

# Pupil Premium Strategy statement 2025-2028

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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 of Pupil Premium had within our school.

## School overview

Detail	Data
School name	Deddington Primary
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	Approximately 10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 <a href="#">2026-2027</a> <a href="#">2027-2028</a>
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement to be authorised by:	Governing Body November 2025
Pupil Premium lead	Kerry Simpson, Assistant Headteacher - Inclusion
Governor / Trustee lead	Matt Fisher, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (an approximate increase of 1.5 - 2% cash increase per pupil), has been allocated for 2024-2025	£33,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,230

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils are able to reflect our school values and 'let their light shine'. That they are able to be inspired to believe in themselves to achieve; to make good progress across all subject areas and achieve good outcomes, irrespective of their background or the challenges they face, before they move to secondary school. The focus of our pupil premium strategy is to support disadvantaged pupils (the term 'disadvantaged pupils' elsewhere in this strategy statement relates to children in receipt of Pupil Premium funding) to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through identifying and supporting speech, language and communication difficulties and tutoring for pupils whose education continues to be affected due to the limited opportunities for social communication during that time.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective, we will build strong relationships with families as they start school. This will support us to:

- understand their individual needs;
- provide appropriate levels of support and challenge according to their needs;
- act early to intervene with additional support (e.g. wellbeing, social inclusion attendance and punctuality);

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

This Pupil Premium Strategy Plan builds on our previous Pupil Premium Strategy Plan having regard to updated guidance and advice, particularly the Department for Education's Using pupil premium: guidance for school leaders March 2025 - [Using pupil premium: guidance for school leaders](#) - and the Education Endowment Fund Guide to the Pupil Premium - [The EEF Guide to the Pupil Premium | EEF](#).

## Challenges

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

Challenge number	Detail of challenge
1 Lower self-regulation and emotional literacy	<p>Assessment, observations and discussions with our pupils indicate disadvantaged pupils have weaker emotional literacy and resilience, inconsistent behaviours for learning including, at times, a lack of motivation towards engagement in their learning than their peers.</p> <p>Group dynamics, lack of ability to be able to resolve conflicts and sustain positive relationships.</p> <p>Mixed anxiety levels and mental health challenges.</p>
2 Lower aspirations and lack of wider experiences affected by home learning environment	<p>Assessments, observations and discussions with our pupils suggest disadvantaged pupils generally have lower self-confidence and resilience in learning and lower optimism about their own ability to achieve than their peers. Many have fewer opportunities to complete homework compared with their peers, resulting in lower self-confidence in their ability to apply their learning across a range of situations.</p> <p>Our disadvantaged children often have more limited experiences beyond their home and school and a limited awareness of wider opportunities available. This is impacted by a proportion of parents and carers of our disadvantaged children having had an adverse experience in relation to school which impacts their ability to support their children.</p>
3 Lower literacy skills (oracy, reading and writing)	<p>Assessments, observations and discussions with our pupils suggest disadvantaged pupils have lower literacy skills than their peers. Oracy and vocabulary skills are not as strong as their peers and this affects their understanding and application of grammar within their sentence formulation when speaking and writing. Limited time spent reading and talking about their reading out of school adversely affects reading enjoyment and ability. It also has a negative impact on their ability to access the wider curriculum.</p>
4 Lower mathematical skills	<p>Assessments, observations and discussions with our pupils suggest disadvantaged pupils have lower core mathematical skills than their peers and find the core concepts of mastering number (number sense and fluency) much more difficult.</p>

5 Attendance	<p>Whilst improving, our attendance data over the last two years indicates that attendance among disadvantaged pupils is lower than that of their peers. In particular, they have proportionately more persistent absence and punctuality issues. For some, a lack of consistently strong morning routines, challenging or stressful family circumstances and welfare issues can impact negatively on their school attendance and engagement.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting our disadvantaged pupils' progress.</p>
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## 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
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027-2028, demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations;</li> <li>• a significant increase in the ability to resolve conflicts and sustain positive relationships, particularly among disadvantaged pupils during unstructured activity times.</li> </ul>
Achieve and sustain improved levels of self-confidence, resilience in learning and participation in wider learning opportunities.	Sustained higher levels of self-confidence, resilience in learning (both at home and within school) and access to a wider range of learning opportunity experiences by 2027-2028, demonstrated by: <ul style="list-style-type: none"> <li>• assessments, observations, parent surveys and student voice indicating an increase in home learning task participation;</li> <li>• an increase in participation in enrichment activities within and outside of school (e.g. clubs offered by school staff and external providers on school premises), particularly among disadvantaged pupils.</li> </ul>
Achieve and sustain improved oral language, reading and writing skills and vocabulary particularly among our disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language, reading ability and writing skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Achieve and sustain improved core mathematical skills particularly among our disadvantaged pupils.	Assessments and observations will indicate significantly improved mathematical skills, particularly number sense and fluency ( <a href="#">mastering number in KS1</a> ), among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure attendance for the majority of disadvantaged pupils is above 96%. Sustained improved attendance year on year demonstrated by the overall unauthorised absence rate for all pupils decreasing and the attendance gap between

disadvantaged pupils and their non-disadvantaged peers being reduced.

## Activity in this academic year

Below explains the details of how we intend to spend our pupil premium this academic year, addressing the challenges listed above:

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff to promote consistency in provision for supporting self-regulation and emotional literacy.</p> <p>Specific CPD to enhance staff understanding of Social, Emotional and Mental Health (including making sense of behaviour, attachment informed practice and brain development and trauma), de-escalation training and Team Teach training.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) - <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a></p> <p><a href="#">Supporting children's mental health and wellbeing in the early years   Education Endowment Foundation</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	<p>1 and 2</p>
<p>Support for staff Social, Emotional and Mental Health through CPD and provision for access to wellbeing support.</p>	<p>There is research linking the mental health and wellbeing of teachers on pupil progress - <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a></p> <p><a href="#">Leeds Beckett University the impact of teacher wellbeing and mental health on pupil progress in primary schools</a></p>	<p>All</p>

<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>The Education Endowment Fund ('EEF') Diagnostic Assessment Evidence Insights - <a href="#">Diagnostic Assessment Tool.pdf</a> confirms that when used effectively, diagnostic assessment can indicate areas for development for individual pupils or across classes and year groups.</p> <p>The EEF effective deployment of Teaching Assistants provides information and guidance - <a href="#">Deployment of Teaching Assistants   Education Endowment Foundation</a></p>	<p>3 and 4</p>
<p>CPD and ongoing support (including provision of appropriate resources) to ensure lessons are of high quality and inclusive, keeping those at risk of falling behind on tracker rather than needing to catch them up at a later stage in their education.</p>	<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND; they have the greatest need for high quality teaching. With specific approaches to support these pupils, including explicit instruction, cognitive and learning strategies, scaffolding, flexible groupings and the use of targeted technology, all aids learning and progress for these pupils.</p> <p>The EEF guidance report <a href="#">Special Education Needs in Mainstream Schools guidance report   Education Endowment Foundation</a> recommends five key strategies.</p>	<p>1, 2, 3, 4</p>
<p>Training on oracy and writing through the ODST Writing Project.</p>	<p>We have recognised the need for staff training to revisit the teaching of writing, shared and guided writing etc. Key members of staff attended 2024-2025 and have shared and implemented key learning/teaching points. Additional staff will benefit from attending further training sessions offered to continue to address and meet this CPD need to enhance teaching of oracy and writing to improve children's writing skills/stamina.</p> <p><a href="#">We-need-to-talk-2024.pdf</a> - We Need to Talk, the report of the Commission on the Future of Oracy Education in England October 2024.</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a> - EEF guidance report – Special Education Needs in Mainstream Schools / EEF 'Five a day' approach.</p> <p><a href="#">Preparing Literacy Guidance 2018.pdf</a></p>	<p>3 and 4</p>

	<p>EEF <a href="#">Write from the start</a>   <a href="#">EEF</a> identifies the importance of mark-making.</p> <p><a href="#">Literacy KS1 Guidance Report 2020.pdf</a></p> <p><a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a></p> <p><a href="#">A School's Guide to Implementation guidance report</a>   Education Endowment Foundation</p> <p><a href="#">A Schools Guide to Implementation - Summary of recommendations</a>   Education Endowment Foundation</p>	
<p>Purchase of a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils - Read Write Inc. portal, associated resources and training.</p> <p>This programme has associated handwriting and spelling support for use across the school.</p>	<p>Our data shows strong phonics understanding and application in the KS1 phonics assessments, however we have identified that continued support is an area which is needed to facilitate success for all of our pupils during their primary school journey, particularly for our disadvantaged pupils.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils, which in turns has a positive impact on all areas of learning as well as self-worth and engagement.</p> <p><a href="#">Choosing a phonics teaching programme - GOV.UK</a></p> <p>EEF Phonics toolkit <a href="#">Phonics</a>   <a href="#">EEF</a></p>	3 and 4
<p>Continued CPD for staff.</p> <p>Continued purchase of Maths programmes Maths for Life and White Rose Hub.</p>	<p>We recognise the need for building strong foundations in mathematical concepts and fluency in number to building and supporting pupils' mathematical confidence and continuing this throughout their primary school journey.</p> <p>Some of our disadvantaged pupils require additional support in mathematical areas to promote understanding and resilience in order for them to keep up rather than the need for them to catch up as they get older.</p>	4

	<p><a href="#">Strong foundations in the first years of school - GOV.UK</a></p> <p><a href="#">Coordinating mathematical success: the mathematics subject report - GOV.UK</a></p> <p><a href="#">EEF Maths EY KS1 Guidance Report.pdf</a></p> <p><a href="#">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a></p>	
<p>Embedding principles of good practice set out in the DfE's guidance on improving school attendance.</p> <p>This will involve CPD for training of staff to develop and implement new procedures and support to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p>Latest data available via EEF studies (2023-2024) show that post-Covid, attendance levels continue to be significantly lower than 2018-2019, particularly among those of a disadvantaged background.</p> <p><a href="#">Attendance context   EEF</a></p>	5

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

Budgeted cost: Approximately £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group tuition for pupils in need of additional support, delivered in addition to and linked with normal lessons.</p> <p>Tutoring implemented with the help of the DfE's guide:</p> <p><a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support lower attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   EEF</a></p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">Special Education Needs in Mainstream Schools guidance report   Education Endowment Foundation</a></p>	1, 3, 4

<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 in terms of reading ability and confidence and better mental health.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks:</p> <p><a href="#">Phonics   EEF</a></p>	<p>1, 3</p>
<p>Weekly emotional support and reading sessions with the Pets As Therapy dog (and handler) and ARCh supporters.</p>	<p>One-to-one reading increases reading age and comprehension skills dramatically to help close the gap and increase achievement of national average progress in reading. Also, the Pets As Therapy dog lessens mental health anxieties with his presence and comfort.</p> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a></p> <p><a href="#">Children’s mental health - Every Mind Matters - NHS</a></p>	<p>1, 2, 5</p>
<p>WellComm speech and language screening and intervention toolkit.</p>	<p>Oxfordshire County Council are piloting the use of WellComm speech and language screening and intervention toolkit. There is currently insufficient data for the EEF to evaluate but localised trials suggest it has a place within Early Years to support oracy.</p> <p>Training offered via the Oxfordshire Virtual School in 2025 also recommends it be considered for use to support care-experienced children who are at greater risk of difficulties with speech, language and communication (SLCN).</p> <p>SLCN continues to be highlighted as a post-Covid need and is therefore relevant to consider this screening and intervention toolkit across school. Whilst not an intervention specified by the EEF, there is evidence to suggest pupils from disadvantaged backgrounds benefit from an oral language intervention - <a href="#">Oral language interventions   EEF</a></p>	<p>1, 3</p>

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

Budgeted cost: £7,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sensory resources for use in classrooms, the sensory room, sensory circuits, indoor and outdoor play, ELSA sessions.</p>	<p>Mental health and well-being is positively heightened by the outside environment, play and social inclusion with peers. The Sensory Room, ELSA Room and their appropriate resources benefit all pupils, particularly our disadvantaged pupils.</p> <p>The EEF <a href="#">Supporting children's mental health and wellbeing in the early years   Education Endowment Foundation</a> guidance evidences the importance of being and becoming healthier.</p> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a></p> <p><a href="#">Children's mental health - Every Mind Matters - NHS</a></p>	<p>1, 2, 5</p>
<p>Whole staff training on behaviour management (through the Special School Outreach programme) with the aim of developing our behaviour policy and school ethos promoting greater consistency when supporting challenging behaviour.</p>	<p>Universal approaches and targeted interventions support a positive impact overall as per the EEF recommendations identified in <a href="#">Improving Behaviour in Schools   EEF</a>.</p>	<p>1, 2</p>
<p>Termly whole school pastoral group meetings and activities resourced as necessary to support all children.</p> <p>Additional support from the SENCo / Designated Teacher / Disadvantaged pupils lead / ELSA for pupils as</p>	<p>Working together in groups comprising pupils from each year group to undertake shared learning and fun activities supports positive mental health and well-being by fostering cross key stage interaction leading to younger children feel safer and more secure with older pupils to support them in and around school, especially whilst at play.</p> <p>The EEF <a href="#">Supporting children's mental health and wellbeing in the early years  </a></p>	<p>1, 2</p>

<p>necessary (ongoing CPD).</p>	<p><a href="#">Education Endowment Foundation</a> guidance supports this.</p> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a></p> <p><a href="#">Children's mental health - Every Mind Matters - NHS</a></p>	
<p>Well-being and mental health support for parents from PSHE leader / Inclusion lead / member of the Senior Leadership Team as required.</p>	<p>In-person communications via face-to-face contact, emails, phone calls and online Teams meetings to support parents with concerns, attachment and attendance difficulties and other worries about their children.</p> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a></p> <p><a href="#">Supporting children's mental health and wellbeing in the early years   Education Endowment Foundation</a></p> <p><a href="#">Children's mental health - Every Mind Matters - NHS</a></p>	<p>1, 2</p>
<p>Daily physical activities through Corefulness, PE sessions, active breaktimes, sensory circuits and the Sports Activators.</p>	<p>The <a href="#">UK Chief Medical Officers' Physical Activity Guidelines</a> identifies exercises and activities that underpin physical function for the benefit of all, particularly children.</p> <p>The <a href="#">EEF   Physical Development</a> key findings confirm physical activity plays an important role in gross and fine motor skills, balance and stability; children from disadvantaged backgrounds benefit from educators promoting physical activity.</p> <p>Corefulness incorporates practices from research via the Early Childhood Development and Health Board 'First Things First' supporting the strengthening of primitive reflexes resulting in stronger physical skills and enhanced wellbeing and learning - <a href="#">From Conception to Cognitive Excellence - Corefulness</a>.</p>	<p>1, 2</p>

	<p>Cherwell district council support us with Activators who work with KS1 and KS2 pupils, focusing on those children who are least active in school -</p> <p><a href="#">Change4Life Evidence Review</a></p>	
<p>Provide funding for disadvantaged children to enable their attendance at educational visits and residential and enjoy extra-curricular experiences (e.g. musical theatre, Adam Bradley's Football Club, Early Birds/High Flyers, Musical Theatre and Forest School).</p>	<p>Funding to enable disadvantaged pupils to attend extra-curricular activities, school journeys etc leads to social inclusion with other peers and releases pressure from parents with restricted money. Early Birds ensures children arrive in school on time and assists attendance.</p> <p>The EEF <a href="#">Supporting children's mental health and wellbeing in the early years   Education Endowment Foundation</a> guidance evidences the importance of being and becoming healthier.</p> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a></p> <p><a href="#">Children's mental health - Every Mind Matters - NHS</a></p>	1, 2, 5
<p>PSHE sessions implemented through the Scarf / Coram Life Education programme.</p>	<p>DfE guidance <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a> provides evidence of the benefits of a good mental health and wellbeing curriculum within school as part of our core curriculum.</p>	1, 2, 5
<p>Wellbeing support for school staff</p>	<p>The importance of good mental health support of staff supports mental health and wellbeing for pupils is essential. The report 'The impact of teacher wellbeing and mental health on pupil progress in primary schools' by Leeds Beckett University provides evidence of this.</p>	All
<p>Breakfast club (Early Birds) phonics, reading and SEMH support – cost of staffing 3 weekly sessions with identified disadvantaged pupils.</p>	<p>A small number of disadvantaged children benefit from being supported to attend school early with targeted support for their academic and social, emotional and mental health needs.</p>	All

	<p>The EEF <a href="#">Support children’s mental health and wellbeing with our...   EEF</a> guidance evidences the importance of being and becoming healthier.</p> <p>The EEF <a href="#">One to one tuition   EEF</a> and <a href="#">Small group tuition   EEF</a> research confirms the benefits of small group tuition.</p>	
<p>CPD for staff to develop, implement and embed new procedures (as part of the Birmingham Education Trusts 5 Pillars of Attendance) to support and improve attendance.</p>	<p>The DfE guidance <a href="#">Working together to improve school attendance (applies from 19 August 2024)</a> has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

**Total budgeted cost: £33,230**

## 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 2024-2025 academic year.

We have analysed the Inspection Data Summary Report in relation to the performance of our school's disadvantaged pupils during the previous academic year, having regard to national assessment data together with our own formative and summative assessment data. Whilst data for our disadvantaged pupils is below our non-disadvantaged pupils, our disadvantaged pupils are generally performing better than the national average for the expected standard.

Our use of Pupil Premium funding helped us to:

- Increase pupils' confidence and resilience academically, socially, emotionally and physically through the support of ELSA, ARCh, Pets As Therapy, the Sports Activators, PSHE (via SCARF), Corefulness and Space Makers.
- Offer Year 6 booster groups to support disadvantaged pupils to good effect, instilling confidence prior to SATS leading them to be more aspirational and successful.
- Make a small improvement to our attendance data for disadvantaged children.
- Improve oracy skills. This has been achieved through the support of targeted reading aloud and discussion of texts. Assessment data and pupil voice in Key Stage 2 identifies that our ARCh readers and Pets As Therapy dog have had a positive impact upon disadvantaged pupils in relation to increased reading ability (decoding and reading comprehension), their enjoyment of reading and positively enhancing their social and emotional mental health.
- Provide one-to-one and small group targeted academic support, including pre-teaching vocabulary have encouraged greater participation between disadvantaged pupils and their peers as well as class teachers / teaching assistants. Speech and Language Therapy, phonics support in KS1 and Lego Therapy in KS2 have increased pupils' spoken vocabulary which in turn has had an enhanced impact on reading, writing, cross-curricular skills and social and emotional skills.
- Provide one-to-one and small group booster interventions in KS2 during spring and early summer have improved outcomes in reading, writing and Maths.
- Provide an improved English writing offer with the support of the ODST Writing Project.
- Provide financial support for extra-curricular opportunities for attendance at swimming, after school clubs, class trips (including residential).

- Provide regular contact and support for the families of our disadvantaged pupils, referring them to other services as required.
- Offer support to our disadvantaged pupils across school through individual talk times to support mental health and wellbeing as needed. Children and parents reported positively on the impact this had on individuals and families.

## Externally provided programmes

Programme	Provider
One-to-one weekly sessions of external reading support for identified children across KS2.	ARCh – Assisted Reading for Children in Oxfordshire
One-to-one weekly sessions (in blocks of 6-8 weeks) to support individual pupils' mental health anxieties through reading and comfort from the dog (with handler).	Pets as Therapy
SCARF PSHE scheme and related staff CPD	Coram Life Education
Space Makers contemplative practices scheme and staff CPD	Oxford Diocesan Board of Education
Year group specific evidence-based daily practice exercise programme improving movement, core stability, coordination and readiness to learn. It incorporates sensory, core and occupational therapy activities within its twice-daily practice sessions.	Corefulness (via <a href="https://corefulness.com">https://corefulness.com</a> )
Sports Activators providing weekly sessions focusing on disadvantaged and least active children as well providing training for Upper KS2 sports leaders to provide fun physical games and activities during breaktimes across the school week.	Cherwell District Council

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Extra-curricular activities, one-to-one discussion sessions when needed by the pupils, musical theatre sessions, swimming lesson payments, school trips / school journeys (including for residential experiences to Yenworthy and PGL Liddington). We have supported the children and their mental health / wellbeing, with the absence of their parents whilst in service. ELSA teaching assistant offered individual and small group

	emotional support to identified pupils. Provided PSHE (SCARF) support.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers and parents have identified improvements in the emotional wellbeing of our service children, enabling them to thrive and focus on their learning. These children felt they were supported to develop skills to enable them to learn, develop and progress which enabled them to achieve more academically and feel more confident to navigate SEMH difficulties as they arose.

## Further information (optional)

Our Pupil Premium Strategy will be supplemented by additional activity and funding that is not being funded by Pupil Premium. This will include embedding more effective practice around feedback – the EEF guidance report [Teacher Feedback to Improve Pupil Learning.pdf](#) identifies significant benefits for pupils, particularly for disadvantaged pupils.

We will continue to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills including resilience, confidence and social interaction and will focus on encouraging disadvantaged pupils to participate.

We feel strongly that supporting our disadvantaged pupils appropriately will support all pupils and we are keen to triangulate evidence from a range of data sources to identify the challenges which our disadvantaged pupils face in order to implement the right support in a timely manner.

Focusing on positive mental health and physical activity will support personal development in terms of their academic, physical, social and emotional health.

Working together with our communities is an important part of our school ethos and extends not just to our pupils but to their families, our staff, governors, professionals and local communities alike.