

Pupil premium strategy statement – Stimpson Avenue Academy



This statement details our school's use of pupil premium for the period of 2025-28 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	Stimpson Avenue Academy
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	17% (74 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-28
Date this statement was published	September 2026
Date on which it will be reviewed	July 2026- July 2027 July 2028
Statement authorised by	Zoe McIntyre
Pupil premium lead	Luci Clapton
Governor / Trustee lead	David Hood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,364
LA Pupil Premium	None
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£111,364

Part A: Pupil premium strategy plan

At Stimpson Avenue Academy, we recognise that many of our families face varying degrees of socio-economic disadvantage. Despite these challenges, we are a school that takes pride in our inclusive ethos, high expectations, and nurturing learning environment.

With a high level of pupil mobility and 71% of our students having English as an additional language, alongside a richly diverse range of ethnic backgrounds, we encounter a broad spectrum of educational and pastoral needs.

Our Pupil Premium strategy is therefore centred on ensuring that all pupils are able to engage meaningfully with their learning. We are committed to enabling our staff to personalise our broad and enriched curriculum to meet the academic, social, and emotional needs of every child.

At Stimpson Avenue, we are dedicated to investing in initiatives that support our disadvantaged and vulnerable pupils. Through a wide range of experiences and opportunities, we aim to equip them with the knowledge, skills, and behaviours necessary to thrive—both within school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	<i>High % of pupils arrive with little or no English, difficulties engaging with families.</i>
2	<i>Attendance rates for PP pupils are lower than non-PP pupils.</i>
3	<i>Financial disadvantage can have an impact on access to enrichment opportunities for our pupils resulting in limited aspirations.</i>
4	<i>Children and family's emotional welfare can act as a barrier to effective engagement with school.</i>
5	<i>Low levels of engagement with home, particularly with reading and homework.</i>

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
To ensure disadvantaged pupils continue to leave EYFS socially, emotionally and academically ready for successful learning in KS1.	Children in receipt of pupil premium funding will perform in-line with, if not exceed, peers leave EYFS in GLD outcomes
To ensure that pupils continue to make rates of progress, particularly across KS2, in line with non-pupil premium pupils.	All interventions are appropriate to identified needs and are having an impact. These interventions are reviewed by the class teacher half termly Interventions address gaps in learning, enabling pupils to 'catch up.' Disadvantaged pupils make expected or better progress to individual targets, especially children with SEND, safeguarding, LAC.
To improve the aspirations of all pupils eligible for PP.	Children's behaviour for learning amongst children eligible for PP is consistently good. Pupils eligible for PP show clear pride in their work through book scrutiny. Children express enthusiasm for coming to school each day. Children able to explore and express clear aspirations for their future and link this to their current learning.
Academic difference is diminished, and children enter secondary school with an attainment level which enables them to continue to be successful in the next stage of their education.	Children in receipt of pupil premium funding in Year 6 to achieve rates of progress that are in line with or above non-disadvantaged pupils nationally.
To improve rates of attendance for all pupils eligible for PP to be in line with non-PP peers.	Attendance rates amongst pupils eligible for PP increased to at least 95% on average.

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: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To further improve the quality of teaching by embedding research-informed strategies and instructional coaching across the academy.</i> Key Activities: • Staff engage in ongoing CPD focused on mastery teaching, curriculum breadth, and the implementation of Rosenshine's Principles of Instruction. These sessions are designed to deepen pedagogical understanding and promote consistent, high-quality teaching practices. • All teaching staff are provided with current, evidence-based materials and resources to support effective lesson planning and delivery. This includes access to educational research, modelled examples, and instructional frameworks. • Teachers receive targeted instructional coaching to support the application of research-based strategies in the classroom. Book scrutiny and lesson observations are used to monitor the use of modelling and scaffolding techniques, ensuring these are evident in pupils' work and contribute to improved outcomes.	EEF says 'Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential; to achieving the best outcomes for pupils. Providing opportunities for professional development – for example, to support curriculum planning or focused training on the effective use of technology – is likely to be valuable.'	1, 2, 3, 4
<i>To ensure all staff are equipped with the knowledge and skills to</i>	EEF toolkit states that phonics work can have an impact of +4 months. It suggests that the smaller the group the	1, 2, 3

<i>deliver the phonics programme with consistency and impact, enabling all pupils—particularly those at risk of falling behind—to make strong early reading progress.</i> • All new staff receive comprehensive training in the ELS phonics programme, with ongoing support provided to continuously refine and embed effective practice across the school. • Where necessary, additional CPD is delivered to ensure that all staff are confident and competent in delivering high-quality phonics instruction, aligned with the school's chosen scheme. • A structured assessment cycle is in place to monitor pupil progress in phonics. This enables the early identification of pupils requiring additional support, with 1:1 tuition provided for those needing intensive intervention. • CPD opportunities are extended to both teaching staff and the Reading Leader across the trust, ensuring a consistent and collaborative approach to phonics teaching and leadership.	better the impact with work closely matching the needs of the children'	
<i>To enhance oral language skills and broaden vocabulary acquisition for all pupils eligible for Pupil Premium, ensuring they can access the full curriculum and express themselves with confidence and clarity.</i> • Explicit Vocabulary Instruction is explicitly taught across all	EEF toolkit states that Oral Language Intervention has an effect of +5 months when extending and refining children's spoken language.	1, 2, 3

subject areas, with a focus on tiered vocabulary to support comprehension and language development. • Daily story sessions are embedded into the school day to expose pupils to rich and varied language, fostering a love of reading and expanding their vocabulary. • The use of talk partners and sentence stems is embedded across lessons to support structured, high-quality peer discussions and develop pupils' oracy skills. • All staff consistently model and encourage the use of full sentences in classroom dialogue, promoting accurate and confident spoken English. • In Early Years and Key Stage 1, particular attention is given to developing spoken language through purposeful interactions in the outdoor learning environment during continuous provision. • Strategies such as cold calling and talk partners are used to ensure all pupils are actively engaged in classroom discussions, providing equitable opportunities to speak and be heard.		
<i>To embed a vocabulary-rich culture across the school, ensuring all pupils—particularly those with limited language exposure—develop the language skills necessary to access the full curriculum and express themselves confidently.</i> • Vocabulary is explicitly taught and reinforced across all subjects. Displays in classrooms and shared areas	EEF toolkit states - 'Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.' This is directly linked to oral language approaches which include: 'explicitly extending pupils' spoken vocabulary;'	1, 2, 3

highlight key terminology to support retention and application in context. • A range of tailored resources is used to support pupils who are new to English or who present with identified vocabulary gaps, ensuring equitable access to learning. • Continued development of a vocabulary-rich environment in the Early Years Foundation Stage (EYFS), with a strong focus on language modelling, storytelling, and interactive learning. • Visual aids, including widgets and pictorial representations, are used to enhance vocabulary acquisition and support understanding, particularly for EAL learners and those with additional needs.		
All PP pupils make expected or better progress based on their starting points. • <i>Early assessments identify gaps in learning with termly targets set and reviewed for all Pupil Premium pupils so that early intervention can be added to support if needed, this will include catch up beyond the school.</i>	Staff have identified the underlying gaps and factors associated with disadvantaged pupils as a focus for development and pedagogy. This information can be used to remove barriers to learning and accelerate progress.	1, 2,3, 4
Ensure quality of feedback for all PP children is purposeful and progressive and move learning forward • Live marking is used consistently to address misconceptions and errors ‘in the moment.’ • Children are actively engaging with the feedback provided. • Feedback is timely and regular to address individual of areas	Sir Kevin Collans, CO of the EEF, “Rather than relentlessly pursuing unproven and unsustainable approaches, a guiding principle might be to mark less, but mark better, informed by what the evidence tells us so far is likely to have the most impact.” EEF states “There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have	1,4

of successes and areas to further develop.	a greater impact on disadvantaged pupils and lower prior attainers than other pupils.	
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Targeted academic support (for example, support structured interventions)

Budgeted cost: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To accelerate progress for identified pupils—particularly those who have fallen furthest behind—through targeted, high-quality support and structured interventions that address gaps in learning.</i> • Provide additional support through structured interventions delivered 1:1 or in small groups, tailored to individual learning needs. • Incorporate intervention strategies within classroom teaching to ensure continuity and reinforcement of learning during lessons. • Regularly assess pupil progress to identify specific gaps in knowledge and skills, ensuring timely and appropriate intervention. • Track the impact of interventions through progress data, pupil voice, and work scrutiny to ensure they are effective and responsive to pupil needs.	<i>EEF Rationale:</i> • ‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’	1, 2, 3, 4
<i>To increase parental engagement and support,</i>	EEF research shows that increasing Parental Involvement in children’s	3, 6

<i>particularly for families of disadvantaged pupils, to strengthen home-school partnerships and improve pupil outcomes across the curriculum.</i> • Deliver in-person workshops and create online video clips to help parents understand how to support their children's learning across all areas of the curriculum. • Offer targeted courses to help parents build confidence and develop skills that support both their own development and their children's education. • Use Arbor to maintain regular and effective communication with parents, ensuring they are informed and engaged with school life. • Promote upcoming workshops and school events through platforms such as Twitter, Facebook, and the school newsletter to reach a wider audience. • Monitor levels of parental engagement and identify families who are not engaging. Use creative and personalised approaches to overcome barriers and encourage participation. • Ensure key school documents and communications are translated into the most commonly spoken languages within the school community to improve accessibility and inclusion.	learning provides to increase impact in partnership with parents. Staff-led workshops for parents are an accessible means of provision. They will provide some practical ways that parents can support their pupils at home. Encouraging and enabling parents to understand the importance of supporting their child's learning and the impact that regular practise of basic skills (reading/spelling/talking with parents) can have on pupils' attainment and progress. Increased participation and completion of home learning	
<i>To maintain pupil attendance above the national average, targeting 96% or higher, through proactive monitoring, early</i>	Education Endowment Foundation (EEF) Rapid Evidence Assessment The EEF conducted a comprehensive review of attendance interventions and	2, 3, 6

<i>intervention, and strong home-school partnerships.</i> • Attendance and punctuality data is analysed weekly for all pupils to identify patterns and intervene early where concerns arise. • Attendance letters are sent to parents when a pupil's attendance falls below 96%, reinforcing the importance of regular school attendance. • Daily phone calls are made to the families of all absent pupils to ensure safeguarding and to encourage prompt returns to school. • Where attendance is a concern, meetings are held with parents to discuss barriers and offer support, including referrals to external agencies where appropriate.	found that parental engagement approaches and responsive interventions—such as regular communication, personalised support, and early identification of attendance issues—show promise in improving attendance outcomes EEF Written Evidence to Parliament The EEF highlighted that poor attendance is closely linked to lower academic attainment, especially among disadvantaged pupils. Their findings support the use of targeted communication (e.g. letters, phone calls), parental meetings, and multi-agency support as effective strategies to address persistent absence Chartered College of Teaching – Impact Journal Ongoing research involving over 200 schools in England has reinforced the importance of belonging, engagement, and parental involvement as key drivers of improved attendance. Schools that foster strong relationships with families and provide clear, supportive communication tend to see better attendance outcomes	
<i>To support the emotional, social, and academic development of our most vulnerable pupils by providing a nurturing environment that fosters a strong sense of belonging, purpose, and positive relationships.</i> • Implement strategies that create a safe, supportive, and inclusive environment where vulnerable pupils feel valued and understood. • All staff will consistently model respectful, empathetic, and supportive interactions.	'Children who attended a NG had a significant chance of improving their learning skills' (Gerrard, 2005), 'including language and literacy skills' (Hosie, 2013)	3, 5

• Embed opportunities across the curriculum and school day to develop pupils' language, communication, and social interaction skills, particularly through structured group work, role play, and restorative conversations. • Provide additional mentoring, pastoral support, or small-group interventions for pupils identified as needing emotional or social development support. • Regularly review the progress and well-being of vulnerable pupils through pastoral tracking systems and pupil voice activities to ensure support remains responsive and effective.		
<i>To ensure that Pupil Premium pupils who are also identified as having (SEND) make at least expected progress in line with their personalised targets.</i> • Deliver tailored interventions that address the specific learning needs of PP pupils with SEND, ensuring these are regularly reviewed and adapted based on progress. • Proactive SENCo Involvement: The SENCo actively monitors the academic and developmental progress of these pupils, using data to identify needs and ensure timely support is in place. • The SENCo provides ongoing advice and training to class teachers and support staff on effective strategies, and intervention approaches for dual-identified pupils.	Education Endowment Foundation (EEF) – Selecting Interventions The EEF highlights that small group and one-to-one interventions, when carefully selected and closely matched to pupils' specific needs, can have a moderate to high impact on progress—especially for pupils with SEND EEF Guidance on Teaching Assistants and SEND The EEF also stresses the importance of effective deployment of SENCos and support staff, noting that SENCos play a critical role in: • Monitoring progress. • Advising teachers on appropriate strategies. • Coordinating support and ensuring interventions are well-targeted and impactful	1, 2, 4, 5

• Use regular assessment cycles and pupil progress meetings to evaluate the impact of interventions and adjust provision accordingly. • Engage parents and external professionals in reviewing support plans and ensuring a joined-up approach to meeting pupils' needs.		
<i>To create a positive, inclusive, and structured playtime experience for all pupils, including those eligible for Pupil Premium, by promoting positive behaviour, peer support, and staff consistency.</i> • Train a group of Playleaders—including Pupil Premium pupils to support younger children during break and lunchtimes, including indoor play sessions. • Ensure all staff are trained in the consistent implementation of the school's behaviour curriculum with a focus on promoting positive interactions during unstructured times. • Regularly review the impact of playtime strategies through pupil voice, staff feedback, and behaviour logs to ensure continuous improvement and inclusion.	The Education Endowment Foundation (EEF) and Early Intervention Foundation (EIF) highlight that explicitly teaching and modelling social and emotional skills, including during unstructured times like playtime, supports behaviour, inclusion, and academic outcomes. Staff training and consistent reinforcement of behaviour expectations are key to success.	2, 5
<i>To ensure a positive and settled start to the school day for targeted pupils, particularly those eligible for Pupil Premium, by providing access to a supportive and structured breakfast club that promotes</i>	Department for Education Evaluation Report (2017) An evaluation of breakfast clubs in schools with high levels of deprivation found that they improved punctuality, concentration, behaviour, and social interaction. The report also noted that pupils who attended breakfast clubs were more likely to eat a healthy breakfast and	2, 3, 4

readiness for learning, healthy habits, and social development. • Identify and invite pupils who would benefit most from breakfast club provision, with a focus on those experiencing barriers to punctuality, nutrition, or emotional readiness for learning. • Offer daily breakfast support to families of targeted pupils, ensuring they are aware of the benefits and feel supported in accessing the provision. • Introduce pupils to a variety of healthy breakfast options and encourage self-sufficiency through routines such as serving food, tidying up, and making choices. • Promote positive social interactions through mixed-age games, conversation, and structured activities that build confidence, communication, and peer relationships. • Track attendance, punctuality, and readiness to learn for pupils attending breakfast club to assess impact and inform future provision.	start the day in a calm, structured environment	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 43,364.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To improve attitudes to learning both in school and beyond by supporting the wellbeing, engagement, and enrichment of</i>	Public Health England's briefing paper, 'The link between pupil health and wellbeing and attainment' main findings included:	2, 5

<i>Pupil Premium pupils through targeted interventions, family support, and access to wider opportunities.</i> • Regularly monitor the emotional wellbeing of Pupil Premium pupils through pastoral systems, pupil voice, and staff observations to ensure timely and appropriate support is in place. • Hold regular meetings with parents and carers to share strategies that can be used at home to reinforce positive learning behaviours and emotional resilience. • Deliver <i>Drawing and Talking</i> sessions for identified Pupil Premium pupils to support emotional expression, self-regulation, and mental health. • Subsidise extracurricular activities, educational visits, and enrichment programmes (e.g. Ride High) by 50% to ensure all pupils can participate, regardless of financial barriers.	• Pupils with better health and wellbeing are likely to achieve better academically. • Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.	
<i>To improve attendance, emotional wellbeing, and readiness to learn for Pupil Premium pupils through early intervention, family engagement, and targeted pastoral support.</i> • Monitor attendance daily and follow up promptly on absences with a first-day response system to ensure safeguarding and encourage regular attendance. • Provide access to a breakfast club for targeted pupils to promote punctuality, a calm start to the day, and readiness for learning. • Regularly assess the emotional wellbeing of Pupil Premium pupils through pastoral systems, pupil voice, and staff observations to ensure timely and appropriate support.	Increased attendance at school is vital to enable pupils to reach their potential in terms of attainment and progress. NFER briefing for school leaders identifies addressing attendance as a key step.	2, 5

• Hold regular meetings with parents and carers to share strategies that can be used at home to reinforce positive learning behaviours and emotional resilience. • Deliver <i>Drawing and Talking</i> sessions for identified pupils to support emotional expression, self-regulation, and mental health.		
<i>To enable pupils—particularly those eligible for Pupil Premium—to self-regulate and manage their emotions effectively, so they can fully access the curriculum and engage positively with learning.</i> • Deliver targeted nurture sessions that support pupils in developing emotional literacy, resilience, and self-regulation strategies. • Embed the <i>Zones of Regulation</i> framework across the school to provide pupils with a shared language and toolkit for recognising and managing their emotions. • Provide further training for all staff on the use of the <i>Zones of Regulation</i> and nurture principles to ensure consistent language and support strategies across the school day. • Use pupil voice, behaviour logs, and pastoral tracking to monitor the impact of interventions and adjust provision to meet individual needs.	EEF Rationale <i>‘There is extensive international research in this area, including a number of meta-analyses. More research has been undertaken in primary than in secondary schools, and a number of studies have specifically evaluated the impact on pupils who are low-attaining or disadvantaged.’</i>	2, 5
<i>To develop a nurture-based approach to education that supports the emotional, social, and academic development of all Pupil Premium pupils, with a particular focus on creating a strong sense of belonging, purpose, and emotional security for the most vulnerable.</i> • Embed nurture principles across the school environment to ensure all Pupil Premium pupils benefit from a consistent, supportive, and emotionally safe learning experience.	‘Children who attended a NG had a significant chance of improving their learning skills’ (Gerrard, 2005),’ including language and literacy skills’ (Hosie, 2013)	2, 4

• Provide additional pastoral and emotional support for the most vulnerable children, including access to small-group or 1:1 nurture sessions. • All staff will model respectful, empathetic, and supportive relationships, creating a culture of trust and emotional safety. • Prioritise the development of language, communication, and social interaction skills through structured activities, role play, and restorative conversations. • Provide ongoing professional development to ensure all staff understand and apply nurture-based strategies effectively in their daily practice.		
<i>To broaden the educational experience and promote pupil well-being by providing Pupil Premium pupils with access to a wide range of enrichment opportunities beyond the core curriculum.</i> • Organise educational visits and invite external visitors to enhance learning across the wider curriculum, ensuring Pupil Premium pupils are fully included. • Facilitate participation in whole-school such as non-uniform days, discos, and movie nights to promote social inclusion and school engagement. • Offer a variety of after-school clubs (e.g. sports, arts, STEM) with priority access or subsidies for Pupil Premium pupils to encourage participation and skill development. • Provide access to music lessons and programmes such as <i>Rock Steady</i> to support creativity, confidence, and self-expression. • Promote physical health and teamwork through PE opportunities, lunchtime clubs, and activities like <i>gymnastics, dodge-ball and multi-sports</i>. • Ensure access to breakfast and lunchtime clubs to support social interaction, nutrition, and readiness to learn.	Centre for Young Lives (2025) – “Beyond the Classroom” Report This research found a positive correlation between enrichment activities and improved school attendance, especially among pupils at risk of disengagement. Activities such as sports, arts, trips, and social action were shown to boost motivation, confidence, and a sense of belonging, which are critical for disadvantaged pupils	2, 5, 6

Part B: Review of outcomes in the previous academic year 2025/2026

Pupil premium strategy outcomes

Intended outcome	Success criteria	Impact		
All PP children make improved rates of progress, including those disadvantaged pupils with English as an additional language.	All interventions are appropriate to identified needs and are having an impact. These interventions are reviewed by the class teacher. Half termly interventions address gaps in learning, enabling pupils to 'catch up.' Disadvantaged pupils make expected or better progress to individual targets, especially children with SEND, EAL, safeguarding, LAC, BME.			
		Progress (good or better)	PP	Non-PP
		Reading	63%	61%
		Writing	67%	70%
		Maths	66%	66%
		Attainment	PP	Non-PP
		Good level of development	33%	65%
		Y1 – Phonics Screening Check	80%	80%
		Y2 – Phonics Screening Check	86%	94%
		Y4 – MTC (ave. score)	19.3	22.2
		Y6 – Reading	60%	67%
		Y6 – Writing	80%	73%
		Y6 – Maths	73%	77%
		Y6 – SPAG	87%	69%
		Y6 - RWM	53%	62%
To identify the interests of all PP pupils so that appropriate enrichment opportunities are provided, contributing to improving mental health and wellbeing, resulting in pupils developing and	Teachers will address interest in September, these will be shared with SLT Plans in place to ensure enrichment activities take place for all. Pupil voice is used to identify the appropriateness of activity and intervention	Identifying the interests of all PP pupils enabled the provision of targeted enrichment opportunities, which supported improved mental health and wellbeing. As a result, pupils demonstrated more positive and sustained learning behaviours.		

maintaining positive learning behaviours	and the impact on pupils' wellbeing	
Teachers know and understand how vulnerabilities influence pupils learning and can, as a result, plan and deliver teaching and learning, which minimises negative impact and enhances accelerated learning. Review homework tasks so that the completion is monitored, and homework is adapted where needed, Completion of homework to be analysed so that those pupils who are not completing can be supported.	Accelerated progress for disadvantaged pupils and the differences between disadvantaged pupils and all non-disadvantaged nationally is diminished. Teachers to monitor and address the completion of homework in order to promote independent learning. Parents are kept up to date with homework expectations Meetings are held to support parents to support pupils with homework and strategies provided. Sessions created online for parents to view to fully support their children with their learning at home	Teachers developed a deeper understanding of how vulnerabilities affect pupil learning, enabling them to plan and deliver lessons that reduced barriers and supported accelerated progress. Homework tasks were reviewed and adapted to meet individual needs, with completion closely monitored and analysed, ensuring timely support for pupils at risk of falling behind.
To address where pupils are when they return in September, identify gaps in learning and plan and deliver appropriate interventions, ensuring that pupils are targeted who are not on track to target.	Accelerated progress through targeted intervention and quality first teaching. Assessments identify gaps and inform future planning. Teacher monitor progress closely and adapt teaching and interventions. Teachers promote core values, behaviour policy so that pupils experience positive transitions and sense of wellbeing and belonging. Enrichment activities in place.	Pupils' starting points were assessed on return in September, allowing staff to identify learning gaps and implement targeted interventions. This ensured that pupils not on track to meet their targets received timely, focused support to accelerate progress.
100% attendance at Termly Learning Conferences, IEP meetings, and any safeguarding meetings. To also show engagement positive in other activities during the year.	Letters and emails to be sent out with plenty of notice, enabling attendance to rise. Teachers are proactive in communicating with the parents and following up with parents.	Positive attendance was achieved at Termly Learning Conferences, IEP meetings, and safeguarding meetings, reflecting strong parental and staff engagement. Pupils and families also demonstrated positive involvement in wider school activities throughout the year, contributing to a supportive and inclusive school community.

	Positive reminders in place and staff are proactive in doing this. Staff are aware of barriers to engagement and find ways to address these.			
Disadvantaged pupils who have English as an additional language make expected progress based on their starting points	EAL pupil induction involves pupils and families. Interventions include online resources (Flash Academy). Targeted support for early interventions, this includes EYFS.	Progress (expected +)	PP	Non-PP
		Reading		
		Writing		
		Maths		