



# Forest Edge Learning Federation - Pupil Premium Strategy Statement

## School Overviews

<b>Breamore CE Primary School 3018</b>			
	2023-2024	2024-2025	2025-2026
Pupils in school	82	74	75
Proportion of pupils eligible for pupil premium	18 pupils - 21.9% (44.4% of these pupils are PP and SEND 8/18)	21 pupils - 28% (47.6% of these pupils are PP and SEND 10/21)	19 pupils-25.3% ( 36.8% of these pupils are PP and SEND 7/19)
Pupil premium allocation this academic year	2023 - 2024 = £23,235	2024-2025= £30,135	2025-2026= £30,135
Academic year or years covered by statement	2023-26		
Publish date	October 2023		

<b>Hale Primary School 2090</b>			
	2023-2024	2024-2025	2025-2026
Pupils in school	66	67	70
Proportion of pupils eligible for pupil premium	6 pupils - 9% (83.3% of these pupils are PP and SEND 5/6)	5 pupils- 7.5% (60% of these pupils are PP and SEND 3/5)	5 pupils -7% (40% of these pupils are PP and SEND 2/5)
Pupil premium allocation this academic year	2023 -2024 = £7,610	2024-2025= £10,205	2025-2026= £8,690
Academic year or years covered by statement	2023-26		
Publish date	October 2023		

<b>Hyde CE Primary School 3083</b>			
	2023-2024	2024-2025	2025-2026
Pupils in school	47	50	33
Proportion of pupils eligible for pupil premium	14 pupils - 29.7%	15 pupils- 30% (47% of these	8 pupils- 25%

	(14.2% of these pupils are PP and SEND 2/14)	pupils are PP and SEND 7/15)	( 37.5% of these pupils are PP and SEND 3/8)
Pupil premium allocation this academic year	2023-2024 = £23,247	2024-2025= £22,725	2025-2026= £22,725
Academic year or years covered by statement	2023-26		
Publish date	October 2023		

Review date	September 2024 September 2025 September 2026
Pupil premium lead	Tracy Allen - Executive Headteacher Stephanie Pavitt - Pupil Premium Champion
Governor lead	Annie Collins

## Pupil premium strategy plan

Our approach to pupil premium spending - statement of intent
<p><b>Teaching:</b> Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p><b>Targeted academic support:</b> Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p><b>Wider strategies:</b> Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. <a href="#">EEF Guide to the Pupil Premium</a></p>

## Challenges

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

Challenge number	Detail of challenge																														
1	Pupils eligible for pupil premium funding make less than expected progress and/or fail to reach <b>age related expectations in Mathematics</b> . Teaching needs to be tailored to meet the needs of all pupils.																														
2	Pupils eligible for pupil premium funding make less than expected progress and/or fail to reach <b>age related expectations in Writing</b> . Teaching needs to be tailored to meet the needs of all pupils.																														
3	<b>37.5% of children eligible for Pupil Premium are also SEND.</b> Teaching needs to be tailored to meet the needs of all pupils.																														
4	Some children have <b>limited extended opportunities</b> e.g. learning a musical instrument, participation in charged clubs, visits that broaden horizons and capture interest.																														
5	<p><b>Pupil Premium attendance 2022-23</b></p> <table border="1"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Whole school</th> </tr> </thead> <tbody> <tr> <td>Breamore</td> <td>91.1%</td> <td>93.2%</td> </tr> <tr> <td>Hale</td> <td>90.5%</td> <td>95.2%</td> </tr> <tr> <td>Hyde</td> <td>92.9%</td> <td>93.6%</td> </tr> <tr> <td>National</td> <td>88.6%</td> <td>94%</td> </tr> </tbody> </table> <p>45% of those who were identified as persistent absentees (less than 90%) are eligible for Pupil Premium.</p> <p><b>Pupil Premium attendance 2023-24</b></p> <table border="1"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Whole school</th> </tr> </thead> <tbody> <tr> <td>Breamore</td> <td>88%</td> <td>93.1%</td> </tr> <tr> <td>Hale</td> <td>88%</td> <td>93,7%</td> </tr> <tr> <td>Hyde</td> <td>91.5%</td> <td>94%</td> </tr> <tr> <td>National</td> <td>89%</td> <td>92.6%</td> </tr> </tbody> </table> <p>43% of those who were identified as persistent absentees (less than 90%) are eligible for Pupil Premium.</p>		Pupil Premium	Whole school	Breamore	91.1%	93.2%	Hale	90.5%	95.2%	Hyde	92.9%	93.6%	National	88.6%	94%		Pupil Premium	Whole school	Breamore	88%	93.1%	Hale	88%	93,7%	Hyde	91.5%	94%	National	89%	92.6%
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<b>Pupil Premium attendance 2024-25</b>		
	Pupil Premium	Whole school
Breamore	92.8%	94.2%
Hale	91.5%	93.3%
Hyde	91.5%	93%
National	89.4%	93.4%

26% of those who were identified as persistent absentees (less than 90%) are eligible for Pupil premium.

6	<p><b>Mental Health and Wellbeing</b></p> <p>Across the federation, 34% of pupils (11/32) who are eligible for pupil premium are receiving support for mental health.</p>
7	<p><b>EYFS Outcomes</b></p> <p>Our EYFS outcomes showed that 50% of our pupils who are eligible for pupil premium did not achieve GLD.</p>
8	<p><b>Maths Fluency</b></p> <p>Some children struggle to retain number facts and require pre-teaching and over learning of key concepts. Fluency in calculations including times tables facts is a barrier to learning and data shows that fluency in KS1 is an area for development. Data shows that in the 2025 MTC, 33% of pupils eligible for pupil premium met the expected standard of 25/25 and 56.5% achieved a score over 20.</p>
9	<p>59% of children who are eligible for pupil premium across the federation may have <b>experienced ACE's</b>. Trauma informed practice is needed to be prioritised.</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.

<b>Intended outcome</b>	<b>Success criteria</b>
Teachers and teaching assistants will have the professional development to ensure that all staff are effectively challenging and supporting all children to make good or better progress.	Teaching and learning will be tailored to meet the needs of all children. Children will make good or better progress as indicated by their relative starting points.

Improved tracking for SEND children or pupils below age related expectations will enable learning to be more accurately tailored to meet their needs ensuring progress is made and evidenced.	Gaps in learning will have been identified. Teachers will understand pupils' needs. Teaching and learning will be tailored to meet the needs of all children.  Progress for SEND children or pupils working below age related expectations will be evident
Attendance for targeted children will improve and be in line with their peers.	Attendance for targeted children will be in line with their peers.
Children eligible for Pupil Premium make appropriate and good progress in reading, writing and maths. Those children who have not attained in line with peers will make accelerated progress to diminish the difference.	Children will make appropriate and good progress in reading, writing and mathematics as evidenced by their relative starting points
Equality of extended opportunity for PP and non-PP children (measured by participation in extended opportunities, particularly those with costs).	Pupil premium children will participate in a range of enrichment and extracurricular activities
Children are emotionally ready to learn and the rate of learning is not slowed by emotional vulnerability. Learning behaviours of children eligible for pupil premium is good or better over time.	Children's emotional needs are met. Pupils are able to access learning. Learning behaviours are good as evident in lesson observations and learning walks



### **Activity in this academic year**

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

### **Teaching (for example, CPD, recruitment and retention)**

<b>Budgeted cost</b>	Breamore - £6,000
	Hale - £3,000
	Hyde - £6,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Teachers will have access to high quality professional development throughout	Training is key to ensuring staff are equipped to deliver quality first teaching:	1, 2, 3 and 8

<p>the year with a specific focus on writing and Mathematics.</p> <p>The teaching of Writing and Mathematics are a priority on the SDP 2023  SDP 2023 and in  SIP 2025 - 2026</p> <p>Working groups are being used to focus on areas of teaching and learning that need to be improved across a particular subject or phase.</p> <p>Teachers across the Federation work collaboratively to plan teaching and learning.</p>	<p>CUREE has reviewed and analysed the evidence of what works in professional development for teachers. The conclusions that stand out are that a) professional development is much more likely to be successful when it involves collaboration between staff</p> <p>The EEF states that <i>"interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve whole-class teaching, and attend to wider challenges to learning, such as attendance and behaviour."</i></p>	
<p>Regular LSA meetings with a clear focus on developing teaching and learning principles led by SENDCO and EDHT</p> <p>CPD focus for LSA's this year around adult interactions and using feedback effectively.</p> <p>LSA with specific responsibility for speech and language utilised across the federation.</p> <p>Whole school Makaton training delivered.</p>	<p><i>There is evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress (EEF)</i></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a></p>	1, 2, 3, 7 and 8
<p>Due to numbers of SEN increasing across the federation and being above national - quality first inclusive teaching is a priority for our schools</p> <p>SEN support mornings with an Educational Psychologist for every teacher twice a year.</p> <p>Weekly CPD videos/articles circulated to all staff on a weekly basis.</p> <p>Supervision available for staff who are supporting children with additional needs with the SENDCO, class teacher and LSA's</p>	<p>EEF - <i>"An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils."</i></p>	1, 2, 3, 6, 7 and 9

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

Budgeted spend	Breamore: £10,000
	Hale: £2,000
	Hyde: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mathematics interventions - Ready to progress. 3 x LSA's received training to enable them to deliver the intervention.</p> <p>Mathletics/TTRockstar subscriptions to ensure number facts are retained</p> <p>Use of Sandwell to identify gaps in learning</p> <p>Pre-teaching used to ensure build blocks and prerequisite knowledge is embedded to enable access to new curriculum content.</p>	<p>There is clear evidence that Computer Assisted Instruction approaches have the potential to improve learner outcomes, with many of the reviews finding positive impacts (EEF, Remote Learning Rapid Evidence Assessment). Belland et al. (2017) found a positive impact for computer-based scaffolding approaches for pupils from low-income backgrounds</p> <p>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable (EEF Targeted Academic Support).</p>	1 and 7
<p>All children eligible for pupil premium who require it have access to Lexia Core Reading</p> <p>Time given to LSAs to deliver interventions required from Lexia</p> <p>Phonics tracking tool used to identify next steps</p> <p>Little Wandle keep up sessions</p> <p>LSA's given specific roles to deliver interventions e.g. SALT</p>	<p>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable (EEF Targeted Academic Support).</p>	2 and 7
<p>Close monitoring by SENCO/SLT of PP and SEND pupil progress</p> <p>Pupil premium/SEND children focus of pupil progress meetings</p> <p>SENCO works closely with staff to ensure pupil support plans and targeted interventions meet the needs of PP pupils.</p> <p>EPAC meetings for all those who have previously been in care led by designated teacher.</p>	<p><i>Prioritising and sustaining the focus on vulnerable groups is recognised as being vital to success and therefore key to the leadership role. (National College of school leadership - Closing the gap of groups of pupils 2012)</i></p>	1, 2, 3, and 8
<p>Use of screening materials and diagnostic and baseline assessments help to identify gaps in knowledge, understanding and skills and provide a benchmark for measuring progress</p> <p>Boxall and LASS introduced during 2022</p>	<p><i>"Early identification of mental health concerns via screening can improve long-term student development and success," (July 2022; Psychol Sch Advancing Mental Health Screening in Schools.)</i></p>	1, 2, 3, 7 and 8
<p>The Nest provision at Breamore provides 1:1 and small group support. 25% of pupils eligible for pupil premium access the Nest.</p>	<p><i>"To date more than 100 academic studies have demonstrated the positive impact of nurture groups. Although their primary goal is to improve children and young people's</i></p>	1, 2, 3, 6, 7, 8 and 9

Established Summer 22	<i>social, emotional and behavioural difficulties, nurture groups have positive outcomes across a wide range of areas, both for pupils themselves and also for teachers, the school community and beyond." (Nurture groups 2019)</i>	
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted spend	Breamore: £6,000
	Hale: £2,000
	Hyde: £5,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Subsidies for enrichment activities (including residentials) , extracurricular clubs &amp; music lessons</p> <p>Uniform assistance where required</p> <p>Books for whole class reading purchased for children eligible for pupil premium</p>	<p>Case studies reflect the importance of cultural and arts opportunities in supporting the wider learning of pupil premium students, and in turn show how schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum (Evaluation of Pupil Premium Research Report).</p>	4 and 5
<p>Closer monitoring of attendance of Pupil Premium children and liaison with families to support .</p> <p>Attendance of SLT members at attendance network briefings.</p> <p>Working closely with external services and support to provide early intervention, i.e. Early Help Hub.</p> <p>Extended school subsidy where considered helpful to encourage attendance.</p> <p>Reduced hours provision training and emotional based school avoidance</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).(Source - EEF)</p>	5 and 6
<p>Loaning of technology eg laptop, Ipad as required for children to access online homework tasks</p>	<p><i>The EEF explains, that " Of particular importance is making sure that all pupils have access to learning online, by providing them with access to devices and a good internet connection".</i></p>	1, 2 and 8
<p>INSET attended by all staff focused on mental health and Wellbeing Including workshops on Relax kids, 6 strands to wellbeing, outdoor learning, how physical activity can improve wellbeing.</p> <p>ELSA (Emotional Literacy Support Assistant) support costs (time + training/supervision)</p>	<p>The EEF Toolkit defines self-regulation as 'managing one's own motivation towards learning'. The intention will be to give pupils a variety of strategies to help them focus during their learning. The EEF toolkit suggests pupils make an eight month gain with increased self-regulation strategies.</p> <p><i>A pupil cannot benefit from a lesson if they are not present, engaged in the lesson, and</i></p>	6 and 9

<p>Commissioning of counselling services or play therapy for children that require support beyond ELSA</p> <p>FELF Mental Health and Wellbeing strategy implemented.</p> <p>Forest School for targeted children small group</p>	<p><i>behaving appropriately for learning. "There's a clear need for schools to have consistent and clear behaviour policies that promote positive behaviour in lessons." (EEF, Improving Behaviour in Schools Guidance Report).</i></p>	
<p>Implementation of Roots curriculum - whole class, small group and 1:1</p> <p>Whole school community approach to personal, social and emotional development.</p>	<p>The EEF Toolkit defines self-regulation as 'managing one's own motivation towards learning'. The intention will be to give pupils a variety of strategies to help them focus during their learning. The EEF toolkit suggests pupils make an eight month gain with increased self-regulation strategies.</p>	<p>5, 6, 7 and 9</p>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

**Strategy Review-October 2024** (Updates in red)

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)

Reading: 47 pupils - Average: On-track. 17% Well below, 11% Just below, 57% Expected, 13% Above, 2% No data.

Writing: 47 pupils - Average: On-track. 21% Well below, 15% Just below, 62% Expected, 2% Above, 2% No data.

Maths: 47 pupils - Average: On-track. 19% Well below, 6% Just below, 57% Expected, 15% Above, 2% No data.

- Pupils eligible for pupil premium funding make less than expected progress and/or fail to reach **age related expectations in Maths**
- Pupils eligible for pupil premium funding make less than expected progress and/or fail to reach **age related expectations in Writing**

**KS2 outcomes**

50% of Pupil Premium achieved the expected standard for writing.  
40% of Pupil Premium achieved ARE in Mathematics,  
80% of Pupil Premium achieved ARE in Reading

- 47.5% of children eligible for Pupil Premium are also SEND.** Teaching needs to be tailored to meet the needs of all pupils.  
**KS1 phonics ⅓ who didn't pass the screening were pupil premium and SEND.**
- Some children have **limited extended opportunities** e.g. learning a musical instrument, participation in charged clubs, visits that broaden horizons and capture interest.  
**Federation Lego Club and Artisan Drama school selected PP spaces given for free.**

**5. Attendance**

**Key Groups Breamore**

	SEND	EHC	PP	FSM
Autumn 1	92.72%	86.57%	90.63%	88.78%
Autumn 2	95.9%	83%	90.8%	89.3%
Spring 1	95.2%	84%	89.7%	87.98%
Spring 2	93.7%	84.9%	88.4%	87%
Summer 1	94.1%	86.2%	88.9%	87.7%
Summer 2	93.9%	86.3%	88%	86.7%

### Key Groups Hyde

	SEND	EHC	PP	FSM
Autumn 1	98.21%	82.86%	90.16%	89.36%
Autumn 2	96.6%	85.6%	92.7%	92.3%
Spring 1	91.55%	88.06%	90.23%	89.6%
Spring 2	92%	87.4%	91.2%	90.7%
Summer 1	93.5%	86.2%	91.7%	91.2%
Summer 1	93.4%	87.6%	91.5%	91%

### Key Groups Hale

	SEND	EHC	PP	FSM
Autumn 1	89.86%	95%	87.18%	86.56%
Autumn 2	90.1%	97.1%	85.8%	84%
Spring 1	90.7%	96.4%	90.8%	90.5%
Spring 2	87.7% Excluding RHP 91.9%	96.7% Excluding RHP 98.8%	90.3% Excluding RHP 95.3%	90% Excluding RHP 95.3%
Summer 1	88.1% Excluding RHP 91.9%	96.9% Excluding RHP 99%	90.3% Excluding RHP 94.8%	90% Excluding RHP 94.8%
Summer 2	90.5%	96.6%	88.1%	87.3%

8/14 of those who were identified as persistent absentees (less than 90%) are eligible for Pupil premium.

Attendance still proves to be a priority on our pupil premium strategy so we will be looking at strategies to improve this.

#### 6. Mental health and Wellbeing

At Breamore 10/19 children who are eligible for pupil premium are received support for mental health

At Hale 3/4 children who are eligible for pupil premium are received support for mental health

At Hyde 4/14 children who are eligible for pupil premium are received support for mental health

#### 7. Communication and Interaction

Our EYFS outcomes showed that 2/6 of our pupils who are eligible for pupil premium did not meet expected standard for listening, attention and understanding and speaking. We will continue to monitor to see whether there continues to be a trend.

#### 8. Maths fluency – some children struggle to retain number facts and require pre-teaching and over learning of key concepts. Fluency in calculations including times tables facts is a barrier to learning.

No children eligible for pupil premium met the expected standard in the MTC 2024

#### 9. 16/21 of children who are eligible for pupil premium across the federation may have experienced ACE's.

Trauma informed practice is needed to be prioritised. Trauma Informed training 03.06.24 for all staff

### Strategy Review-October 2025 (Updates in blue)

Notes from meeting with AC-March 2025 [Actioned- Pupil premium monitoring visit 31\\_3\\_2025](#)

1. Pupils eligible for pupil premium funding make less than expected progress and/or fail to reach **age related expectations in Maths**
2. Pupils eligible for pupil premium funding make less than expected progress and/or fail to reach **age related expectations in Writing**

## 2025-End of KS2 Outcomes

100% of Pupil Premium/no SEND achieved ARE in Writing.

100% of Pupil Premium/no SEND achieved ARE in Mathematics

100% of Pupil Premium/no SEND achieved ARE in Reading

### Federation - Disadvantaged groups attainment data 2025

	No PP No SEN	PP No SEN	No PP SEN	PP SEN
YR GLD	76% 16 children	25% 5 children	66% 3 children	n/a 0 children
Y1 Phonics	63% 19 children	50% 2 children	0% 2 children	0% 3 children
Y4 MTC	86% 14 children	0% 1 child	0% 5 children	33% 3 children
Y6 Reading	95%	100%	63%	100%
Y6 Writing	95%	100%	50%	33%
Y6 Mathematics	89%	100%	45%	33%
Y6 Combined	89%	100%	27%	33%
Y6 Number of children	26 children	8 children	11 children	3 children

### Federation Autumn Term-Data Drop:

Reading: Currently 38% of pupils across the federation are assessed as working at ARE and 25% of pupils eligible for pupil premium are assessed as working at ARE in Reading

Writing: Currently 44% of pupils across the federation assessed as working at ARE and 25% of pupils eligible for pupil premium are assessed as working at ARE in Writing

Maths: Currently 49% of pupils across the federation assessed as working at ARE and 59% of pupils eligible for pupil premium are assessed as working at ARE in Maths

### Federation Combined Data:

39% of pupils of pupils are assessed as ARE in all three subjects

22% of pupils who are eligible for pupil premium are assessed as ARE in all three subjects

### Federation Data: Working below ARE

#### Reading:

37% of pupils are working below ARE in Reading

57% of pupils eligible for pupil premium are working below ARE in Reading

#### Writing:

45% of pupils are working below ARE in Writing

72% of pupils eligible for pupil premium are working below ARE in Writing

#### Maths:

30% of pupils are working below ARE in Maths

39% of pupils eligible for pupil premium are working below ARE in Maths

3. 37.5% of children eligible for Pupil Premium are also SEND. Teaching needs to be tailored to meet the needs of all pupils. (12/32 pupils)

High Quality Inclusive Teaching input delivered to staff on 2.06.25. HQIT explores Ordinarily Available Provision and specific strategies to support the SEND/Disadvantaged groups.

4. Some children have **limited extended opportunities** e.g. learning a musical instrument, participation in charged clubs, visits that broaden horizons and capture interest. Artisan Drama school selected PP spaces given for free and discounted fees for trips and the residential.

### 5. Attendance

26% of those who were identified as persistent absentees (less than 90%) are eligible for Pupil Premium.

## 6. Mental Health and Wellbeing

Across the federation, 34% of children who are eligible for pupil premium have received support for mental health.

## 7. EYFS Outcomes

25% of EYFS pupils who are eligible for pupil premium achieved GLD in 2024-2025.

Areas for development: Listening and Understanding, Reading, Writing, Number, Fine Motor Skills and Comprehension. Writing is a recurring theme within this data.

## 8. Maths Fluency

### MTC 2025:

33% of pupils eligible for pupil premium met the expected standard in the MTC 2025. Half termly tracking will closely be monitored and those pupils (now in Year 5) who did not achieve 20 and over will be taking part in times tables boosters.

### Fluency in EYFS & KS1:

In September 2025, EYFS/KS1 started the Mastering Number programme with the aim to build fluency in recalling number facts. We are also part of the Maths Hub group and we are in our second year of this.

9. 19/32 (59%) of children who are eligible for pupil premium across the federation may have **experienced ACE's**. All staff have received Trauma Informed training in June 2024. Regular updates of support strategies have been shared.

Strategy Review-October 2026 (Updates in green)

