

Pupil Premium Strategy Statement

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 effect that last year's spending on pupil premium had within our school.

School Overview

Detail	Data
School name	North Worcester Primary Academy
Number of pupils in school	348 from Year R to 6 and 49 in Pre-school
Proportion (%) of pupil premium eligible pupils	38 children 11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kerry Postans
Pupil premium lead	Rhian Duckworth
Governor / Trustee lead	Richard Kieran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,215
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,215

Statement of intent

Rivers' MAT Intent:

Vision and Mission

Through an extraordinary education, we empower pupils to be lifelong learners who recognise their limitless potential. Respectful relationships and an unwavering focus on discovering talents and interests enable pupils to flourish as extraordinary people. Together, we spark aspiration and drive achievement so that pupils contribute positively to society and to their extraordinary futures in an ever-changing world.

Extraordinary Education

An extraordinary education ensures that:

All pupils experience great teaching and develop the skills to know how to learn, enabling them to reach their true potential.

Every pupil has access to an equitable education entitlement that extends beyond academic success to the deep development of character, interests, talents and aspirations.

Our strategic priorities

To realise this vision for disadvantaged pupils, our strategy is anchored in three Trust-wide priorities:

Excellent Teaching and Provision

- High-quality teaching, inclusive classroom practice and carefully designed provision ensure that disadvantaged pupils access ambitious learning experiences and achieve strong outcomes.

High-quality Support for Vulnerable Pupils

- Targeted academic, pastoral and well-being support removes barriers to learning and enables pupils to engage fully, attend regularly and make sustained progress.

Exceptional Enrichment

- Enrichment opportunities broaden horizons, raise aspirations and develop confidence, cultural capital and character, ensuring disadvantaged pupils flourish beyond the classroom.

Strategic Aims for Disadvantaged Pupils

Outcomes and Progress

- To ensure disadvantaged pupils achieve strong attainment in reading, writing and mathematics.
- To narrow and close gaps between disadvantaged pupils and their peers within the Trust and nationally.
- To ensure disadvantaged pupils make at least good progress from their starting points.

Quality of Teaching and Learning

- To ensure disadvantaged pupils consistently experience high-quality, inclusive teaching across all subjects.
- To embed evidence-informed strategies that meet the needs of
- disadvantaged pupils, including those with SEND.

Attendance and Engagement

- To improve attendance for disadvantaged pupils so that it is strong and sustained.
- To reduce persistent absence through early identification, family engagement and targeted support.
- To strengthen pupils' engagement in learning through positive relationships-
- and high expectations.

Wellbeing and Mental Health

- To ensure disadvantaged pupils have timely access to appropriate mental health and wellbeing support.
- To support pupils to develop resilience, emotional regulation and a positive sense of self, enabling them to engage confidently in learning.

Communication and Language

- To identify and address language and communication barriers early and swiftly, particularly for younger pupils and pupils with EAL.
- To ensure disadvantaged pupils develop strong oracy, vocabulary and communication skills across the curriculum.

Enrichment, Aspiration and Character

- To ensure disadvantaged pupils fully access enrichment opportunities that develop talents, interests and cultural capital.
- To raise aspirations and support pupils to see themselves as successful learners with ambitious future pathways.

NWPA Intent:

We believe that all pupils, regardless of their background or the challenges they face, should make good or better progress and achieve high attainment across all subject areas.

Our pupil premium strategy is designed to support disadvantaged pupils in achieving this goal. We take into account the challenges faced by vulnerable pupils, including those with a social worker or those experiencing hardship at home. The activities outlined in this statement also aim to meet the needs of all pupils, not just those who are disadvantaged.

High-quality teaching is central to our approach, with a focus on areas where disadvantaged pupils require the most support. This has been shown to have the greatest impact on closing the attainment gap, while also benefiting non-disadvantaged pupils. Our intended outcomes include sustaining and improving attainment for non-disadvantaged pupils alongside progress for their disadvantaged peers.

Our approach is responsive to both common challenges and individual needs, and is rooted in robust diagnostic assessment. The strategies we have adopted complement each other to help pupils excel. To ensure effectiveness, we will:

- Challenge disadvantaged pupils through the work they are set.
- Act early to intervene as soon as a need is identified.
- Adopt a whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Details of the challenge																									
1	<p>The gap between pupils receiving the Pupil Premium Grant (PPG) and Non-PPG needs to be narrowed in Reading, Writing and Maths.</p> <p>We strive to close gaps between those with PPG and those with who are non-PPG. The use of technology, tailored apps, staffing and analysing individual student progress will ensure that we can close any gaps.</p>																									
2	<p>To explicitly teach Language Acquisition</p> <table border="1"> <thead> <tr> <th></th> <th>2021-22</th> <th>2022-23</th> <th>2023-24</th> <th>2024-2025</th> </tr> </thead> <tbody> <tr> <td>Phonic check PPG % 32+</td> <td>33%</td> <td>71.4%</td> <td>77%</td> <td>75%</td> </tr> <tr> <td>EYFS GLD PPG %</td> <td>60%</td> <td>50%</td> <td>25%</td> <td>50%</td> </tr> <tr> <td>KS1 ARE Reading PPG %</td> <td>44%</td> <td>25%</td> <td>67%</td> <td>54%</td> </tr> <tr> <td>KS1 ARE Writing PPG %</td> <td>33%</td> <td>25%</td> <td>43%</td> <td>46%</td> </tr> </tbody> </table>		2021-22	2022-23	2023-24	2024-2025	Phonic check PPG % 32+	33%	71.4%	77%	75%	EYFS GLD PPG %	60%	50%	25%	50%	KS1 ARE Reading PPG %	44%	25%	67%	54%	KS1 ARE Writing PPG %	33%	25%	43%	46%
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3	<p>To support Pupil Premium Grant children with their Mental Health and Well-Being to ensure they are ready to learn.</p> <p>Some of our disadvantaged pupils have lower self-esteem and a lower sense of self-worth/aspiration. Pupil voice and observations have identified social and emotional issues for many pupils, resulting in slower progress and lower attainment in all subjects.</p> <p>Currently:</p> <ul style="list-style-type: none"> Over the past 3 years, several children have needed part-time timetables due to their heightened anxiety. 63% of our disadvantaged pupils experience two or more ACES 60%+ of PPG families have adverse home-related factors that affect well-being. <p>A significant number of our pupils in receipt of PPG receive counselling, nurture or play therapy.</p>																									
4	<p>To improve the attendance and persistent absenteeism of PPG improves from 16.67% to well below the national average.</p> <ul style="list-style-type: none"> We are taking effective action to further improve pupils' attendance and ensure that any gaps between groups of pupils are closing. 																									
5	<p>To support/improve life experiences/Cultural Capital for PPG children.</p> <p>Some of our disadvantaged pupils do not have access to wider experiences, such as clubs and opportunities to travel.</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
Improve Attainment	<p>The attainment of disadvantaged pupils improves so that the gap with non-PP peers narrows year on year.</p> <p>Disadvantaged pupils make at least expected progress in line with other disadvantaged students nationally, with an increasing proportion making accelerated progress in targeted year groups or subjects.</p>
To ensure that ALL pupils receive great teaching and have a deeper understanding of how they think, learn and self-regulate.	<p>All teachers are using strategies from the Rivers' Teaching Toolkit</p> <p>All teachers have had the opportunity for CPL, which includes observing great teaching, receiving regular coaching and support.</p> <p>All disadvantaged pupils make expected or better than expected progress from their starting points.</p> <p>Tracking of pupils quickly identifies those needing additional support and ensures they make at least expected progress.</p>
Increase PPG pupils' vocabulary, enabling them to make links between different areas of learning.	<p>Pupils use key vocabulary in lessons and make connections in their learning. All PPG pupils achieve the expected standard in the phonics screening check. Termly analysis of spoken language data demonstrates that the gap between PPG and non-PPG pupils is closing.</p>
Listening and attention:	<p>Baseline assessment data shows that a higher proportion of pupils begin school with difficulties in listening and sustaining attention.</p> <p>The aim is to increase listening and attention in lessons and throughout school. This will have a positive impact on academic and social success.</p>
The social and emotional needs of pupils eligible for PPG are identified and addressed through appropriate provision.	<p>Pupils identified as needing mental health support make good progress towards targets.</p> <p>Children requiring higher levels of support have access to play therapy and other nurture provisions.</p> <p>Data analysis shows a reduction in reported negative behaviour-related incidents.</p> <p>Pupil questionnaires indicate that children feel happy and safe in school.</p> <p>Pupils demonstrate positive relationships with both staff and peers.</p> <p>Improved emotional regulation and engagement in learning</p>
To narrow the attendance gap between disadvantaged and non-disadvantaged pupils so that it is well below the national average and under 1%.	<p>PPG attendance improves compared to the previous academic year and is well below the national average. Persistent absence among PPG pupils reduces from 16% to 8%, significantly below the national average.</p>
Increase cultural capital and educational opportunities for PPG pupils, providing a wealth of experiences to promote resilience, independence, and confidence.	<p>100% of PPG pupils attend two or more after-school clubs.</p> <p>Current data for PPG pupils attending at least one club: (2021–2022 = 70.59%, 2022–2023 = 78%, 2023–2024 = 79% 2024–2025 = 82%).</p> <p>Increase the percentage of PPG pupils attending educational visits so that 100% participate in these opportunities.</p>

Activity in this academic year

These detail 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 £15,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language Acquisition</p> <p>Word Aware CPD</p> <p>Colourful Semantics</p> <p>Language Link</p> <p>ECAT</p> <p>ELSEC</p> <p>Teaching Children to Listen</p> <p>ShREC</p> <p>Speech and Language service to support teachers with QFT through consistency with programmes such as Word Aware, visual timetables and bespoke CPD.</p> <p>SALT training for staff</p> <p>SLA with SALT team.</p> <p>SALT TA in school weekly</p>	<p>Research evidence that supports the approach:</p> <p>EEF: Oral language interventions +6</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Staff training in Speech and Language training. (SALT)</p> <p>High level of support from the Worcestershire SALT team. We have taken a Service Level Agreement to support staff development and ensure that our children are getting targeted support to improve their oral language skills.</p>	<p>1,2</p>
<p>High-quality CPL</p> <p>Teacher Research Groups (TRGs) focusing on teaching principles, inclusive and SEMH-informed practice.</p> <p>CPL on inclusive classroom strategies, scaffolding, feedback and metacognition.</p> <p>Ongoing coaching and peer observation to embed best practice.</p>	<p>EEF: High-quality teaching (+2 months) EEF: Effective Professional Development</p> <p>EEF: Metacognition and self-regulated learning</p>	<p>1,2,3</p>
<p>RWI CPD</p> <p>Train staff and new phonics lead on delivering high-quality phonics and reading comprehension strategies.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics and early reading are key skills for children and are a foundation for all future learning across the curriculum. Many of our disadvantaged children have not had early reading support at home and require the regular and systematic teaching of phonics.</p>	<p>1,2</p>

	<p>EEF Phonics</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	
Embed oral language interventions across EY and KS1.	<p>EEF: Very high impact for very low cost based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2
<p>Embed a Mastery approach in Mathematics.</p> <p>Embed a structure to the Maths lessons to improve engagement and AfL</p> <p>The Rivers Fluency document was introduced, which includes Mastering Number for Years 4 and 5</p> <p>Refresher training for Years R, 1 and 2</p> <p>Staff Meeting and Training</p> <p>TRG Approach to Maths Lessons and Planning.</p>	<p><i>Ofsted Review of Mathematics</i></p> <p>The review identifies that:</p> <ul style="list-style-type: none"> • Teachers engineer the best possible start for all pupils by closing the school entry gap in knowledge of basic mathematical facts, concepts, vocabulary and symbols. • The teaching of maths facts and methods is sequenced to take advantage of the way that knowing those facts helps pupils to learn methods, and vice versa. • Throughout sequences of learning, pupils benefit from teaching that is systematic and clear. • The aim is for pupils to attain proficiency. Pupils are then more likely to develop motivation and confidence in the subject. • Pupils need regular opportunities to rehearse and apply the important mathematical facts, concepts, methods and strategies they have learned. • Assessment is most useful when it focuses on the component knowledge that pupils have learned. This aids pupils’ confidence and makes it easier to analyse and respond to gaps in learning. • Teachers can support pupils’ progression by ensuring written work is of a high quality. This is important because when pupils’ calculations are systematic and orderly, they are better able to see the connections of number and to spot errors 	1
<p>Reading Interventions</p> <p>Lexia</p> <p>Reading Plus</p> <p>Accelerated Reading</p>	<p>Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)</p> <p>Research has identified remedial and tutorial use of technology as being particularly practical for lower-attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils’ individual abilities and needs given the potential for such programmes to adapt and focus on the child’s learning needs.</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Staff CPD (teachers and learning assistants) to improve the quality of teaching, in particular for most disadvantaged pupils, with a focus on questioning and feedback. Staff meetings (in-school and with MAT) and training sessions for all learning assistants using TRG approach</p>	<p>Research evidence that supports the approach:</p> <p>EEF Effective professional development report;</p> <p>Supporting high-quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high-quality teaching can narrow the disadvantage gap.</p> <p>Rivers Teaching and Learning Principles Quality Instruction Embedding Learning Adaptive Teaching Effective assessment and Feedback Quality of Learning Behaviours Strong Subject Knowledge</p>	1, 2, 3, 4

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

Budgeted cost: £ 26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions	<ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One-to-one tuition and small group tuition are both effective interventions. However, the cost-effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy. 	1, 2, 3
<p>Maths Intervention Success @ Arithmetic Calculation 3 staff training sessions Implementation for</p> <p>Years 5 and 6 Spring Term 2026 Maths Whizz</p>	<p>Impact: This intervention has been chosen due to its evidence base and its proven impact. Learners taking part in this programme make an average of 14.5 months' progress over a 4-month period. Impact will be collected and evaluated by Rivers.</p> <p>Impact: pupils who engage with the platform for around an hour per week can make learning gains equivalent to up to 18 months increase in "maths age" over a year of use, with stronger gains linked to consistent engagement.</p>	1,3,4
Pre-teach and post catch-up 2.	<p>Targeted academic support EEF</p> <p>Pre-teaching is supported by research on scaffolding and prior knowledge activation, which shows pupils better retain information and participate more effectively in lessons when introduced to key content beforehand.</p> <p>Post-teach / catch-up aligns with the EEF guidance on feedback and mastery learning, reinforcing learning and reducing knowledge gaps, especially for disadvantaged pupils. Teacher Feedback to Improve Pupil Learning EEF</p> <p>Schools implementing these strategies report improved confidence, engagement, and outcomes for pupils who struggle to keep pace with classroom teaching</p>	1,2, 3
<p>Speech, language and communication</p> <p>Targeted language interventions for identified pupils.</p> <p>Support for pupils with delayed expressive and receptive language.</p>	EEF: Oral Language Interventions	1,2,3
<p>Targeted reading support</p> <p>Structured phonics interventions.</p>	EEF: Phonics (+4 months)	1,2,3

Reading fluency and comprehension: explicit teaching. 1:1 and small group reading where required.	EEF: Small Group Tuition (+4 months) EEF: One-to-One Tuition (+5 months)	
Targeted mathematics interventions Small group arithmetic and number fluency interventions. Pre-teaching and same-day interventions linked directly to classroom learning.	EEF: Small Group Tuition (+4 months) EEF: One-to-One Tuition (+5 months)	1,2,3

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

Budgeted cost: £ 19,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target parents of pupils whose attendance is below 95% and formulate action plans - the school to agree level of support and parents to agree to the plan. Daily attendance checks on all PP pupils. Weekly monitoring meetings (SLT and MAT attendance officer)	Previous evidence in years has shown that a good relationship with families improves and strengthens engagement, which also improves attendance. Also, there is a clear link between poor attendance and lower academic achievement. Working together to improve school attendance (2024) 6 4 2 12 Supporting school attendance EEF Research evidence that supports approach: EEF: Parental engagement +4 <i>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'</i> https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures	4
All members of staff will plan and deliver parent-inspired workshops across the academic year on Reading, Writing and Maths. Parenting courses are to be offered to identified parents/families.	Parental involvement is consistently associated with pupils' success at school. It has a positive impact on an average of 4 months' of additional progress. However, it is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF - Parental Engagement	1,2,3,4,5
Outdoor education for all pupils (Working with the Worcester Wildlife Trust)	Outdoor adventure learning EEF	1,2,3,4,5
Support for pupils/ families who may need additional financial support in order to access the wider curriculum opportunities, including residential trips.	Historic monitoring and knowledge of our families indicate that some struggle to fund the higher costs for trips and residential. EEF: Aspiration intervention EEF: Arts participation +3	5
Provide counselling and mentoring sessions for pupils with lower self-esteem and who are potentially	In-house evidence that supports the need for action: Small group of pupils identified across the school who are unable to access full-time learning/class due to their mental health and low	4

<p>vulnerable in terms of good mental health and well-being.</p> <p>Play therapist, Relax Kids, WEST, external companies will be used to support the children.</p>	<p>self-esteem. For some, this leads to poor behaviour and can result in suspension from school.</p> <p>Research evidence that supports approach: EEF: Aspiration intervention EEF: Arts participation +3 EEF: Behaviour interventions +4</p> <p>Appointment of an HLTA who is ELSA trained to work with children and families to improve mental health in children and work with families.</p>	
<p>Access to an Emotionally Available Adult</p>	<p>The Education Endowment Foundation (EEF) identifies that social and emotional learning interventions led by trained adults can improve academic outcomes by up to +4 months' progress and reduce behavioural difficulties. Social and emotional learning EEF Nurture provision research demonstrates that having a trusted adult increases pupil wellbeing, attendance, and engagement, particularly for children from disadvantaged or trauma-affected backgrounds.</p>	<p>3</p>
<p>Wrap around care for siblings of PPG children wanting to attend extra provision</p>	<p>The demographic of our families means that it is too difficult to return to school to pick up twice and therefore siblings may miss out on club due to other siblings.</p>	<p>5</p>
<p>Varied opportunities for cultural capital.</p>	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. (Cultural Learning Alliance 2019)</p> <p>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted 2019)</p>	<p>5</p>

Total budgeted cost: £61,215

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The gap between Pupils receiving the Pupil Premium Grant (PPG)and Non-PPG needs to be narrowed In Reading, Writing and Maths.

	Maths	Reading	Writing
Year 1	100 % made expected or better progress.	100 % made expected or better progress.	100 % made expected or better progress.
Year 2	100 % made expected or better progress.	50% made expected or better progress.	25% made expected or better progress.
Year 3	66% made expected or better progress.	66% made expected or better progress.	66% made expected or better progress.
Year 4	82% made expected or better progress.	49% made expected or better progress.	82% made expected or better progress.
Year 5	100 % made expected or better progress.	100 % made expected or better progress.	33% made expected or better progress

Phonic data

2024-2025 Year 1 phonic data 95% up 11% on the previous year.

MTC data

Year	25/25	20 +
2025	62. 16%	89.1%
2024	61%	78%

A greater number of children achieving 20+

GLD data

76% slightly down on the previous year due to cohort and SEN needs. Which is still above the national average.

2 To improve Oral language skills in PPG children

- Use of stem sentences in Maths to answer questions.
- Pupils using correct vocabulary in pupil voice. This increased throughout the year, but needs to continue to be a target to ensure that it is embedded.
- NWPA in January 2025 to embark on Oracy throughout the curriculum. Oracy within schools will follow an approach of **Learning Through Talk** and **Learning to Talk**.
- Use of learning cups to enhance participation of all and to structure answers to the class with agree, build and challenge.
- No hands-up policy to ensure that all are engaged in the learning and have a voice.

3 To support PPG children with their MHWB to ensure they are ready to learn.

- Nurture was offered to all pupils who needed it at lunchtime, which ensured that good behaviour continued, and children felt supported and confident.
- School now has a fully trained TISUK practitioner. All staff have received training
- Relax Kids
- Lunchtimes are more structured and incorporate music and quieter games such as Lego and Cars.
- 'Come Dine With Me' - lunchtime quiet club has supported those children who find lunchtimes challenging
- Play therapy. This had a positive impact on pupils' attitudes to themselves and their learning.

- 1:1 meetings with AHT and families to improve mental health and attendance. This has had a positive impact on the families and PPG pupils.

4 To improve the attendance and persistent absenteeism of PPG children.

Rigorous monitoring of attendance ensured that absentees and lateness were targeted and addressed.

Year group	Attendance %					
	All	Persistent Absentee	PP	PP Persistent Absentee	Non PP	Non PP Persistent Absentee
R-2 2021-22	94.93	8.87	92.62	35.00	95.36	
R-3 2022-23	94.92 (94.7)	12.5 (16.92)	91.33 (91.1)	34.48	95.6 (95.2)	
R-4 2023-24	94.96	10.28	91.39	35.29	95.72	
R-5 2024-2025	96%	8.61%	93%	16%	95%	7.38%

- 1:1 meetings with AHTs and families to improve mental health and attendance. This has had a positive impact on the families and PPG pupils.
- Missed learning was identified and targeted.
- Teachers contacting families and children when absences happen shortened the number of days absent
- Meeting with the headteacher to address issues and discuss ways to improve attendance.
- Rigorous monitoring of attendance by the attendance team
- Morning activity with TA to encourage anxious/reluctant pupils into school

5 To support/improve life experiences/Cultural Capital for PPG children.

- PPG children are encouraged to join clubs with provision for siblings to attend wrap-around.
- Educational visits and balance-ability were paid for to ensure the children had access to cultural capital.
- Residentials were highly subsidised.
- One school club a term was paid for to ensure all could participate.
- Number of PPG children offered funding for educational visits 100%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mindfulness	Relax Kids
Balance-ability	Open Trail
Play Therapy	Jane Roberts Worcester Snoezelen

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Cultural capital to improve children's experiences.
What was the impact of that spending on service pupil premium eligible pupils?	Children felt similar to their peers and were able to gain hands-on experience on educational visits.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.