

Pupil premium strategy statement (published December 2025) Alderman Jacobs School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	626
Proportion (%) of pupil premium eligible pupils	27% (172 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Martin Fry (Head Teacher)
Pupil premium lead	Zoë Scales (Assistant Head Teacher)
Governor / Trustee lead	Brett Mead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£249,370

Part A: Pupil premium strategy plan

Statement of intent

The aim of our Pupil Premium strategy this academic year is to ensure that disadvantaged pupils make strong progress and achieve high levels of attainment across all areas of the curriculum, while developing the skills, confidence and resilience needed for long-term success in education and beyond.

Our approach to Pupil Premium is rooted in a whole-school commitment to inclusion and equity. Many of the strategies implemented to support disadvantaged pupils also benefit other learners, reflecting the wider social context of our school community, where levels of deprivation are higher than Pupil Premium data alone suggests. Pupils' needs are varied and often overlapping, including academic, pastoral, SEMH, SEND and communication needs. We recognise the importance of working collaboratively with parents, carers and external professionals to ensure barriers to learning are identified early and addressed effectively.

We hold high expectations for all disadvantaged pupils and believe that, with the right support, every child can make progress. High-quality teaching is central to our strategy and is supported by evidence-informed, targeted interventions and timely, responsive support. Academic achievement is underpinned by a strong pastoral framework that prioritises wellbeing, self-regulation and positive learning behaviours, with consistent support in place throughout the school day through our pastoral and SEND teams.

To ensure the effectiveness of our Pupil Premium strategy this year, we will:

- maintain high ambitions for disadvantaged pupils across academic, pastoral and enrichment opportunities
- identify and address individual barriers to learning through personalised planning and targeted provision
- regularly monitor and evaluate the impact of interventions and provision, adapting our approach to ensure the most effective strategies are embedded

Challenges

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

Challenge number	Detail of challenge
1	Communication and language development: A significant proportion of pupils enter the school, particularly in EYFS and Key Stage 1, with below-average speech, language and vocabulary skills. This limits their ability to access age-appropriate texts and subject-specific talk, impacting progress across the curriculum.
2	Attainment gaps, particularly in reading: Disadvantaged pupils continue to attain below their peers, with reading remaining a key area of need across the school. In Year 4, attainment gaps across all core subjects remain pronounced, reflecting the lasting impact of Covid-19 disruption. Closing these gaps remains a priority.

3	Increasing SEMH needs: There is a growing number of pupils with social, emotional and mental health needs that affect engagement, behaviour and learning. These pupils require targeted, consistent support to access learning successfully.
4	Complex SEND needs: An increasing number of pupils present with complex SEND needs that cannot always be met within a mainstream classroom alone. These pupils require adapted provision alongside opportunities for successful inclusion with their peers.
5	Attendance: Attendance for disadvantaged pupils remains below national averages. Ongoing pastoral support and targeted engagement with families are required to improve attendance and remove barriers to regular school attendance.

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 end of strategy plan)
The school will further strengthen provision for speech, language and communication in EYFS and Key Stage 1, alongside a consistent focus on vocabulary development for disadvantaged pupils across the school. This remains a key priority to ensure pupils can access learning, communicate effectively and make sustained progress over time.	<ul style="list-style-type: none"> Assessments, observations, work scrutiny and pupil voice show sustained improvement in communication skills. Pupils use age-appropriate vocabulary confidently to engage in learning and access the curriculum. By the end of EYFS, the gap in <i>Listening, Attention and Understanding</i> and <i>Speaking</i> between disadvantaged and non-disadvantaged pupils is reduced to within 10%
A greater proportion of disadvantaged pupils pass the phonics screening test, and planned opportunities across the curriculum support the development of a richer, more precise vocabulary.	<ul style="list-style-type: none"> Assessments, observations and work scrutiny indicate a measurable increase in the range and depth of vocabulary in both core and foundation subjects for disadvantaged pupils. Evidence is triangulated through engagement with the curriculum, writing tasks, oral language and discussion and ongoing formative assessment. Reading cafes and other parent-focused initiatives continue to strengthen engagement and reinforce learning at home. Increased teacher expertise in phonics and early reading, combined with improved parental involvement, results in: <ul style="list-style-type: none"> 80% of disadvantaged pupils passing the phonics screening test by the end of Key Stage 1 (Summer 2027 target)

	<p>This outcome reflects the school's commitment to high-quality teaching, early intervention, and family engagement to ensure disadvantaged pupils achieve strong early reading outcome.</p>
<p>Continue to develop Quality First Teaching across the school; this supports accelerated progress for disadvantaged pupils so they close the attainment gap to their peers.</p>	<p>Accelerated progress for disadvantaged pupils: Termly assessments show disadvantaged pupils are making accelerated progress in reading, writing, and maths, closing gaps with peers.</p> <p>High attainment in KS2: By the end of the strategy, more than 80% of disadvantaged pupils meet the expected standard in reading and writing.</p> <p>Consistency of high-quality teaching: Lesson observations and learning walks show that differentiation, scaffolding, and targeted support for disadvantaged pupils are consistently embedded across the school.</p> <p>Impactful feedback and pupil engagement: Book scrutiny and formative assessment evidence that disadvantaged pupils receive timely, actionable feedback, engage confidently in lessons, and demonstrate improved self-regulation and metacognition.</p> <p>Teacher development and support: CPD records and classroom monitoring demonstrate that staff are applying evidence-informed strategies for disadvantaged pupils in reading, writing and vocabulary development.</p>
<p>To achieve and sustain improved wellbeing and behaviour for disadvantaged pupils with Social, Emotional, Mental Health (SEMH) needs.</p>	<p>Therapeutic thinking strategies and behaviour curriculum used by all staff to reduce suspensions for dangerous behaviour (evidenced in Termly governor reports).</p> <p>Reduction in behavioural incidents: School behaviour records show a measurable decrease in the number and severity of behavioural incidents involving disadvantaged pupils with SEMH needs.</p> <p>Enhanced engagement in learning: Observations, learning walks, and teacher feedback indicate that disadvantaged pupils with SEMH needs are actively participating in lessons and demonstrating sustained focus.</p> <p>Access to targeted SEMH support: Pupils identified with SEMH needs are consistently accessing timely and effective interventions, including small-group or 1:1 support, mentoring, or pastoral sessions.</p> <p>Pupil wellbeing indicators are used routinely: Surveys, pupil voice, and self-assessment tools show that disadvantaged pupils with SEMH needs report improved confidence, resilience, and emotional regulation.</p> <p>Staff confidence: Staff report, via feedback and training records, increased confidence in identifying and supporting SEMH needs and effectively implementing strategies in class.</p>
<p>Children eligible for Pupil Premium and with complex SEND needs have tailored provision to enable them to make progress.</p>	<p>Individual progress against targets: Pupils meet or make progress towards the targets set out in their APDRs or EHCPs, as evidenced in termly reviews. The AIM (Achieve, Inspire, Motivate) room provision is maintained with sufficient resources and staffing to enable disadvantaged children with EHCPs to progress against their individual targets as evidenced on individual Birmingham Toolkits & EHCP review documents.</p>

	<p>Access to an adapted curriculum: Observations and planning show that pupils are consistently accessing a curriculum adapted to their needs, with appropriate scaffolding and differentiation in place.</p> <p>Life skills provision for KS2 SEND pupils: KS2 pupils access life skills sessions that develop independence, social communication, and practical skills, with progress monitored and reflected in outcomes.</p> <p>Effective use of support staff: HLTA and TA support is deployed strategically to enable inclusion in classroom learning while delivering targeted interventions.</p> <p>Improved attainment for disadvantaged SEND pupils relative to starting points: Assessments demonstrate measurable progress in core and foundation subjects, showing that tailored provision is closing gaps with peers.</p>
<p>Attendance for disadvantaged pupils is in line with peers; persistent absence reduces for this group.</p>	<p>Attendance data shows that disadvantaged pupils' overall attendance is in line with or exceeding national averages and comparable to non-disadvantaged peers. Persistent absence for disadvantaged children reduced by at least 10%.</p> <p>Reduction in persistent absence: The proportion of disadvantaged pupils classified as persistently absent decreases year-on-year.</p> <p>Targeted intervention (soft start) impact: Pastoral support, parental engagement, and targeted attendance interventions are consistently applied and demonstrate measurable improvement in individual pupil attendance.</p> <p>Timely identification and monitoring: Disadvantaged pupils at risk of absence are identified early, with monitoring and follow-up actions recorded and reviewed regularly.</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: £119,108.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 20% additional teaching hours for year 6 from January 2026, giving an over-teach to provide small groups and 1:1 tuition in reading and maths.	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> ○ small group tuition +4 months ○ 1:1 tuition +6 months ○ Feedback +6 months 	1, 2
Provide release for staff to attend relevant CPD courses and visit other schools to enrich pedagogy	EEF guide to Pupil Premium: Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.	1, 2, 3, 4, 5
Provide release for subject leaders and teachers to work together to further innovate curriculum planning to engage and inspire pupils, particularly Pupil Premium with SEND	<p>Hattie, J. (2012). Visible Learning for teachers provides practical guidance for teachers on how to apply the principles of 'visible learning' in their classrooms. Wiliam, D. (2018). Embedded formative assessment (2nd Edn). highlights the importance of formative assessment practices and strategies for embedding them into daily teaching activities to support continuous student improvement.</p> <p>PP funding will be used to release staff to put CPD and cognitive science into practice and impact upon planning in 2025/26..</p>	2, 3, 4
Fund qualifications for TAs so they can lead and support learning of focus pupil groups.	<p>EEF guide to Pupil Premium: Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.</p> <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> ○ Teaching assistant interventions +4 months ○ Phonics +5 months 	1, 2, 3, 4, 5

Fund additional CPD for pastoral staff to understand and deliver alternative provision sessions.	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> ○ Arts participation +3 months ○ Behaviour interventions both universal and targeted +4 months ○ Social and emotional learning +4 months <p>IPPR report 2024 'Who Is Losing Learning?' (Kiran Gill, Shaun Brown, Cristin O'Brien, Jenny Graham Efua Poku-Amanfo)</p> <p>Cambridgeshire LA specialist teacher recommendations from observations and support across 2025/6 academic year.</p> <p>SLT and teaching staff to attend Inclusion Conference January 2026.</p>	3, 4, 5
Additional day release for SENCO to support teachers and PP children in class as part of quality first teaching.	<p>EEF guide to Special Educational Needs in Mainstream Schools:</p> <ul style="list-style-type: none"> • Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. • Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. <p>SENCO release will accommodate one day per week minimum of observation time to support high profile SEND/SEMH children and develop teacher pedagogy through feedback and support. Additionally, SENCO will have direction of fluency and life skills interventions.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £71,161.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitoring curriculum resources including specific evidence-based programs on progress of children with PP.</p> <p>PP funding to be used to release staff to monitor, plan and analyse impact of the targeted academic support.</p>	<p>CUSP reading and writing approach: scaffolded CUSP lessons teach explicit vocabulary instruction, deliberate fluency instruction and explicit teaching of comprehension strategies. Lessons focus on the key reading skills: summarising, retrieval, inferencing and predicting.</p> <p>The <i>NASEN SEN Support Resource</i> (used in UK SEN planning guidance) lists Nesy Reading & Spelling alongside other structured, sequenced reading interventions as tools to support learners</p>	1, 2, 4

	<p>with reading difficulties like dyslexia. asset.nasen.org.uk</p> <p>EEF RWInc study: "There is some evidence that pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months' additional progress in reading."</p> <ul style="list-style-type: none"> ● EEF T&L toolkit: <ul style="list-style-type: none"> ○ mastery learning +5 months 	
TAs & HLTAs lead phonics and reading fluency catch-up interventions across the whole school.	<ul style="list-style-type: none"> ● EEF T&L toolkit: <ul style="list-style-type: none"> ○ small group tuition +4 months ○ oral language interventions +6 months ○ phonics +5 months 	1, 2, 4
Expanded Rehearsal Technique (ERT) interventions led by TAs & HLTAs across KS2 and refresher training from SENCO to all staff.	<ul style="list-style-type: none"> ● EEF T&L toolkit: <ul style="list-style-type: none"> ○ oral language interventions +6 months ○ teaching assistant interventions +4 months ○ one to one tuition +5 months 	2
External expertise to maximise progress and close the attainment gap, particularly in reading	<p>The Reading Doctor: "removes barriers to becoming a successful reader by building learning pathways that enable the child to become a confident and capable reader, who reads for pleasure and reads to learn."</p> <p>EEF: Targeted small group literacy interventions can have a positive impact on reading progress, and are especially effective for pupils from disadvantaged backgrounds when progress is monitored and instruction is matched to need</p>	2
Speech & Language hours for EYFS, Y1, Y2 and Y3	<ul style="list-style-type: none"> ● RCSLT: <i>Speech, language, and communication needs are strongly linked with disadvantage — children from poorer backgrounds are more likely to start school with delayed language skills and are at risk of poorer educational outcomes without support.</i> ● EEF T&L toolkit: <ul style="list-style-type: none"> ○ oral language interventions +6 months 	1, 2, 4

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

Budgeted cost: £59,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
An ELSA trained learning mentor supports Key Stage	<ul style="list-style-type: none"> ● EEF T&L toolkit: <ul style="list-style-type: none"> ○ social and emotional learning +4 months ○ mentoring +2 months 	2, 3, 5

2 pupils who struggle to access learning in class.	<ul style="list-style-type: none"> ○ metacognition and self-regulation +7 months ○ behaviour interventions +4 months <p>IPPR report 2024 'Who Is Losing Learning?' (Kiran Gill, Shaun Brown, Cristin O'Brien, Jenny Graham Efua Poku-Amanfo)</p>	
A member of support staff is being trained in ELSA to offer early support in Key Stage 1 children who struggle to access their learning.	As above.	2, 3, 5
1:1 TA support for pupils at risk of suspension.	<p>Targeted approaches working with children at risk of exclusion — including <i>one-to-one targeted support, counselling, resilience coaching, and mentoring/monitoring</i> — have evidence of effectiveness in reducing exclusion rates at the pupil level. UK Parliament Committees</p> <p>IPPR report 2024 'Who Is Learning Learning?' (Kiran Gill, Shaun Brown, Cristin O'Brien, Jenny Graham Efua Poku-Amanfo)</p>	3, 4, 5
TA support to enable pupils with SEMH to transition into school successfully each morning	<ul style="list-style-type: none"> ● GOV.UK, Pupil Premium: effective use and accountability, October 2019 ● EEF Guide to Pupil Premium Guide – There is evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. ● EEF T&L toolkit: <ul style="list-style-type: none"> ○ mentoring +2 months ○ social and emotional learning +4 months <p>IPPR report 2024 'Who Is Learning Learning?' (Kiran Gill, Shaun Brown, Cristin O'Brien, Jenny Graham Efua Poku-Amanfo)</p>	3, 4, 5
TA and SENCO support to run sensory circuits each morning	"Research on physical activity breaks — a category that includes structured movement such as sensory circuits — shows they can increase selective attention in primary-aged children shortly after the activity and support concentration and emotional regulation, which are critical predictors of academic engagement and attainment." mdpi.com	3, 4, 5
Attendance, family and wellbeing support for PP children and parents/ carers.	<p>Families need support for welfare and safeguarding concerns and to be able to attend school. Pupils are then supported to be successful at home and in school.</p> <ul style="list-style-type: none"> ● EEF guide to pupil premium: Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. ● EEF T&L toolkit: 	3, 4, 5

	<ul style="list-style-type: none"> ○ mentoring +2 months ○ social and emotional learning +4 months ○ parental engagement +4 months ● EEF Guide to Pupil Premium: Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools. ● FFT Aspire 360 reports and analysis ● DFE Attendance reports. 	
Support for school visits, especially residential trips in Y5 and 6.	<ul style="list-style-type: none"> ● NEU guidance on educational visits ● EEF toolkit: outdoor adventure learning +4 months 	3, 4, 5
Reading Cafes each term across the school for parents to attend. Funding to be used to provide refreshments at each cafe	<p>EEF Teaching and Learning Toolkit - Parental Engagement</p> <p>Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.</p> <p>Evidence/ ideas drawn from Working Together for Educational Equality</p>	1,5
Support to enable children to attend extracurricular enhancement activities inside and outside of school, including the use of external agencies.	<p>EEF Guide to Pupil Premium: Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>YDP: “fun, positive and motivational sessions that not only give children confidence but give them the access to sports that would not normally be available in schools.”</p> <p>Forest School is an evidence-based outdoor learning approach that has been evaluated by Forest Research (O’Brien & Murray, 2005-07). Their findings indicate that regular participation in Forest School supports children’s confidence, social interaction, communication, motivation and concentration, outcomes that are particularly important for disadvantaged pupils who may underengage in conventional classroom settings.”</p>	3, 4, 5
Improving lunchtime experiences and provision	<p>“Social and emotional development, which is strongly influenced by opportunities for play and positive peer interaction, has been shown to improve pupils’ engagement with learning and academic outcomes, particularly for disadvantaged children.”</p> <p>— Education Endowment Foundation (EEF), Social and Emotional Learning</p>	1, 3, 4

Total budgeted cost: £249,369.99

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria (by end of strategy plan)	Review Autumn 2025
<p>Speech, language and communication skills are developed in EYFS and KS1; vocabulary is developed for disadvantaged pupils across school</p>	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment. At end of EYFS, the attainment gap between disadvantaged and non-disadvantaged will be closed to within 10% in the key areas of 'Listening, Attention and Understanding' and 'Speaking' 	<p>To strengthen speech, language and communication in EYFS and KS1, and to ensure disadvantaged pupils develop secure vocabulary across the school, targeted support has led to notable improvements in spoken language from observations. These have also shown enhanced expressive and receptive language for all pupils, with only three disadvantaged children without SEN now working below expected levels in listening, attention, understanding and speaking. These areas remain priorities as the pupils transition into Year 1. The school continues to focus on closing the attainment gap in the key areas of 'Listening, Attention and Understanding' and 'Speaking', working towards reducing the current gap through sustained, high-quality early language provision for pupil premium children.</p>
<p>Greater proportion of disadvantaged pupils pass the phonics screening test; opportunities to develop higher levels of vocabulary planned across the curriculum.</p>	<p>Increased teacher training/ knowledge of phonics/early reading and improved parental engagement to lead to:</p> <ul style="list-style-type: none"> 80% of disadvantaged pupils passing phonics screening Assessments and observations indicate a greater range and depth of vocabulary in core and foundation curriculum subjects among disadvantaged pupils. This is evident when triangulated with other sources of evidence engagement with the curriculum, book scrutiny/ writing tasks, oral language and discussion tasks and ongoing formative assessment. 	<p>To secure a greater proportion of disadvantaged pupils passing the Phonics Screening Check (PSC) and to strengthen vocabulary development across the curriculum, AJS invested in building excellence in phonics delivery through weekly expert support from the Phonics Lead, including 1:1 coaching and bespoke guidance for all staff. In 2024–25, whole-school Read Write Inc. training was revisited to ensure renewed fidelity to a validated phonics programme, with all phonics learners assessed every six weeks by familiar adults. Tracking data is now being used specifically to identify and implement timely interventions for disadvantaged pupils within each 6-week cycle. Outcomes demonstrate the impact of this approach: in Year 1, 82% of pupils passed the PSC, including 52% of disadvantaged pupils and 92% of their non-disadvantaged peers. By Summer 2025, 60% of disadvantaged pupils without EHCPs passed—an improvement from 35% in the Spring mock—and by the end of Year 2, 83% of disadvantaged pupils without EHCPs and 73% with EHCPs/SEND achieved the standard. Non-disadvantaged outcomes remained high, with 91% (including SEND) and 98% (without</p>

	<ul style="list-style-type: none"> Reading cafes continue and other opportunities that engage parents are used to help parents support reading and vocabulary acquisition at home. 	SEND/EHCP) passing. Those disadvantaged pupils who did not pass in Year 2 continue to receive targeted RWI phonics instruction in Year 3. Across the school, reading cafés were held in every year group to strengthen parental engagement and further support vocabulary and reading development.
Continue to develop Quality First Teaching across the school; this supports accelerated progress for disadvantaged pupils so they close the attainment gap to their peers.	<ul style="list-style-type: none"> KS2 reading and writing outcomes show that more than 80% of disadvantaged pupils met the expected standard by the end of this strategy. <p>Termly PiXL assessments and analysis show that disadvantaged children make accelerated progress.</p> <ul style="list-style-type: none"> Observations and analysis reports evidence that alternative provision is used effectively to enable quality first teaching in the classroom. Core team meetings for all teachers are established and embedded throughout the year to focus on adapted learning for disadvantaged pupils who need to make accelerated progress in core subjects. 	To continue strengthening Quality First Teaching and accelerate progress for disadvantaged pupils, AJS has maintained a focused, whole-school approach to improving classroom practice and targeting support effectively. This is reflected in outcomes: KS2 combined Reading, Writing and Maths attainment reached 65% for the whole cohort, with disadvantaged and non-disadvantaged pupils achieving equally at 65%. For disadvantaged pupils, this represents performance 18% above the national standard for combined outcomes. Since 2023, disadvantaged pupils' attainment has risen each year, supported by a whole-school improvement priority on reading, where AJS disadvantaged pupils achieved 71%, outperforming the national disadvantaged figure of 63% and demonstrating a narrowing gap with their non-disadvantaged peers. Core team meetings have ensured teachers maintain a clear focus on their disadvantaged pupils, enabling precise identification of learning needs and more effective deployment of support to secure continued progress.
To achieve and sustain improved wellbeing and behaviour for disadvantaged pupils with SEMH needs	<ul style="list-style-type: none"> Sustained high levels of wellbeing and improved behaviour demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. Therapeutic thinking strategies and behaviour curriculum used by all staff to reduce suspensions for dangerous behaviour The majority of disadvantaged pupils participate in an enrichment activity. 	To achieve and sustain improved wellbeing and behaviour for disadvantaged pupils with SEMH needs, the school has strengthened its provision and monitoring systems. Pupil voice surveys in Year 4 indicate that the majority of disadvantaged pupils (80%) feel happy and safe at school, with further surveys planned across additional year groups to ensure a comprehensive understanding of pupil wellbeing. This year, all pupils with identified SEMH needs—100% of whom were disadvantaged—were reintegrated into whole-class provision rather than the previous nurture model, ensuring greater inclusion and access to high-quality teaching. Alongside this, an Internal Alternative Provision was established to provide tailored support for SEMH pupils. This bespoke approach has successfully fostered a stronger sense of belonging and more positive relationships with staff, resulting in a significant reduction in suspensions, with 80% of pupils in this group showing marked improvement.

<p>Children eligible for Pupil Premium and with complex SEND needs have tailored provision to enable them to make progress.</p>	<ul style="list-style-type: none"> • The AIM (Achieve, Inspire, Motivate) room provision is maintained with sufficient resources and staffing to enable 100% of disadvantaged children with EHCPs to progress against their individual targets as evidenced on individual Birmingham Toolkits & EHCP review documents. 	<p>The AIM (Achieve, Inspire, Motivate) room provision is maintained with appropriate staffing and resources to ensure that disadvantaged pupils with complex SEND receive highly personalised support. This tailored approach enables each child to work towards their individualised EHCP and Birmingham Toolkit targets. As a result, in Summer 2025, 100% of pupils accessing AIM— all of whom were disadvantaged and had significant SEND needs—made measurable progress from their starting points, demonstrating the effectiveness of the provision in helping vulnerable learners achieve meaningful gains.</p>
<p>Attendance for disadvantaged pupils is in line with peers; persistent absence reduces for this group.</p>	<ul style="list-style-type: none"> • Persistent absence for disadvantaged children reduced by at least 10%. • Attendance of disadvantaged pupils to be at least in line with national % for disadvantaged pupils and close to within 5% of pupils without disadvantage. 	<p>To ensure attendance for disadvantaged pupils is in line with their peers and to reduce persistent absence within this group, the school has implemented targeted monitoring and early intervention strategies. As a result, persistent absence among disadvantaged pupils has reduced by over 10% and currently stands at 18.2%. Overall attendance for disadvantaged pupils has improved to just 1.2% below that of non-disadvantaged pupils, narrowing the gap significantly and moving closer to the target of being within 5%. Attendance is now also much closer to the national figure for disadvantaged pupils, demonstrating sustained improvement and the impact of focused support.</p>

Externally provided programmes

Programme	Provider
Lexonik Leap	Lexonik
Reading 1:1 Tuition	Reading Doctor
SEMH support	Youth Dreams Project
Fresh Start	Read Write Inc

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

Service Pupil Premium was spent on additional pastoral support from the school's pastoral team and TA/class teacher mentoring when parents were deployed away.

The impact of that spending on service pupil premium eligible pupils

Children are ready to learn and can manage and communicate their emotions effectively.

Appendix 1

Disadvantaged Pupils Reading Writing and Maths Expected Standard 2024/25 (from Inspection Data Summary Report)

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	81	51%	46%	Close to average (non-sig)	68%	-17	Not applicable	Not applicable
2025	31	65%	47%	Above (non-sig)	69%	-5	Narrowing	-
2024	24	46%	46%	Close to average (non-sig)	67%	-22	Narrowing	-
2023	26	38%	44%	Close to average (non-sig)	66%	-28	Not available	-

Appendix 2

Disadvantaged Pupils Attendance 2024/25 (from Inspection Data Summary Report)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	154	92.1%	92.6%	Close to average	Relative improvement
2023/24	159	89.8%	92.0%	Below	Relative decline