

Pupil Premium Impact Report 2025-26

Pupil Premium Strategy Outcomes

Intended outcome	Success criteria
1. Disadvantaged pupils supported by trained ELSA SEMH / SEND TA	Pastoral SEMH / SEND TA team led by SENCO Earlier identification of SEMH needs Personalised SEMH interventions & strategies for pupils Reduced levels of disruption to learning for all pupils
Impact: Earlier identification of SEMH needs and Personalised SEMH interventions & strategies for pupils has led to reduced levels of disruption to learning for all pupils, evidenced by: • Mental Health Awareness Week for whole school. • Maximising use of TA's • Mental Well-being included in Scarf PSHE programme mapped to Dfe requirements. • CPD completed by ELSA Practitioner throughout the year. • EBSA training completed by ELSA Practitioner	
2. Improve rates of progress & attainment for disadvantaged pupils post pandemic	Pupils eligible for PP make good progress from their very low starting points. More pupils eligible for PP achieve ARE post pandemic
Impact: Accountability: 1) Governor minutes 2) Pupil Progress and Attainment Data 3) Pupil Premium End of Year Data Review	
3. To ensure that opportunities are available for disadvantaged pupils to raise their aspirations & become confident members of their class and whole school community	Provide enrichment opportunities through extra-curricular provision
Impact: • Extra-curricular attendance data analysis	

4. Pupils will receive SEMH ELSA support with tailored programmes of intervention to ensure they are able to access quality learning alongside their peers which allows them to reach their potential.	A range of assessment methods, both formal and informal, including pupil voice, Boxall Profiles and LSLs, will be used to measure positive outcomes.
Impact: Earlier identification of SEMH needs and Personalised SEMH interventions & strategies for pupils has led to reduced levels of disruption to learning for all pupils, evidenced by: • Mental Health Awareness Week for whole school. • Use of TA's • Mental Well-being included in Scarf PSHE programme mapped to Dfe requirements. • Bespoke training for ELSA practitioner • CPD completed by ELSA practitioner throughout the year. • EBSA training completed by ELSA Practitioner	

Further information

To achieve our ultimate objectives for our disadvantaged pupils the total cost of implementing all of our Teaching/Targeted Academic Support/Wider strategies will not be met solely by our allocated Pupil Premium and funding will need to be supplemented.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and to work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.