

Pupil Premium Strategy Statement

St Matthew's CE (Aided) Primary School



Reviewed November 2025

This statement details our school's use of pupil premium (and recovery 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	264
Proportion (%) of pupil premium eligible pupils	<p>2025 - 2026 49% of pupils in receipt of PP funding (130/264)</p> <ul style="list-style-type: none"> • 130 PP Funding • 112 FSM • 6 PLAC • 2 LAC • 10 Service PP Funding <p>2024 - 2025 49% of pupils in receipt of PP funding (134/273)</p> <ul style="list-style-type: none"> • 134 PP Funding • 117 FSM • 3 PLAC • 2 LAC • 12 Service PP Funding
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	March 2024
Date on which it will be reviewed	March 2027
Statement authorised by	Mrs R. Wilson (Acting Head)
Pupil premium lead	Mrs R. Wilson (Acting Head)
Governor	Mr M. Austin

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year 2024 – 2025	<p>£189,056</p> <p>Budget for:</p> <ul style="list-style-type: none"> • 134 PP Funding • 117 FSM • 3 PLAC • 2 LAC • 12 Service PP Funding
Pupil 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>	£
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Part A: Pupil Premium Strategy Plan

Statement of Intent

Our ultimate objective is that all pupil premium pupils, irrespective of their background make good progress and achieve in line with their respective non pupil premium peers by the time they leave our Primary School.

Our focus is to ensure our strategy supports all disadvantaged pupils, including those with additional barriers to their learning, whether these be social, emotional, or academic. We aim to continue to narrow the gap between vulnerable groups of pupils and others in Reading, Writing and Mathematics.

Quality first teaching is at the heart of everything we do at St. Matthew's, with a focus on areas in which greatest support is required, such as the lowest 20% of Readers, Speech, Language and Communication barriers, EAL and those children having additional support from outside agencies, strengthening families / young carers etc.

Baseline and termly assessments support the robust scrutiny which regularly reviews the impact of daily targeted intervention and strategies in place to support PP pupils.

To ensure our intent is realised we will:

- Ensure disadvantaged pupils are continuously challenged to close gaps in their learning and attain successfully
- Ensure quality first teaching is used to ensure the children have the best education we can offer.
- Ensure interventions are effective, with regular reviews and progress tracked.
- Ensure consistency of approach across the whole school for all staff to be accountable for the outcomes of the disadvantaged children in their care and have the same the aspirations for all their pupils to achieve success
- To support our children's health and wellbeing to enable them to access and enjoy learning.

Challenges

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

Challenge number	Detail of challenge
1.	Improve language and Communication skills and outcomes of pupil premium pupils from their start in EYFS.
2.	Improve the acquisition and use of subject specific vocabulary in all subject areas for disadvantaged pupils.
3.	Narrow the gap of pupil premium pupils in Reception achieving GLD
4.	Narrow the attainment gap of pupil premium pupils across the school in Reading, Writing, Maths. <i>(All Year groups from Yr1 to Yr6)</i> (Main focus in 2024-2025 on writing as this was our area for development from the previous year)
5.	Narrow the gap of pupil premium pupils in Year 1 achieving the national standard in the Phonics Screening
6.	Increase the percentage of pupil premium pupils in achieving fluent recall of their multiplication tables. <i>(Target Yr4 - multiplication check)</i>
7.	Increase parental engagement and support from home of pupil premium pupils

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
By the end of Reception, pupil premium pupils demonstrate improved oral language and communication skills, evidenced by progress on baseline and termly assessments.	At least 80% of identified PP pupils will meet age-related expectations in Communication and Language strands of the EYFS.
Pupil Premium pupils consistently use subject-specific vocabulary in oral and written work across all subjects.	Vocabulary assessments and book scrutiny show clear progression and consistent, accurate use of topic specific vocabulary for PP pupils.
Increase the percentage of PP pupils achieving a Good Level of Development at the end of EYFS.	GLD attainment for PP pupils improves by at least 10% year-on-year, reducing the gap with non-PP pupils.
PP pupils' make accelerated progress in Reading, Writing and Maths, with writing as a priority.	PP pupils' attainment in Writing at KS2 improves by at least 5% in each year group compared to previous year.
Increase the percentage of PP pupils achieving the national standard in Year 1 Phonics Screening.	At least 80% of PP pupils meet the phonics threshold by the end of Year 1.
PP pupils achieve fluency in multiplication tables by Year 4.	Average scores for PP pupils in the Yr4 multiplication check improves, closing the gap with the national average.
Parents of PP pupils actively engage in supporting learning through at home through school led initiatives.	Attendance at parent workshops and engagement in home learning tasks increases.

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: £74,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure language rich learning environments within the indoor and outdoor learning areas develop children's language skills within different areas of the EYFS curriculum.</i></p> <ul style="list-style-type: none"> • STSA/SLE consultancy fee - £3,000 • Resourcing costs to develop environments - £2,000 • Cost of EYFS TA staff meetings each fortnight: £3,000 <p><i>Effective use of Speech and Language assessment ensures early identification of need.</i></p> <ul style="list-style-type: none"> • STSA/SLE consultancy fee – Included in above cost (£3,000) • Stoke Speaks Out – Language assessment Tool £140 	<p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF Making Best Use of Teaching Assistants – Use TAs to add value to what teachers do, ensure TAs are fully prepared to fulfil their classroom role.</p>	1, 3, 4 and 5
<p><i>Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and all</i></p>	<p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	1, 2, 3, 4, 5 and 6

<p><i>pupils; TAs and other additional adults are used effectively to secure high rates of progress for all pupils.</i></p> <p><i>TA support for targeted support in English and Maths = 3 classes with 2 TA's= £22,000</i></p> <p><i>Costs of external CPD and whole school training – Part of PINS approach and CPD held in school.</i></p> <p><i>LSAT team to deliver sessions on Quality First Teaching for all staff: £600 for session and participation of all staff £400</i></p> <p><i>PINS project: To lead staff on sensory training and adaptive teaching: 8 members of staff: £1000</i></p> <p><i>Maths Lead to deliver high-quality CPD and monitor provision and analyse data outcomes in Maths. CPD for teachers and TA's: Lead: £5,000 (Staff meeting each half-term and further CPD for TA's) (CPD to be led by Maths consultant. £600 per whole day session. £250 for staff meeting.) Monitoring of provision and teaching. 9 day sessions over the school year. 3 staff meetings) £6150</i></p> <p><i>English Lead to deliver high-quality CPD and monitor provision and analyse data outcomes in Reading and Writing. Lead: £5,000 (Staff meeting each half-term and further CPD for TA's) (CPD to be led by English consultant. £600 per whole day session. £250 for staff meeting. Monitoring of provision and teaching. 9 day sessions over the school year. 3 staff meetings) £6150</i></p> <p><i>Teachers to develop the curriculum to ensure it is progressive and children build on prior knowledge.</i></p>	<p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>CPD for staff to deliver quality first teaching in English and Maths and to provided targeted support for PP children to accelerate progress and lessen the gap.</p> <p>Subject Leaders and consultants to deliver CPD on specific areas identified to ensure all children are making progress and receiving targeted support, where needed.</p> <p>Subject Leaders to ensure the curriculum is carefully sequenced in all areas so that learning is progressive. Vocabulary development to be included in curriculum plans.</p>	
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<p>Vocabulary to be developed is outlined. Monitoring of the subject to ensure there are high expectations and adaptations made for learners. Subject leader release when a focus: £3,000 STSA adviser to support 5 sessions: £2500</p> <p>Cornerstones Curriculum to be purchased and used to ensure progression of curriculum, with associated vocabulary. £2750</p>		
<p>RWInc coaching programme allowing the phonics lead to support less experienced members of staff fortnightly.</p> <p>RWInc consultant fee - £2,000</p> <p>SENDCo to deliver high-quality coaching and monitor provision: £5,000</p> <p>Purchase of books and resources for RWInc: £5,000</p>	<p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p>To purchase further RWInc resources and books for teaching.</p>	<p>4 and 5</p>

Targeted Academic Support

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

Budgeted cost: £53,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Speech and Language support across EYFS, delivered by a TA and/or SENDCo £3,000</p>	<p>EEF Teaching and Learning Toolkit – Small Group Tuition</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p>On analysing the baseline entry data and Stoke Speaks Out Assessment data for Nursery and Reception several pupils have been identified as requiring in school support and some have been identified as requiring external agency support.</p>	<p>1 and 3</p>
<p>Targeted phonic tuition to be planned across Reception and Year 1 targeting blending and application of sound knowledge, delivered by TAs and/or teachers. To include</p>	<p>EEF Teaching and Learning Toolkit – One to One Tuition</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching</p>	<p>4 and 5</p>

<p>Literacy Pathway (training of x2 TA's for 2 mornings) £12,000 (every afternoon with identified children, 3 TA's, 1 hour, 38 weeks). Training provided by RWI consultant and SENDCo (Cost of RWI in earlier section).</p> <p>IDL used to support individual children: £748</p> <p>Cost for non-teaching deputy to deliver TA and staff CPD programme and monitor provision of DA learners. £5,000</p> <p>SENDCo to deliver high-quality CPD and monitor provision. £5,000</p> <p>Early Reading Lead to deliver high-quality coaching and monitor provision in Phonics across EYFS and KS1. £5,000</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Analysis of RWIInc group tracking data identified the lowest 20% of pupils (13). These pupils will receive 2x weekly one to one tutoring through the RWIInc programme delivered by trained TAs.</p> <p>EEF Teaching and Learning Toolkit – Small Group Tuition Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p>Analysis of RWIInc group tracking data has identified pupils that are not on track to be ARE in phonics and these pupils will receive 2x weekly phonic intervention delivered by TAs and /or class teachers.</p>	
<p>Targeted pupil support across school in the areas of Reading, Writing and Maths. (interventions held in afternoon sessions. Support provided in lessons within group support) £20,000</p> <p>Cost for non-teaching deputy to deliver TA and staff CPD programme and monitor provision of DA learners. (£as above)</p> <p>Booster classes held in the Spring and Summer terms, specifically to target PP children. (run by HLTA's. £3,000)</p>	<p>EEF Teaching and Learning Toolkit – Small Group Tuition Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p>Booster classes held after school in the Spring term to target specific areas in English and Maths, to raise attainment.</p> <p>Summer Term 2024 data has been used to identify cohorts and groups of pupils where target intervention is required. Through Pupil progress meetings class teachers have worked with subject leaders, the assessment lead and PPG lead to identify specific areas of need and identify tailored intervention and support required to accelerate progress in Reading, Writing, Maths and Phonics.</p>	<p>3, 4, 5 and 6</p>

Wider Strategies

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

Budgeted cost: Pastoral Manager: Cost for the school year: £25,000

Cost of additional pastoral support member of staff: £10,000

Total: £55,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral support for those children who have barriers to learning due their emotional well-being</i></p> <p><i>Cost of pastoral Manager</i></p> <p>Cost of Jigsaw subscription: £1175</p> <p>Future in Mind training attended by Mental health lead/Pastoral support: X3 sessions a year £403 (3 full days: £540)</p>	<p>EEF Teaching and Learning Toolkit – Social and Emotional Learning</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p> <p>Use of Jigsaw to teach strategies for well-being and emotional health.</p>	
<p><i>Pastoral support for those children who have barriers to learning due their behavioural</i></p> <p><i>Cost of pastoral support</i></p> <p><i>SENDCo involvement including meeting with outside agencies and meetings</i> £2,000</p>	<p>EEF Teaching and Learning Toolkit – Behaviour Interventions</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p><i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p> <p>Analysis of individual need across the school, conducted by class teachers and the pastoral manager has been used to identify one to one and small group support required for specific pupils.</p>	
<p><i>Cultural capital experiences promoted in the curriculum</i></p> <p>Music lessons: £7,500</p> <p>Subsidised after school clubs for PP £4,000</p> <p>Subsidised residential trip costs for PP £3,000</p> <p>Sports events promoted to PP are encouraged to attend (<i>Events held throughout the year as part of the sports trust with local schools. Children encouraged to attend to provide opportunities</i>) £2,000 e.g. sportsability, Arthog</p>	<p>EEF – sports participation increases educational engagement and attainment. EEF Life skills and enrichment Report - outdoor adventure learning shows positive benefits on academic learning and self-confidence. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p> <p>Additional support and experiences provided for children in order to receive opportunities.</p> <p>Music lessons from Shropshire Music Service: Instrumental (e.g. guitars, recorders) and whole class music.</p> <p>After school clubs offered free to encourage participation. Free clubs to be run 3 nights a week.</p> <p>Cost of the Year 6 residential trip to be subsidised by the school so that all PPG children can attend.</p>	

Total budgeted cost: £ 184,056

Total pupil premium allocated to school: £189.056

Part B: Review of the Previous Academic Year

Outcomes for Pupil Premium Pupils

Academic Outcomes 2024-25

EYFS

	School 2025	National 2025	LA 2025
All	65%	68%	67%
PP	36%	51%	51%

Phonic Screening Check Outcomes

	School 2025	National 2025	LA 2025
All	54%	80%	80%
PP	33%		

KS2 Outcomes

	ARE			GDS		
	School 2025	National 2025	LA 2025	School 2025	National 2025	LA 2025
RWM Combined	66%	62%	63%	12%	8%	8%
PP	60%	47%	50%	4%	4%	4%
Reading	73%	75%	74%	36%	33%	31%
PP	64%	63%	63%	36%	21%	21%
Writing	66%	72%	73%	15%	13%	13%
PP	60%	59%	62%	4%	7%	6%
Maths	76%	74%	74%	37%	26%	24%
PP	72%	61%	64%	32%	15%	15%
SPaG	68%	73%	74%	32%	30%	30%
PP	60%	60%	63%	28%	19%	20%

Multiplication Check – Yr4

2025 38	School 25	National 25	School 24+	School 23+	School 22+	School 21+	School 20+	School Average Score	National Average Score
All	16%	34%	37%	39%	53%	55%	58%	18.4	21.7
PP	13%		25%	25%	44%	50%	56%	17.1	19.3

Education Outcomes for Pupil Premium Pupils:

We analysed our school's disadvantaged pupils' performance in 24/25 using KS1 and KS2 data, phonics results, and internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils, though we know that pupils included in the performance data will have had experiences which will have affected individual pupils and schools differently.

The data demonstrates that:

EYFS

- +13% increase in the percentage of Reception PPG pupils achieving GLD in 2025 compared to 2024

EYFS remains an ongoing area of development

Phonics

- Data from the previous year shows a drop however 2025/2026 leaders have identified areas for development for example using the writing elements of RWInc, training and 1:1 tutoring and these have all been put in place since September 2025
- RWInc development day identified improvements in consistency and fidelity phonics teaching across KS1
- Yr1 and Yr2 Book show progress in phonics – moderated by LLE

Overall attainment: Nationally, around 79% of Year 1 pupils met the expected standard in phonics.

Disadvantaged pupils (pupil premium eligible): Approximately 65% achieved the expected standard, compared with 83% of non-disadvantaged pupils.

Gap: This represents a 18-point gap between disadvantaged and non-disadvantaged pupils.

Trend: The gap has remained broadly consistent with previous years, though some local authorities show narrowing where early intervention and fidelity to SSP programmes are strongest.

Phonics remains an ongoing area of focus

KS2 SATs

RWM Combined

- School outcomes for PP pupils in RWM combined ARE were above National and LA PP outcomes in 2025
- School outcomes for PP pupils in RWM combined GDS were in line with National and LA PP outcomes in 2025
- Combined outcomes for PP pupils in Yr6 increased **7%** in SATS 2025 compared to 2024

Reading

- School outcomes for PP pupils in Reading ARE were above National and LA PP outcomes in 2025
- School outcomes for PP pupils in Reading GDS were above National and LA PP outcomes in 2025
- **+34%** increase in PP pupils achieving ARE in KS2 Reading in 2025 compared with results achieved in 2024.

Writing

- School outcomes for PP pupils in Writing ARE were in line with National and LA PP outcomes in 2025
- **+7%** increase in PP pupils achieving ARE in KS2 Writing in 2025 compared with results achieved in 2024.
- PP/NON-PP gap closed by **11%** in Writing

Maths

- School outcomes for PP pupils in Maths ARE were above National and LA PP outcomes in 2025
- School outcomes for PP pupils in Maths GDS were **17%** above National and above **17%** LA PP outcomes in 2025
- **+7%** increase in PP pupils achieving ARE in KS2 Maths in 2025 compared with results achieved in 2024
- PP/NON-PP gap closed by **12%** in Maths

SPAG

- School outcomes for PP pupils in SPaG ARE were in line with National outcomes in 2025
- School outcomes for PP pupils in SPaG GDS were above National and above LA PP outcomes in 2025
- **+5%** increase in PP pupils achieving ARE in KS2 SPAG in 2025 compared with results achieved in 2024

Wider Issues

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that:

- Attendance of PPG Pupils during the academic Year 2024/2025 was 92.8% which was 'close to' the national average of 92.6%

Support Provided to Disadvantaged Pupils

The school implemented several targeted strategies to support disadvantaged pupils and address their varied needs during the 24/25 academic year. Key areas of support included:

- **Communication and Language**
 - Talk Boost intervention to develop Speaking and Listening skills in EYFS
- **Reading**
 - 1:1 Reading
 - 1:1 RWInc tutoring
 - Literacy Pathway to develop the reading and spelling progress of Yr3 and Yr4 pupils
 - IDL Dyslexia
 - Yr6 SATs Booster sessions – Reading
- **Writing**
 - Yr6 SATs Booster sessions – Writing
- **Maths**
 - IDL Dyscalculia
 - Yr6 SATs Booster sessions – Maths

Speech and Language Development

To enhance speech and language skills, the school utilised the Stoke Speaks Out assessment tool alongside the Talk Boost Programmes. These initiatives aimed to identify and address gaps in pupils' language development, providing tailored interventions where needed.

Creating Language-Rich Environments

Staff continue to work to develop language-rich classroom settings, fostering an atmosphere where vocabulary and communication skills are developed through daily teaching practices.

Effective interactions in EYFS were a focus with staff undertaking CPD to deepen understanding of how to foster purposeful interactions with pupils to enable effective vocabulary development.

Inclusion and Neurodiversity

The school invested in the Partnership for the Inclusion of Neurodiversity in Schools (PINs) Project. This initiative was designed to promote inclusive practices and better support neurodiverse pupils within mainstream educational settings.

Targeted Teaching Assistant Support

TAs received training and support from the SENDCo to ensure effective assessment of SAL needs were identified early and effective intervention could be implemented.

TAs in LKS2 received training and support from the SENDCo to effectively implement and deliver consistent literacy support through the Literacy Pathway.

TAs received training through RWInc external trainers and coaching from the Phonics Lead to deliver 1:1 tutoring sessions for pupils in KS1.

Professional Development

High quality continuing professional development (CPD) was provided for staff, both through external agencies (such as Read Write Inc.) and school-based subject leaders. This ensured that teaching approaches remained effective and up-to-date, particularly in key areas such as English.

Reading Support and Leadership

RWInc (Read Write Inc.) coaching and guidance from the school's reading lead further strengthened reading instruction, supporting staff in delivering consistent, high-quality phonics and reading lessons.

Pastoral Support

Recognising that some children faced barriers to learning beyond the academic, the school offered a range of pastoral support. This included input from the pastoral lead and participation in the Future in Mind programme, providing emotional and social wellbeing support for pupils in need.

Enrichment Activities

To broaden pupils' experiences and support holistic development, the school organised enrichment activities such as music lessons, residential trips, and a variety of school clubs. These opportunities helped foster a sense of belonging and engagement among all pupils.

The data demonstrated that:

- PP pupils were represented in all after school clubs offered. These included a mix of physical and academic based clubs.
- PPG pupils represented the school on the Local Schools Debate Team

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above. Test and assessment data indicated that, despite several strong individual results, overall progress and attainment for disadvantaged pupils in 2024/25 fell below expectations across all year groups. Our evaluation of the approaches delivered last academic year indicates that the Stoke Speaks Out programme was particularly effective in identifying pupils with SAL needs, however, the intervention programmes put in place to address these needs were not delivered consistently. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. Greater focus for PP pupils over the next academic year will be placed on EYFS and Phonics to ensure foundations start strong for our most vulnerable pupils.

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
Energize Programme Encouraging KS2 pupils to think about healthy lifestyles – eating and exercise	Shropshire Telford and Wrekin Partnerships
Footprints Aspirations Yr5 and Yr6 Aspirations event focusing on the world of work and supporting pupils to think about careers and jobs.	Telford and Wrekin Council
Whole Class Music lessons All pupils in KS1 and KS2 are provided with music lessons with a focus on the playing of a musical instrument.	Telford Music Partnership
1:1 Music Tuition Providing funded 1:1 music tuition in a range of musical instruments for KS2 pupils.	Telford Music Partnership
Bikeability National standard bikeability cycle training Level 1 and Level 2 offered to Yr5 and Yr6 pupils	Active Travel England and the Bikeability Trust Travel Telford
Quick Cricket Quick cricket sessions offered to all KS2 pupils	
Sportsability Providing pupils with access to several sport opportunities across a range of sporting activities, events and competitions.	Youth Sprots Trust Telford and Wrekin

Service Pupil Premium Funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Pastoral Support has been provided to support the emotional needs of service children and their families.

In 2024/2025 none of our service pupil premium children had parents that were deployed, although regular pastoral support was on going throughout the year.

The impact of that spending on service pupil premium eligible pupils

Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to achieve as well as or if not better than their peers.