	1,2 3, 4 & 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £181,960.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------



<p>Staff will deliver group targeted teaching with targeted pupils who are falling behind age related expectations identified through pupil's progress meetings.</p> <p>Creating an additional teaching space to target small groups of children.</p>	<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> <li>• Some pupils may require additional support alongside high-quality teaching to make good progress. The evidence indicates that small group teaching can be a powerful tool for supporting these pupils when they are used carefully.</li> <li>• Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</li> </ul>	<p>1, 2, 3, 4, 5 &amp; 6</p>
<p>Targeted Phonics – catch-up interventions.</p> <p>Direct phonics interventions for pupils in Key Stage 1 not on track to achieve expected standard will be provided targeted interventions.</p> <p>Delivered by trained staff with structured Little Wandle resources and followed through by regular assessment.</p>	<ul style="list-style-type: none"> <li>• EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read.</li> <li>• 'Little Wandle' will continue to provide consistency in the teaching of phonics across the school. All new staff will be trained on the new scheme.</li> <li>• KS2 children who had not previously passed the phonics screening check or those who are EAL closing the gap through the delivery of this programme</li> </ul>	<p>1,2 &amp; 3</p>
<p>Rigorous assessment and appropriate provision for SEND and bottom 20% of pupils</p>	<ul style="list-style-type: none"> <li>• Assessment tracker's – EYFS tracker, Birmingham Toolkit &amp; Insights to monitor the progress of SEND children and plan for effective strategies.</li> <li>• The bottom 20% of pupils in each year group need 1:1 of small group interventions to allow them to catch up with their peers.</li> <li>• EAL pupils target for rapid intervention to access curriculum through regular interventions.</li> <li>• Staff trained to deliver high quality interventions to support children's learning. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></li> </ul>	<p>1, 2 &amp; 3</p>
<p>High quality, broad and ambitious curriculum planned for and delivered across the school</p>	<ul style="list-style-type: none"> <li>• Subject Leads will plan high quality lessons alongside class teachers. Evidence in book looks, pupil voice, data and coaching sessions.</li> <li>• Senior Leaders to support and guide teachers.</li> </ul>	<p>1, 2, 3 &amp; 4</p>

	<ul style="list-style-type: none"> <li>Subject Leads have detailed action plans to support class teachers with resources and that these enhance the teaching and learning experiences of pupils.</li> </ul>	
To continue with Nuffield Language Early Language Intervention (NELI).	<ul style="list-style-type: none"> <li>The Nuffield Early Language Intervention is designed to improve the language skills of Reception pupils with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early year's practitioner.</li> </ul>	1, 2 & 3
Speech and language interventions.	<ul style="list-style-type: none"> <li>External support through speech and language interventions to target specific pupils and on-going speech and language interventions in class.</li> </ul>	1, 2 & 3

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

**Budgeted cost: £17,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional well-being and behavioural support delivered through outdoor learning	<ul style="list-style-type: none"> <li>Low self-esteem in some disadvantaged pupils and the need to encourage and instil confidence and resilience outside of the classroom environment.</li> <li>Research suggests that outdoor learning improves academic performance and supports life skills such as self-motivation and teamwork.</li> </ul>	4 & 5
Social activities to engage with parents and build strong relationships between home and school	<ul style="list-style-type: none"> <li>Research suggests that supporting parents and getting them to engage with the school through supporting their own well-being and knowledge and understanding of their child's learning has an impact on the child and can close the attainment gap by 4 months compared to those who do not engage.</li> </ul>	4 & 5
Vulnerable children to be highlighted and supported through contact with the Educational Psychologist, School Nurse and other external agencies.	<ul style="list-style-type: none"> <li>EEF; Behaviour &amp; Intervention, Social &amp; Emotional Learning</li> <li>EEF Tiered approach – Wider Strategies</li> <li>This approach has a positive impact, on average, of 4 months additional progress in academic activities over the course of the academic year. Toolkit focus primarily on academic outcomes, but it is important to consider other benefits of social and emotional interventions. Being able to manage</li> </ul>	4 & 5

	emotions will be beneficial to children and young people.	
Pastoral support including well-being, mental health for and attendance for pupils.	<ul style="list-style-type: none"> <li>• Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Additionally, they have an average overall impact of four months additional progress on attainment.</li> <li>• Evidence suggests that children from disadvantaged backgrounds have on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional skills are linked with poorer mental health and lower academic attainment.</li> <li>• Social and emotional interventions in education are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</li> <li>• Impact of Pastoral Care Manager has shown consistence maintenance of attendance levels in line with national.</li> </ul>	4 & 5
Mentors deliver emotional and behavioural support to identified disadvantaged children	<ul style="list-style-type: none"> <li>• Need for additional support following 3 houses assessments at the start of each term.</li> <li>• Use of immediate behaviour reporting software – CPOMS, allows key staff to provide timely intervention to maintain high standards of behaviour.</li> </ul>	4 & 5
Pastoral Care Manager to ensure that parents are made aware of expected levels of attendance when they fall below 90%. Any child below 95% attendance to be monitored.	<ul style="list-style-type: none"> <li>• National research illustrates that children with lower attendance do not perform as well as students with a higher overall attendance percentage. Students who are not attending are at higher risk of harm as we are unable to monitor their wellbeing and ensure we are safeguarding them effectively.</li> <li>• Children who are of an ongoing or increasing concern will be monitored and actions put in place to support their attendance, including support from relevant external agencies.</li> <li>• Providing free breakfast club for those children who persistently late to ensure that they get to school on time.</li> </ul>	4 & 5
Breakfast club enhancement and targeted free provision for vulnerable families. Combined with family	EEF attendance and meal provision review: breakfast can have small positive impacts on attendance and wellbeing. <u>EEF – Attendance interventions (meal provision section).</u>	4, 5 & 6

outreach to improve punctuality and readiness to learn.		
Re-establishing the use of the library and introducing high quality texts.	<ul style="list-style-type: none"> <li>The Reading Framework (July 2021) suggests children could be involved in returning books to a central library.</li> <li>Children will have access to good quality texts to read in class and books to take home to read.</li> </ul>	1,2 & 3
All children are given the opportunity to participate in after school clubs which enhance and broaden the curriculum and their learning experiences.	<p><a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a> - Nuffield Foundation Research – the value of after school clubs for disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>Taking part in after school clubs (subsidised by the school) is thought to have a range of positive benefits. These include providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.</li> </ul>	4, 5 & ^
Therapy Dog	<p><a href="https://www.bbc.co.uk/news/education-47655600">https://www.bbc.co.uk/news/education-47655600</a></p> <p>Numerous research studies have shown the benefits of therapy dogs in schools. Therapy dogs have been working in schools for the past 5 years across the UK, however, they have been commonplace in schools in the USA and Australia for many years.</p> <p>Evidence indicates that benefits include:</p> <p><b>Cognitive</b> – companionship with a dog stimulates memory, problem-solving and game-playing. Encouraging expression, participation, and shared attention.</p> <p><b>Social</b> – a dog provides a positive mutual topic for discussion, encourages responsibility, wellbeing, and focused interaction with others. Encouraging respect and thereby improving students’ relationships with each other, parents, and teachers.</p> <p><b>Emotional</b> – a school dog improves self-esteem, acceptance from others and lifts mood, often provoking laughter, and fun. Dogs can also teach compassion and respect for other living things as well as relieving anxiety. Improved behaviour, attendance and concentration, reduced stress, and improved self-esteem.</p> <p><b>Physical</b> – interaction with animals reduces blood pressure, provides tactile stimulation, gives motivation to move and stimulates the senses.</p> <p><b>Environmental</b> – a dog in a school increases the sense of a family environment, with all the above benefits continuing long after the school day is over.</p>	4 & 5

**Total budgeted cost: £206,040.00**

## 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.

Pupil Premium Target	Impact of Pupil Premium Funding	Next Steps
Raise phonics and reading attainment for all groups of pupils including SEND & EAL	<p>By the end of the academic year, phonics is in line with national expectations, school 77%, national 80%.</p> <p>Reading at the end of KS2 is above national level, school 80%, national 75%. Pupils demonstrate improved decoding and comprehension skills, enabling them to become confident and successful readers. Targeted interventions and high-quality teaching have closed gaps for SEND and EAL learners, ensuring equitable progress.</p>	<ul style="list-style-type: none"><li>• Sustain high-quality practice through ongoing staff training and monitoring of phonics and reading approaches.</li><li>• Extend targeted support for pupils still below expectations, including SEND and EAL learners.</li><li>• Engage parents with workshops and multilingual resources to reinforce reading at home.</li><li>• Broaden reading opportunities by providing diverse, high-quality texts and promoting reading for pleasure.</li><li>• Track and evaluate impact using termly data analysis to refine interventions.</li><li>• Embed literacy across the curriculum with vocabulary and comprehension strategies in all subjects.</li></ul>
Disadvantaged pupils enjoy a broad curriculum enriched by life and learning experiences otherwise not available to them.	<p>Disadvantaged pupils have accessed a wide range of enrichment opportunities, including trips, workshops, and cultural experiences. These have included, These experiences have enhanced pupils' social skills, confidence, and cultural</p>	<ul style="list-style-type: none"><li>• Continue to provide a wide range of cultural, social, and experiential learning opportunities, ensuring all disadvantaged pupils can access them.</li></ul>

	<p>awareness, which is evident in improved engagement and quality of outcomes across the curriculum. Pupils are able to draw upon these experiences to deepen understanding and make meaningful connections in their learning.</p>	<ul style="list-style-type: none"> <li>• Strengthen links between enrichment activities and classroom learning by planning explicit opportunities for pupils to apply these experiences in their work across subjects.</li> <li>• Develop clear systems to track how enrichment experiences influence academic progress, engagement, and personal development over time.</li> <li>• Increase parental involvement in enrichment activities to reinforce learning and build confidence beyond school.</li> </ul>
<p>Disadvantaged pupils are better prepared mentally and physically to engage in a rich and diverse curriculum.</p>	<p>Persistent absenteeism has reduced significantly, and attendance for disadvantaged pupils is closer to national averages. Pastoral support and targeted SEMH interventions have improved pupils' emotional resilience and readiness to learn. Breakfast clubs and physical activity initiatives have promoted healthy lifestyles, resulting in higher levels of motivation and self-confidence, which have positively impacted academic achievement.</p>	<ul style="list-style-type: none"> <li>• Continue monitoring attendance closely and implement early intervention strategies for any emerging patterns of absence among disadvantaged pupils.</li> <li>• Expand targeted social, emotional, and mental health interventions, ensuring pupils maintain resilience and readiness to learn as curriculum demands increase.</li> <li>• Review the effectiveness of breakfast clubs and physical activity programs on academic outcomes and well-being, and refine provision based on pupil feedback and data.</li> <li>• Embed mental and physical health education within the curriculum to reinforce healthy habits and emotional regulation skills.</li> <li>• Strengthen partnerships with families to promote consistent attendance and healthy routines at home.</li> <li>• Provide CPD for staff on strategies to support pupils' mental health and physical well-being, linking these to improved engagement and attainment.</li> </ul>

<p>SEND pupils are not disadvantaged when accessing the curriculum</p>	<p>SEND pupils have engaged in at least 80% of the curriculum, supported by effective interventions and tailored resources. Staff feedback and pupil voice confirm that SEND learners feel included and supported. Progress towards ambitious, personalised targets has been strong, equipping pupils with skills for independence and future success.</p>	<ul style="list-style-type: none"> <li>• Aim for full engagement with the curriculum by refining adaptive teaching strategies and ensuring resources meet diverse needs.</li> <li>• Review and update individual targets regularly to maintain ambition and align with pupils' evolving needs and aspirations.</li> <li>• Implement more robust systems to track progress against interventions, including qualitative measures (pupil voice) and quantitative data.</li> <li>• Provide ongoing CPD focused on inclusive pedagogy, adaptive teaching, and use of assistive technology to further reduce barriers.</li> <li>• Introduce structured opportunities for SEND pupils to practice life skills and self-regulation strategies across the curriculum.</li> <li>• Strengthen collaboration with families to support learning at home and ensure consistency in strategies for independence.</li> </ul>
<p>Parents are better equipped to support their children academically and emotionally.</p>	<p>Parent engagement has remained high, with 100% of families accessing Class Dojo for regular communication. Attendance at parents' evenings exceeded 80%, and Inspire workshops achieved over 70% participation. Parent workshops have provided practical strategies to support learning at home, strengthening the partnership between school and families and contributing to improved pupil outcomes.</p>	<ul style="list-style-type: none"> <li>• Target families who have not attended parent's evenings, inspire workshops through personalised invitations and flexible scheduling.</li> <li>• Continue using Class Dojo for sharing resources and celebrating pupil success.</li> <li>• Provide ongoing guidance for parents on supporting learning at home, including resource packs and video tutorials.</li> </ul>

## Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Education Ltd
Little Wandle	Harper Collins
Walkthrus	John Catt Educational Ltd
No Nonsense Spelling	Babcock LDP Primary English Team
Jigsaw	Jigsaw
Compass Counselling Services	Compass
Collins E-library	Collins
After school clubs and PE coaching	Aston Villa Sporting your futures
Birmingham Music Services	Music Service
Opening Worlds - R.E curriculum	LIEP