

Pupil premium strategy statement – Gig Mill Primary 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	549
Proportion (%) of pupil premium eligible pupils	21.3% (117 pupils)
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)	3 years 2024 -2025 2025 – 2026 2026 - 2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2026
Statement authorised by	Rebecca Cox
Pupil premium lead	Nikki Powell
Governor / Trustee lead	Mark Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,225
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>	£177,225

Part A: Pupil premium strategy plan

Statement of intent

At Gig Mill Primary our ultimate objective is to ensure that every child, regardless of background or challenge, has the opportunity to fulfil their potential and achieve highly across the curriculum. For our disadvantaged pupils this means not only attaining in line with their non-disadvantaged peers in reading, writing and maths, but also developing the resilience, confidence and cultural capital they need to thrive in the next stage of their education and beyond. We want our pupils to leave Gig Mill as successful learners, confident individuals and responsible citizens.

Our current pupil premium strategy is designed to remove the barriers that can prevent disadvantaged pupils from succeeding. We recognise, through our internal assessments and monitoring, that outcomes for these pupils have been below those of their peers over the last twelve months.

Our plan therefore focuses on accelerating progress through high-quality teaching, precise interventions, and targeted pastoral support, so that pupils make sustained progress from their individual starting points. A key part of this strategy is addressing persistent absence and lateness, which remain significant barriers to achievement. We are working closely with families, using a tiered approach that combines early intervention, personalised support and stronger accountability, to ensure pupils access regular, uninterrupted learning.

The principles underpinning our strategy are clear. High-quality teaching is central, as evidence shows this has the greatest impact on closing attainment gaps. Professional development, effective curriculum design, and consistent implementation of evidence-based practice will ensure disadvantaged pupils receive the strongest classroom provision. Interventions will be carefully chosen, regularly monitored and adapted to meet the precise needs of individuals and groups. These will include a focus on phonics, reading, writing and maths, as well as additional provision for pupils with SEND.

We are committed to supporting the wider wellbeing of disadvantaged pupils, recognising that children achieve most when they feel safe, valued and ready to learn. This includes pastoral support through ELSA, nurture provision, access to enrichment and cultural opportunities, and working with families to improve attendance and engagement.

Through this strategy we expect not only to raise attainment and progress for disadvantaged pupils but also to strengthen outcomes for all learners. By sustaining high-quality teaching, delivering targeted support, addressing attendance and lateness robustly, and promoting inclusion and enrichment.

We aim to ensure that disadvantage is never a barrier to success at Gig Mill Primary.

Challenges

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

Challenge number	Detail of challenge												
1 S & L	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Many children struggle with speech and language on-entry to school.</p> <p>In Reception 50% of our PP children are below curriculum in communication and language and 12.5% are below in PSED.</p>												
2 Reading	<p>Outcomes in reading based on summer 2 data outcomes, % of pupil premium pupils making expected progress:</p> <table border="1"> <thead> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>17%</td> <td>56%</td> <td>29%</td> <td>24%</td> <td>35%</td> <td>32%</td> </tr> </tbody> </table> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. 44% of Reception PP children have below curriculum in Literacy.</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	17%	56%	29%	24%	35%	32%
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5 Attendance	<p>The attendance rate among our disadvantaged pupils remains low, averaging 36.5%, with 3.5% classified as severely absent. This continued absence is contributing to lower academic achievement within this group.</p>												
6 SEND	<p>A significant proportion of Pupil Premium pupils at Gig Mill Primary School also have Special Educational Needs and Disabilities (SEND), which creates individual barriers to their progress and attainment. At present, 34 % of Pupil Premium pupils are identified as having SEND.</p>												
7 Mental Health	<p>The mental health and wellbeing of our disadvantaged pupils continues to be a focus. Some of our disadvantaged children experience high anxiety, low self-esteem, difficulties with emotional intelligence, they often lack resilience in the face of setbacks and join the school with adverse childhood experiences (ACES). Currently, 12% of Pupil Premium children require access to ELSA (Emotional Literacy Support Assistant) support or intervention.</p>												
8 Enrichment	<p>Pupil engagement in wider opportunities and enrichment activities is lower among Pupil Premium children compared to their non-Pupil Premium peers. Currently, 40% of Pupil Premium pupils participate in wider curriculum opportunities.</p>												
9 Parental Engagement	<p>At Gig Mill, we are dedicated to working in partnership with families eligible for Pupil Premium funding. We seek to strengthen parental involvement by encouraging attendance at workshops and curriculum events, while also supporting families to ensure pupils attend school regularly and arrive on time each day.</p>												

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
Improved oral language skills and vocabulary among disadvantaged	<p>Assessments and observations will demonstrate a sustained and measurable improvement in oral language skills among disadvantaged pupils. This will be evidenced through triangulation of assessment outcomes with qualitative measures such as observations, learning walks, and lesson drop-ins, which will show consistent modelling of vocabulary, scaffolded speaking and listening opportunities, and structured classroom talk.</p> <p>Pupil voice and teacher observation will confirm that disadvantaged pupils are participating more actively in class discussions, speaking with increased confidence, and independently using new and ambitious vocabulary in both spoken and written contexts.</p> <p>Parental engagement will play a key role in sustaining progress. Families will be supported through workshops and home learning resources that promote conversation, storytelling, and language rich interactions beyond school. Feedback from parents will be used to evaluate the impact of these initiatives and strengthen the home and school partnership in developing pupils' oracy and communication.</p>
Improved reading attainment among disadvantaged at the end of KS2	<p>Our strategic aim is to significantly improve reading outcomes for disadvantaged pupils across the school, ensuring equity in attainment and progress. By the end of Key Stage 2, the proportion of disadvantaged pupils achieving the expected standard in reading will increase substantially from the 2025 baseline of 38%. We are committed to narrowing the attainment gap, currently at 39% (38% disadvantaged vs. 77% non-disadvantaged), with a clear trajectory of year-on-year reduction.</p> <p>This improvement will be evidenced through a combination of statutory assessment outcomes, rigorous internal tracking systems, and triangulated evidence including reading assessments, lesson observations, and pupil voice. These will reflect increasing confidence, fluency, and comprehension skills among disadvantaged pupils.</p> <p>To secure strong reading outcomes for all disadvantaged pupils, we are committed to the following:</p> <ul style="list-style-type: none"> - Early Years Foundation Stage: Ensure all disadvantaged pupils make strong progress in reading from their individual starting points, supported by high-quality early language development and targeted interventions using Wellcomm. - Phonics Screening: Ensure disadvantaged pupils without identified SEND meet the expected standard in the Year 1 Phonics Screening Check. Pupils not meeting the standard in Year 1 will receive intensive, targeted intervention to secure success in Year 2. - Key Stage 1 & 2: Implement daily reading fluency sessions and guided reading using evidence-based approaches that develop decoding, vocabulary, and comprehension. - Progress Tracking: Monitor progress through reading age data, benchmark assessments, and formative feedback to ensure that all disadvantaged pupils make at least expected progress. - Parental Engagement: Strengthen home-school partnerships through reading workshops, take-home materials, and communication that promote regular reading practice and positive attitudes towards reading. - Professional Development: Support staff through ongoing CPD linked to Reading Framework principles, EEF guidance, and best practice from Hales Valley Trust.
Improved maths attainment among disadvantaged at the end of KS2	<p>We are committed to improving mathematics outcomes for disadvantaged pupils across all key stages, with a clear focus on closing the attainment gap and ensuring sustained progress. By the end of Key Stage 2 in 2026, the proportion of disadvantaged pupils achieving the expected standard in maths will increase from 48% (2025) to at least 60%, reducing the attainment gap with non-disadvantaged pupils from 35% to no more than 25%.</p> <p>Progress towards these goals will be closely monitored through termly internal assessments, teacher judgements, and standardised testing. Disadvantaged pupils will be supported to develop secure number fluency, increased confidence in reasoning, and the ability to apply problem-solving strategies independently.</p> <p>Our long-term ambition is that, within three years, at least 70% of disadvantaged pupils will meet the expected standard in KS2 maths, with the attainment gap narrowed to below 15%.</p> <ul style="list-style-type: none"> - Embed a Teaching for Mastery approach through White Rose Maths and collaboration with the NCETM to deepen conceptual understanding and mathematical fluency. - Ensure early identification of gaps through diagnostic assessment and targeted intervention.

	<ul style="list-style-type: none"> - Prioritise consistency of teaching practice through instructional coaching, lesson study, and peer observation. - Strengthen EYFS provision, ensuring disadvantaged pupils make strong progress in early number and pattern recognition, building the foundations for later success. - Promote parental engagement through maths workshops, take-home resources, and guidance on supporting fluency and reasoning at home. - Use pupil conferencing and feedback to build mathematical resilience and positive attitudes towards learning. <p>To achieve this, the following strategic priorities will be embedded: Early Years Foundation Stage: All disadvantaged pupils will make good progress in mathematics from their individual starting points, in line with the EYFS framework. Monitoring: Internal data will show that disadvantaged pupils make at least expected progress in mathematics across all year groups. Key Stage 2 Progress Measures: Disadvantaged pupils will achieve national average progress scores in mathematics by the end of KS2.</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS2</p>	<p>Improving writing outcomes for disadvantaged pupils is a key priority within our Pupil Premium strategy. By the end of Key Stage 2 in 2026, we aim to increase the proportion of disadvantaged pupils achieving the expected standard in writing from 57% (2025) to at least 65%. This will be accompanied by a reduction in the attainment gap between disadvantaged and non-disadvantaged pupils from 25% to no more than 18%.</p> <p>In spelling, where current outcomes show 57% of disadvantaged pupils met the expected standard compared to 74% of their peers, we are committed to narrowing the 17% gap to below 10%. These improvements will be monitored through a robust system of teacher assessment, moderation, and internal writing samples. Progress will be evidenced through improvements in spelling accuracy, increased stamina for extended writing tasks, and the confident use of ambitious vocabulary.</p> <p>Looking ahead, our three-year goal is for at least 70% of disadvantaged pupils to meet the expected standard in writing by the end of KS2, with the attainment gap narrowed to below 15%.</p> <ul style="list-style-type: none"> - Embed a consistent whole-school approach to writing, informed by The Write Stuff and Hales Valley Skills Builder (DR ICE) to strengthen modelling, scaffolding, and feedback. - Implement targeted interventions for pupils who are not yet meeting age-related expectations, focusing on sentence structure, grammar, and vocabulary development. - Strengthen teacher expertise through instructional coaching and professional development using WalkThrus and IRIS Connect to refine effective writing instruction. - Use diagnostic spelling assessments to identify patterns of error and plan responsive teaching. - Enhance parental engagement through writing workshops, home-learning guidance, and opportunities for families to celebrate pupils' achievements in writing. <p>Through high-quality teaching, targeted intervention, and a consistent focus on the development of spelling, vocabulary, and writing stamina, we will ensure that disadvantaged pupils are equipped with the skills and confidence needed to express themselves effectively in writing and achieve in line with their peers.</p>
<p>Improved MTC results for disadvantaged pupils at the end of Y4</p>	<p>Improving times tables fluency for disadvantaged pupils is a key priority in strengthening their fundamental mathematical foundations. By the end of Year 4 in 2026, the proportion of disadvantaged pupils achieving full marks (25/25) in the Multiplication Tables Check (MTC) will increase from 8/23 (36%) children (2025) to at least 18/27(67%) with 5/9 (56%) children who are SEND achieving full marks. The attainment gap between disadvantaged and non-disadvantaged pupils, currently 17% (36% vs. 53%), will reduce to no more than 10%.</p> <p>Progress will be monitored through a combination of Times Tables Rock Stars assessments, in-class fluency checks, and mock MTC tests. Disadvantaged pupils will be supported to develop automaticity and rapid recall of multiplication facts, which will also positively impact their wider confidence and competence in maths.</p> <p>Over the longer term, our ambition is for disadvantaged pupils to achieve outcomes in line with their peers, with the attainment gap reduced to below 5% by 2028.</p> <p>Key objectives include:</p> <ul style="list-style-type: none"> - Embedding regular, low-stakes times tables practice into daily routines for disadvantaged pupils. - Targeted interventions for those at risk of falling behind in fluency and recall. - Use of adaptive technology and responsive teaching strategies to accelerate recall and retention, such as Century and maths.co.uk. - Strengthen parental engagement through home-learning guidance, information workshops, and regular communication to encourage practice and celebrate progress beyond school.

	<p>This focus will ensure disadvantaged pupils have the key fluency skills needed not only for success in the MTC but also as a strong foundation for reasoning, problem-solving, and mathematical progress across key stages.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improving attendance for disadvantaged pupils is a key priority in ensuring equitable access to education and sustained academic progress. By the end of the 2025/26 academic year, our aim is to reduce the overall unauthorised absence rate for all pupils to no more than 2%, while narrowing the attendance gap between disadvantaged and non-disadvantaged pupils by at least 1 percentage point.</p> <p>In 2023/24, 27% of disadvantaged pupils were classified as persistently absent, compared to 6.6% of non-disadvantaged peers. This significant gap will be addressed through targeted intervention, early identification, and collaborative support with families. Our goal is for persistent absenteeism among disadvantaged pupils to be in line with that of their peers.</p> <p>The percentage of all pupils who are persistently absent will also reduce to below the national average (Current persistent absenteeism data FFT 17% current school figure: 19.4%). Disadvantaged pupils will no longer be overrepresented in persistent absenteeism data.</p> <p>By the end of 2025/26:</p> <ul style="list-style-type: none"> - Identified pupils will have attendance above 95%, where possible. - Where attendance remains a concern, attendance support plans will demonstrate clear, measurable improvements in attendance. - Attendance interventions will be data-informed, consistent, and regularly reviewed for impact. - Attendance support plans will show measurable improvements for pupils with ongoing concerns. - Interventions will be data-informed, consistent, and reviewed half-termly for impact. - Parental engagement will be strengthened through attendance meetings, workshops, and regular communication, promoting shared responsibility and clear understanding of attendance expectations, in line with HVT attendance policy. - Early help referrals and family support will be used where wider factors affect attendance. - Attendance data and trends will be monitored fortnightly by the Attendance Lead. <p>This sustained focus on attendance will ensure that disadvantaged pupils have increased access to high-quality teaching and learning, supporting their academic achievement, wellbeing, and long-term outcomes.</p>
SEND	<p>We are committed to ensuring that all disadvantaged pupils, including those with Special Educational Needs and/or Disabilities (SEND), make meaningful progress from their individual starting points. Where typical national measures are not appropriate, alternative and personalised assessment frameworks will be used to track and celebrate progress, such as the use of DAPA.</p> <p>Currently, 34% of disadvantaged pupils are also identified as having SEND, highlighting the importance of a joined-up approach in meeting their complex needs. Pupils will receive targeted, high-quality support and intervention that addresses both their academic and wider developmental needs.</p> <p>Our approach will include:</p> <ul style="list-style-type: none"> - Use of alternative progress measures (e.g. pre-key stage standards, Engagement Model, bespoke individual targets) to assess learning in a way that is meaningful and relevant. - Regular reviews of Individual Support Plans (ISPs/DAPA targets) to ensure provision is appropriately ambitious and aligned with pupils' needs. - Close monitoring through pupil progress meetings, supported by SENCO oversight, to track both academic and holistic development (e.g. communication, independence, emotional regulation). - Collaboration with external professionals where appropriate, ensuring specialist input informs planning and provision. - Active parental involvement through termly review meetings, joint target setting, and regular communication, enabling families to contribute to and reinforce support strategies at home. <p>By ensuring that all pupils with both SEND and Pupil Premium status make sustained progress, we will work to narrow the gap in educational outcomes and ensure that every child can achieve their full potential, regardless of need or background.</p>
EYFS	<p>Ensuring a strong foundation in the Early Years is vital to closing the attainment gap and securing long-term success for disadvantaged pupils. Our strategy focuses on accelerating progress for disadvantaged children in EYFS, particularly those who do not have identified SEND but may still be at risk of underachievement.</p> <p>By the end of EYFS, all disadvantaged pupils without SEND will be supported to achieve a Good Level of Development (GLD) across the prime and specific areas of learning. Interventions will be timely, evidence-based, and closely aligned with individual need.</p> <p>Summer 2 data for EYFS: 22% of EYFS pupils are both disadvantaged and have SEND, and</p>

	<p>44% of disadvantaged pupils are working below curriculum expectations in one or more areas.</p> <p>The following actions will be prioritised:</p> <ul style="list-style-type: none"> - High-quality, inclusive teaching with a strong focus on early language, communication, personal, social, and emotional development. - Targeted small group and 1:1 intervention for pupils below expected levels, particularly in literacy and maths. - Regular use of formative assessment to identify barriers to learning early and adjust provision accordingly. - Close collaboration between EYFS staff, SENCO, and families to ensure early identification of emerging needs. - Where appropriate, additional diagnostic tools will be used to inform support and next steps. - Introduce parental engagement workshops focused on early reading, phonics, and home learning to empower families in supporting their child's development.
<p>Pupil engagement in wider opportunities and enrichment to increase</p>	<p>We aim to significantly increase disadvantaged pupils' participation in enrichment activities, building on the 40% club attendance recorded last year. Barriers such as accessibility will be addressed to ensure all pupils can fully engage in the wider life of the school.</p> <p>Key actions include:</p> <ul style="list-style-type: none"> - Targeted support and encouragement to boost disadvantaged pupil attendance at clubs, trips, and residential. - Enrichment offer shaped by pupil voice to reflect interests and increase engagement. <p>Success will be measured through participation data, pupil feedback, and staff observations of improved confidence and social skills.</p> <p>Strengthened parental engagement through information sessions, newsletters, and personal invitations to encourage families to sign pupils up for clubs and enrichment opportunities.</p> <p>Use of parent feedback and surveys to identify barriers to participation (such as timings, transport, or awareness) and adapt provision accordingly.</p>
<p>Parent Engagement</p>	<p>Success will be measured through high levels of parental engagement, with at least 90% of Pupil Premium parents attending parents' evenings and increased attendance at curriculum workshops and events compared with the previous year.</p> <p>Attendance registers and follow-up actions will evidence this engagement. Where parents are unable to attend, staff will ensure appropriate follow-up contact is made to maintain involvement. Attendance and feedback will be tracked termly, and follow-up sessions will target families of pupils not yet meeting expected standards.</p> <p>There will be more regular meetings with the class teacher and pastoral lead, if required, which will take place monthly for pupil premium who are below age-related expectations</p> <p>Improvements in punctuality and attendance among Pupil Premium pupils will demonstrate the impact of strengthened partnerships, and parent feedback will reflect greater confidence in engaging with the school and supporting learning at home.</p>

Activity in this academic year

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

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

Budgeted cost: £67,542 (CPD, Release for staff to engage in CPD, Staffing for tailored teaching groups)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The implementation of Little Wandle—our DfE-validated Systematic Synthetic Phonics programme aims to secure consistently strong phonics teaching for all pupils, with an intensified focus on disadvantaged learners.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on word reading accuracy (though not necessarily comprehension), particularly for disadvantaged pupils (EEF Phonics). EEF Phonics</p> <ul style="list-style-type: none"> - Improved Monitoring and Teaching Fidelity - Weekly phonics lesson monitoring led by the Phonics Lead and English Lead, focusing specifically on whether PP pupils' identified gaps are being directly addressed. - Rapid feedback loop into SLT every week to ensure adjustments to provision happen immediately. - Assessment every 3 weeks, with PP progress reviewed as a separate focus group. - Every PP child who did not pass Year 1 will have an individual phonics gap analysis using Little Wandle assessments. - Personalised next steps will be identified and matched with targeted daily keep-up sessions. <p>Parent Engagement: High-Frequency Communication To ensure parents can actively support their child at home, the following will be implemented:</p> <ul style="list-style-type: none"> - Individual parent meetings every 3 weeks for all PP pupils who did not pass, led by the Phonics Lead. <p>Meetings will include:</p> <ul style="list-style-type: none"> - A review of the child's current gaps - Demonstration of specific sounds/words to practise - A printed mini-gap plan with home practice guidance - Review of progress since the previous meeting - PP families will also be invited to a specific early reading workshop, separate from the universal offer, focusing on the exact areas their child needs. <p>Enhanced Intervention Monitoring The Phonics Lead will observe each PP intervention group every 3 weeks to ensure:</p> <ul style="list-style-type: none"> - Fidelity to the Little Wandle programme - Sessions are matched precisely to the child's gaps - Sufficient pace, modelling, corrective feedback, and practice opportunities - Intervention logs will be used to track attendance, engagement, and small-step progress. <p>The Phonics Lead and Assistant Head of School will monitor the intervention to ensure consistent, high-quality delivery and alignment with individual pupil needs. This will be reviewed on a three-week cycle, focusing on pupil progress data and lesson delivery. Ongoing evaluation will secure fidelity to the programme and maximise impact on pupil progress.</p>	<p>1,2,3,4,6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p>	<p>Systematic phonics teaching demonstrates robust research evidence for improving pupil outcomes, with particularly strong benefits for children from disadvantaged backgrounds. Focused phonics support and targeted interventions prove most successful when implemented through consistent sessions spanning up to 12 weeks. EEF Teaching and Learning Toolkit</p> <p>In Year 1 – 5 pupils In Year 2 – 3 pupils In Year 3 – 6 pupils In Year 4 – 3 pupils</p>	<p>1,2,3,6</p>

	<p>The Phonics Lead and Assistant Head of School will monitor the intervention to ensure consistent, high-quality delivery and alignment with individual pupil needs. This will be monitored on a three-week cycle, reviewing pupil progress data and lesson delivery. Ongoing evaluation will secure fidelity to the programme and maximise impact on pupil progress.</p> <p>Following each cycle, phonics outcomes will be fed back to the Senior Leadership Team (SLT) for review, enabling strategic oversight and informed decision-making regarding next steps and resource deployment.</p>	
<p>50% of PP children did not pass the phonics screening in Year 1</p>	<ul style="list-style-type: none"> - Individual Parent Engagement: Parents of identified pupils will be invited to personalised phonics meetings with the phonics lead and class teacher. These meetings aim to build parental understanding of how to support early reading at home. Progress updates will be shared every 2–3 weeks to maintain engagement and track impact. - Specialist Intervention Delivery: Teaching assistants trained specifically in phonics interventions will deliver additional, focused practice sessions beyond the standard classroom provision. - Responsive Intervention Planning: The content and focus of interventions will be regularly adjusted based on ongoing assessment data to ensure they remain targeted and effective. <p>Phonics leader and Assistant Head of School to consistently check phonic data through LW portal and this will be checked every 3 weeks for progress for rapid catch up and every 6 weeks in line with the data drops..</p>	1,2,3,9
<p>Embed The Write Stuff approach to ensure consistency of approach to teaching writing.</p> <p>Teacher release time will be funded to develop training and further CPD.</p> <p>Particularly sharp focus on: Year 1 – 5 pupils Year 2 – 7 pupils Year 3 – 7 pupils Year 4 – 16 pupils Year 5 – 14 pupils Year 6 – 13 pupils</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2 DfE - The Writing Framework</p> <p>Implementation will be supported through professional development materials and input to ensure consistency and fidelity across all year groups.</p> <p>Evidence from schools nationally shows that systematic use of The Write Stuff improves pupil outcomes, particularly in vocabulary, sentence fluency, and stamina for extended writing.</p>	1,3,6
<p>Embed the effective use of the White Rose Scheme for maths teaching in line with DfE and EEF guidance so that lessons are appropriately challenging.</p> <p>Teacher release time will be funded to allow access to Maths Hub training and CPD to improve pedagogy.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: Key Stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <ul style="list-style-type: none"> - Lesson observations and planning scrutiny focused on challenge, CPA approaches, and fidelity to White Rose small steps will take place monthly by the maths leader. - Pupil voice interviews to assess understanding, confidence, and perceptions of challenge in maths lessons will take place monthly by the maths leader. - Staff CPD impact reviews following Maths Hub training, including planning adaptations and pedagogy shifts will take place after any maths hub training by the maths leader. 	1,4,6
<p>Our maths curriculum is built on a Teaching for Mastery approach, supported by White Rose Maths and NCETM materials, which underpin the core of our provision.</p>	<p>DfE Mathematics Guidance: KS1 and KS2 Mastering Number at Reception and KS1 Mastering Number KS2</p> <p>Our maths curriculum is built on a Teaching for Mastery approach, underpinned by White Rose Maths and NCETM materials. To ensure that disadvantaged pupils benefit fully from this approach and to close existing attainment gaps we are strengthening our implementation model to ensure fidelity, consistency, and impact.</p>	4,6

	<ul style="list-style-type: none"> - Depth of Understanding (CPA and Small-Step Progression) To ensure that disadvantaged pupils secure true conceptual understanding, leaders will: <ul style="list-style-type: none"> - Make CPA (Concrete–Pictorial–Abstract) representation and small-step progression the explicit focus of observations when completing focused learning walks on pupil premium children. - Evaluate how well pupils grasp key concepts through small-step progression and use of CPA (Concrete, Pictorial, Abstract) methods through making this the focus of IRIS coaching in the Spring term 2026. - Using manipulatives effectively and exposing the mathematical structures during guided practice for PP children in small, focused group work. <p>Consistency in Practice:</p> <ul style="list-style-type: none"> - Observe whether mastery principles like reasoning and problem-solving are consistently embedded across classrooms when staff undertake IRIS observations. <p>Impact on Outcomes:</p> <ul style="list-style-type: none"> - Review pupil progress data to assess whether the approach supports long-term retention and closes attainment gaps. <p>Parental Engagement</p> <ul style="list-style-type: none"> - Parents of identified PP pupils will be invited to individual meetings with the Maths Lead and class teacher. <p>These sessions will:</p> <ul style="list-style-type: none"> - Share their child’s specific barriers - Demonstrate CPA strategies the parent can replicate at home - Follow-up updates will take place every 3 weeks. - Disadvantaged pupils receive more precise, more frequent, more tailored intervention and feedback <p>Recent data shows varying levels of PP pupils reaching the expected standard (EXS+) across year groups:</p> <ul style="list-style-type: none"> - Year 1 33% EXS+ progress - Year 2 50% EXS+ progress - Year 3 43% EXS+ progress - Year 4 52% EXS+ progress - Year 5 45% EXS+ progress - Year 6 40% EXS+ progress <p>This information informs targeted interventions and ongoing adjustments to teaching approaches.</p>	
<p>Training for staff to ensure diagnostic assessments/SATs are administered correctly and diagnostic analysis completed in order to inform planning.</p>	<p>Diagnostic Assessment Tool - EEF Diagnostic assessment is particularly important for disadvantaged pupils because it allows leaders and teachers to identify precise, individual gaps that may not be visible through whole-class assessment alone.</p> <p>To strengthen this impact:</p> <ul style="list-style-type: none"> - PP pupils will be reviewed during every diagnostic assessment cycle so that their misconceptions, fluency gaps, and barriers can be pinpointed quickly. - The analysis will lead to high-frequency, targeted interventions that are matched to each PP pupil’s exact learning needs. - Teachers will adapt daily teaching using diagnostic insights for example, through additional scaffolds, pre-teaching, retrieval practice, or alternative representations. - Leaders will use diagnostic outcomes to track whether PP pupils are closing the gap over time and will intervene rapidly where progress slows. 	<p>1,2,3,4</p>
<p>All disadvantaged pupils who are working below age-related expectations will have precise barriers, targets, and actions recorded in their Pupil Progress Booklets. These booklets act as a live document to ensure provision remains</p>	<p>The EEF Guide to the Pupil Premium - Menu of approaches The Importance of a Knowledge-Rich Curriculum EEF Learning Recovery and the role of diagnostic assessment</p> <p>The Education Endowment Foundation (EEF) identifies diagnostic assessment and responsive teaching as key drivers of equity.</p> <p>Frequency of Review</p>	<p>1,2,3,4</p>

sharply focused on individual need.	<p>Targets and actions will be reviewed every 3 weeks as part of the assessment cycle.</p> <p>Teachers will update progress, note what has been successful, and identify areas requiring further support or adjustment.</p> <ul style="list-style-type: none"> - Complete learning walks, book looks, and intervention observations linked directly to the actions recorded for PP pupils. <p>Meet with teachers during every 2 weeks to evaluate:</p> <ul style="list-style-type: none"> - What actions have been carried out - Which strategies have had impact - Which pupils require additional intervention or leadership support 	
Homework is tailored to address individual learning needs, providing focused support for pupils working below age-related expectations.	<p>Homework will be tailored to meet individual learning needs, providing targeted support for pupils working below age-related expectations. By focusing on specific gaps in understanding, homework becomes a tool for accelerating progress and reinforcing classroom learning.</p> <p>According to the Education Endowment Foundation (EEF), pupils can make, on average, up to three additional months of academic progress when provided with meaningful homework on a bi-weekly basis (EEF Homework - Teaching and Learning Toolkit).</p> <p>EEF Homework - Teaching and Learning Toolkit</p> <p>To maximise impact, the school will implement the AI-driven Century learning platform. This system will:</p> <p>Assign homework tasks personalised to each pupil's learning profile.</p> <p>Create adaptive learning pathways that respond to pupil progress and misconceptions.</p> <p>Quality Assurance and Oversight:</p> <p>The assistant headteacher will review Century homework tasks weekly to ensure they align with identified learning gaps.</p> <p>Teachers will use diagnostic information to select “nuggets” that directly target pupils’ fundamental misunderstandings, ensuring that homework remains relevant and impactful.</p> <p>How is this monitored?</p> <p>A fortnightly homework log will be submitted by class teachers to the assistant headteacher, detailing:</p> <ul style="list-style-type: none"> - Homework completion rates. - The specific Century nuggets assigned. - Identified learning gaps being addressed. - Note pupil progress or concerns. <p>These logs will inform half-termly reviews and interventions where needed, ensuring consistency and accountability across year groups.</p>	1,2,3,4,7,9
Trained Pastoral Lead to run focused nurture intervention groups - ELSAs ((Emotional Literacy Support Assistant)	<p>EEF Guidance about Wider strategies focusing on the following: Well-being and Mental Health.</p> <p>A schedule of support will be developed based on identified needs from referrals and assessments.</p> <p>EEF - Wider Strategies</p> <ul style="list-style-type: none"> - SENCO Parent Meetings & Boxall Profiles: Conducted as a baseline to assess emotional needs and inform targeted ELSA support. - ELSA Nurture Groups: Delivered weekly, with pupils attending regular sessions over a sustained period to build emotional literacy and resilience. - Support Schedule Review: Reviewed half-termly to ensure interventions remain responsive to pupil needs and referral data. - Impact Monitoring: Progress tracked using Boxall Profile comparisons each term, alongside qualitative feedback from staff, pupils, and parents. - This will be completed by ELSA lead and reported back to Pupil premium lead to monitor impact and progress. 	5,7,9

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

Budgeted cost: £ £ 90,392

Activity	Evidence that supports this approach	Challenge number(s) addressed								
<p>Teaching Assistant deployment and interventions for supporting high quality provision within the classroom</p>	<p>Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants EEF blog: The Impact of Teaching Assistants – A Holistic Picture https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture Teaching Assistants are deployed strategically to deliver targeted interventions that support high-quality provision within the classroom. Interventions include phonics support, daily reading, diagnostic assessment and gap analysis using Star Reader, with a particular focus on retrieval and independent skills practice (ISP) journals. Intervention Strategy - Diagnostic Assessment & Gap Analysis: Using Star Reader and teacher-led assessments to identify specific learning gaps. - Independent Skills Practice (ISP) Journals: Focused on retrieval practice and consolidation of key skills in reading, writing, and maths. Monitoring & Adaptation - Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Every 3 weeks by the Assistant Head and English/Phonics Lead to ensure fidelity and adapt provision based on pupil progress. Impact Measurement: Termly analysis of assessment data and qualitative feedback to evaluate effectiveness and inform next steps. This structured approach ensures disadvantaged pupils receive high-quality, evidence-based interventions, improving attainment in core subjects and narrowing the gap with their peers.</p>	<p>1, 2, 3, 4,7</p>								
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. At Gig Mill, these interventions will be delivered in structured, consistent sessions and monitored every three weeks by the Assistant Head of School and the Phonics Lead. This ensures fidelity to the programme, consistency in delivery, and alignment with each pupil's individual learning needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The table below identifies disadvantaged children who did not meet the expected standard in the Phonics Screening Check and have been identified for further targeted support and intervention:</p> <table border="1" data-bbox="486 1630 1161 1749"> <thead> <tr> <th>Year Group</th> <th>Phonics</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> </tr> <tr> <td>3</td> <td>6</td> </tr> <tr> <td>4</td> <td>3</td> </tr> </tbody> </table>	Year Group	Phonics	2	3	3	6	4	3	<p>1, 2, 3, 4</p>
Year Group	Phonics									
2	3									
3	6									
4	3									
<p>The school delivers comprehensive nurture provision throughout all year groups via an ELSA-qualified specialist practitioner. 12 Pupil Premium children receive targeted ELSA interventions weekly.</p>	<p>EEF Guidance about Wider strategies focusing on: Well-being and Mental Health. Mental Health - EEF Currently, 12 disadvantaged pupils access weekly targeted ELSA support sessions, supplemented by: - Whole-class emotional literacy programmes integrated into PSHE curriculum. - Family liaison support connecting parents with external agencies when needed. - Social skills groups focusing on friendship building and conflict resolution.</p>	<p>7,9</p>								

	<ul style="list-style-type: none"> - Transition support programmes for pupils moving between key stages. - Lunchtime nurture clubs providing safe spaces and structured social interactions <p>Impact will be monitored every six weeks by the Assistant Head of School and ELSA Lead, using pupil voice, attendance data, and emotional literacy baseline assessments.</p> <p>Progress will also be reviewed through feedback from class teachers and parental meetings to ensure that the intervention continues to meet pupils' social, emotional, and behavioural needs. Adjustments will be made following each review cycle to maximise impact and ensure sustained improvements in wellbeing and engagement.</p>	
Targeted interventions to support language development, literacy and maths.	<p><u>Targeted Support - EEF</u></p> <ul style="list-style-type: none"> - Delivered by assistant headteacher and assistant head of school – interventions that track gaps in pupil progress booklets. - Effective use of diagnostic assessments to quickly identify and address gaps. - Teachers will be given scheduled time during phase meetings to look at Century AI and TTRS reports. They will cross-reference this with the children on pupil progress booklets. The Maths Leader will facilitate these sessions with the support of SLT. - Teachers will be given scheduled time during phase meetings to look at Century AI reports to identify pupil gaps. They will cross-reference this with the children on pupil progress booklets. The English Leader will facilitate these sessions with the support of SLT. - Quality first teaching is first and in addition interventions will be delivered. 	1,2,3,4

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

Budgeted cost: £ 19,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school ensures computer availability across school-based learning. –	<p>To support all Pupil Premium pupils across the school, we ensure that every child has access to Chromebooks and appropriate technology. The school provides sufficient computer availability to facilitate learning both in the classroom and remotely, helping to bridge the digital divide and promote equitable access to educational resources for all PP learners. The Century Tech platform enables adaptive homework setting and bespoke instructional content tailored to individual pupil needs. Children develop multiplication skills and mathematical fluency through the TT Rockstars interactive program.</p> <p>All pupils benefit from RM Unify platform availability for educational content and learning tools.</p> <p>While independent EEF research on these digital platforms remains pending, software companies indicate beneficial effects on pupil progress and learning confidence.</p> <p>Engagement and progress on online learning platforms such as Century Tech and TT Rockstars will be monitored every three weeks by the Assistant Head of School and Computing Lead. Usage data and progress reports will be reviewed to track participation and identify pupils requiring additional support or encouragement. Patterns of engagement among Pupil Premium pupils will be analysed to ensure equitable access and impact on learning outcomes. Parents will be informed of pupil progress through regular updates and workshops to strengthen home-school partnerships and encourage continued engagement with online learning at home.</p>	2,3,4

Fortnightly attendance clinic to support attendance of all children but particularly those who are disadvantaged and most vulnerable.

DfE Working Together to Improve School Attendance guidance

[EEF - Attendance and support for disadvantaged pupils](#)

Attendance monitoring, targeted support and parent meetings will focus on the children in the following bandings:

Children non-compulsory school age:

Absence band	Total number of pupils	Total percentage of pupils	
Absence from 0% to less than 5%	1	33.3%	
Absence from 5% to less than 10%	1	33.3%	
Absence from 10% to less than 15%	1	33.3%	Persistently absent
Absence from 15% to less than 20%	0	0.0%	Persistently absent
Absence from 20% to less than 25%	0	0.0%	Persistently absent
Absence from 25% to less than 30%	0	0.0%	Persistently absent
Absence from 30% to less than 35%	0	0.0%	Persistently absent
Absence from 35% to less than 40%	0	0.0%	Persistently absent
Absence from 40% to less than 45%	0	0.0%	Persistently absent
Absence from 45% to less than 50%	0	0.0%	Persistently absent
Absence greater than or equal to 50%	0	0.0%	Severely absent

Children compulsory school age:

Absence band	Total number of pupils	Total percentage of pupils	
Absence from 0% to less than 5%	54	53.5%	
Absence from 5% to less than 10%	19	18.8%	
Absence from 10% to less than 15%	10	9.9%	Persistently absent
Absence from 15% to less than 20%	4	4.0%	Persistently absent
Absence from 20% to less than 25%	2	2.0%	Persistently absent
Absence from 25% to less than 30%	2	2.0%	Persistently absent
Absence from 30% to less than 35%	3	3.0%	Persistently absent
Absence from 35% to less than 40%	3	3.0%	Persistently absent
Absence from 40% to less than 45%	3	3.0%	Persistently absent
Absence from 45% to less than 50%	0	0.0%	Persistently absent
Absence greater than or equal to 50%	1	1.0%	Severely absent

54 children in 0% - 5% banding

19 children in 5% - 10% BANDING

Remaining bandings have fewer children, and individual approach is provided for these.

Good attendance at school alongside good punctuality is necessary for education to be successful.

Attendance meetings: Regular sessions are held to support families, and attendance targets are incorporated into individual support plans to help monitor and improve pupil attendance. Our school nurse will also join some of the sessions to provide advice and answer any health-related questions. Each session will include signposting to external support services and practical strategies for improving routines at home.

Attendance Champions: Each class has a dedicated Attendance Champion who promotes and encourages good attendance among their peers.

5,9

Total budgeted cost: £ 177,225

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Gig Mill Primary we are committed to ensuring that disadvantaged pupils achieve the best possible outcomes, both academically and personally. Our published Pupil Premium strategy focuses on raising attainment in reading, writing and maths, improving attendance and reducing persistent absence, and ensuring that all pupils can access enrichment and wider opportunities. This evaluation sets out the impact of our work during 2024–25 and identifies the priorities for the year ahead.

In reading, disadvantaged pupils in Years 2 and 4 made measurable gains, with the percentage working at age related expectations rising by 14% and 5% respectively. However, results in Years 1, 3, 5 and 6 showed a decline, with the attainment gap widening compared to their peers.

Interventions such as Wellcomm in the Early Years and Little Wandle phonics have been successful in accelerating progress for younger children, but the impact has not been sustained across all cohorts. This shows that while some short-term progress has been achieved, our medium-term challenge is to ensure interventions are more precisely targeted and consistently monitored so that long-term gaps narrow across the school.

In writing, improvements were evident in Years 2, 4 and 6 where disadvantaged pupils increased their attainment by between 6% and 15%. However, disadvantaged pupils in Years 1, 3 and 5 made less progress and the gap widened. This mixed picture highlights the need to develop moderation further and provide targeted support in writing interventions that are more bespoke to individual children and are additional to the high-quality teaching in class. Therefore, TAs may require further CPD to support additional intervention.

Maths outcomes continue to be greatest area of challenge and is the area where progress is most limited. Only Year 2 disadvantaged pupils showed improvement, with attainment increasing by 14%. In every other year group, the proportion of disadvantaged pupils at age related expectations fell.

The Year 4 multiplication tables check further illustrated this gap, with 39% of disadvantaged pupils meeting the expected standard compared to 63% of all pupils. These results demonstrate that our current strategies are not yet securing consistent improvement. Going forward, we need sharper diagnostic assessment of number fluency and reasoning, earlier intervention in KS1, and greater accountability for the impact of small group support.

Attendance remains a significant challenge. Persistent absence among disadvantaged pupils remains static at 25%, the same figure as last year. There are individual success stories where ELSA support and family mentoring have improved attendance, with one child increasing from 62% to 75%, their best attendance at Gig Mill. However, these successes have not yet translated into whole-school impact. Attendance will continue to be a strategic priority with earlier intervention, more robust family engagement, and closer work with external agencies to break the cycle of persistent absence.

In contrast, enrichment and wider curriculum access remain strong. This year 81 disadvantaged pupils have accessed at least one extracurricular club, all Year 4 pupils have taken part in whole-class music lessons, and trips have been subsidised or supported with payment plans to ensure no pupil is excluded. These opportunities have a clear short-term impact on pupil engagement and confidence and will have long-term benefits in terms of cultural capital and life chances. Our next step is to make the link between enrichment and academic outcomes more explicit, for example through tracking engagement alongside improvements in confidence, attendance and attainment.

Pastoral support has also been a strength. Our pastoral lead has led ELSA, has worked with 18 disadvantaged pupils individually or in groups and has supported 15 families with attendance mentoring. Staff training in behaviour management has been delivered, and behaviour incidents are now consistently tracked through CPOMS. These measures are beginning to reduce barriers to learning. The introduction of nurture groups in autumn term will strengthen this provision further, supporting the long-term wellbeing of disadvantaged pupils.

This year's review reflects a combination of progress in some areas and ongoing challenges in others. There are clear strengths in early reading, enrichment and pastoral support, but attainment in writing and maths, alongside attendance, remain priority areas for improvement. Out of 18 measured attainment outcomes across reading, writing and maths, 6 showed improvements while 12 declined. This demonstrates that although some strategies are effective, others are not yet securing the required level of impact.

Gig Mill Primary remains fully committed to the principle that disadvantage must never be a barrier to success. With stronger diagnostic tools, sharper monitoring, and more targeted intervention, we will ensure that our disadvantaged pupils achieve the short, medium and long-term outcomes set out in our Pupil Premium strategy.

Pupils Making Expected Progress – Should be 6.00							
		Reading		Writing		Maths	
Year	Total	PP	Non PP	PP	Non PP	PP	Non PP
1	12	3.66	5.15	4.67	5.03	4.67	5.77
2	18	5.78	6.02	5.17	5.92	6.50	6.00
3	28	5.46	6.02	5.36	5.74	5.75	5.83
4	29	6.42	6.85	6.14	5.84	5.90	6.65
5	20	5.35	6.09	5.15	6.01	4.75	5.54
6	25	4.76	6.49	6.00	6.40	5.44	6.24
Pupils Reaching Expected Standard – (ARE) %							
		Reading		Writing		Maths	
Year	Total	PP	Non PP	PP	Non PP	PP	Non PP
1	12	17%	49%	33%	60%	33%	74%
2	18	56%	73%	50%	70%	50%	76%
3	28	29%	52%	29%	54%	39%	48%
4	29	24%	49%	41%	59%	38%	59%
5	20	35%	38%	35%	72%	45%	66%
6	25	32%	55%	56%	79%	32%	62%

Aim	Target	Outcome
Progress in Reading	To achieve at least national average progress scores in KS2 Reading	8/21 (38%) reached EXS in reading and 0/21 reached GDS.
Progress in writing	To achieve at least national average progress scores in KS2 writing	12/21 (57%) passed the spelling paper and 12/21 reached EXS in their writing.
Progress in mathematics	To achieve at least national average progress scores in KS2 maths	10/21 (48%) reached EXS in maths and 0/21 reached GDS.
Phonics	100% of disadvantaged children to pass PSC and Y2 PS	5/12 pupils (42%) of disadvantaged pupils passed Y1 PSC. 14/16 pupils (88%) of disadvantaged pupils passed Y2 PSC.
Other	To improve attendance of disadvantaged pupils	The attendance of disadvantaged pupils for was 91.8%

Attendance			
	Overall	PP	Non-PP
Attendance	94.7%	91.8%	95.7%
Absence	4%	8.2%	4.3%
Unauthorised absence	1.4%	2.2%	1%
Persistent absence	12.9%	28.9%	6.3%
Severely Absent	0.4%	0.8%	0.3%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Wellcomm	GL Assessment
Century	Century Tech
Times Tables Rockstars	Maths Circle Ltd
The Write Stuff	Jane Considine
Star Reader	Renaissance
Maths.co.uk	Maths.co.uk
Boost Insights	Rising Stars

Service pupil premium funding

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**

- Last academic year, our allocation of the Service Pupil Premium (SPP) was used strategically to enhance the educational experience of our service children by providing access to enrichment opportunities and wider learning experiences that promote emotional well-being, resilience, and a strong sense of belonging.
- We recognise that service children may face unique challenges due to parental deployment, frequent relocations, and transitions between schools.

To support their social, emotional, and personal development, the SPP was directed towards:

- **Subsidised Educational Visits:** Funding supported access to curriculum-based day visits, ensuring service pupils could participate fully alongside their peers. These experiences helped develop teamwork, independence, and confidence, and were especially valuable in building friendships and strengthening peer relationships.

The impact of that spending on service pupil premium eligible pupils

The targeted use of Service Pupil Premium funding had a clear and positive impact on the well-being, engagement, and development of our service children. Service pupils are settled, valued, and confident in school. Participation in enrichment activities support the emotional impact of parental deployment or frequent moves, giving pupils positive outlets and consistent routines. Pupils demonstrate increased resilience. Through inclusive trips, clubs, and school-based experiences, service children are more connected to the wider school community. Access to funded trips and enrichment opportunities led to participation in school life. Pupils were excited about their learning and more motivated to engage in classroom activities that linked with their experiences outside the classroom.

Further information

- Leaders in school engage in collaborative networks to share best practice across Hales Valley Multi Academy Trust.
- Silver Award for Skills Builder – preparing children with the 8 essential skills identified by UK employers to prepare children for success in later life including further education and employment.
- Emotional Literacy Support Assistant (ELSA) to provide support for any child supports children and young people with social and emotional difficulties by helping them recognise, understand, and manage their emotions through individual or small-group sessions. Children will be referred to this service on a needs basis.
- Financially supporting children with the cost of trips, uniform etc if experiencing hardship – hardship funds to provide food aid, winter warm packs and uniform