

Pupil premium strategy statement – St John’s Gosport C of E Primary School 2025 - 2026

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail		Data	
School name		St John’s C of E Primary School	
Number of pupils in school		383	
Proportion (%) of pupil premium eligible pupils		45.81%	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)		2024 - 2027	
Date this statement was published		December 2025	
Date on which it will be reviewed		December 2026	
Statement authorised by		Carolyn Wilkinson	
Pupil premium lead		Carolyn Wilkinson	
Governor / Trustee lead		Jean Watson	
2025-2026	Number of children in cohort	Number of children eligible for pupil premium funding	%
Year Group			
EYFS	58	21	5.18%
Year 1	59	18	4.4%
Year 2	42	17	4.4%
Year 3	58	25	6.48%
Year 4	54	30	7.77%
Year 5	60	34	8.81%
Year 6	55	30	7.77%

Pupil Premium Summary 2025-2026		
TYPE	No. of Pupils	% of pupils
FSM	145	37.96
Services	31	8.12%
LAC	1	0.26
PLA	5	1.3
TOTAL	182	47.64

1Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,995
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£211,995

Part A: Pupil premium strategy plan

Statement of intent 2025/2026

At St John's Gosport C of E Primary School, our aim is for every child, regardless of background or challenges, to reach their full potential, make strong progress, and achieve high standards. Our strategy sets out how we support Pupil Premium pupils to meet these aspirations, develop a love of learning, and grow into happy, emotionally secure individuals. Each child is valued as an individual and treated with compassion and equality, free from preconceptions or judgment.

Our Principles and Aims:

- Maintain high aspirations for all disadvantaged pupils, including those with additional needs and high prior attainment.
- Ensure all staff receive CPD aligned with the School Improvement Plan to deliver high-quality teaching and learning.
- Identify and address gaps in academic and social development early and effectively.
- Provide teaching and learning opportunities that meet the needs of every pupil.
- Adopt a whole-school approach where all staff share responsibility for improving outcomes for disadvantaged pupils.

A significant proportion of our Pupil Premium pupils are also on the SEND register. We believe that high-quality teaching is the foundation for success. We aim to provide all pupils with access to excellent resources that positively impact learning. For disadvantaged pupils, we offer tailored support by identifying individual needs and barriers, enabling us to deliver effective interventions. This includes metacognitive strategies such as assessment for learning, high-quality feedback, and scaffolding—approaches proven to close the attainment gap and promote independence.

Our approach is responsive to both common challenges and individual needs, informed by thorough data analysis and assessment of academic and emotional development. We monitor and adapt interventions to ensure maximum impact.

Reading is central to our vision. We prioritise early reading through a systematic phonics programme in EYFS and KS1, and develop fluency and comprehension in KS2, supported by the Springhill English Hub. Since 2021, we have seen an increase in pupils with SEMH needs and diagnoses of ASD and/or ADHD. We are committed to providing high-quality social and emotional support so that pupils feel safe, happy, and ready to learn, while building positive relationships and feeling that they belong in our school community.

Disadvantaged

137 of your school's 383 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 35.8% of your cohort.

This is 2.8% higher than the national average of 33.0%.

36.6% (74) of your female pupils are disadvantaged, 3.6% higher than the national of 33.0%. 34.8% (63) of your male pupils are disadvantaged, 1.9% higher than the national of 32.9%.

Disadvantaged pupils contribute £193,520 to the budget of your school in disadvantaged funding.

You can find more information on disadvantaged (Pupil Premium) funding [here](#)

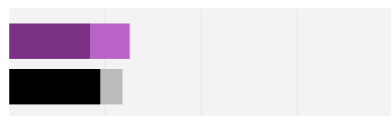
Please note: Finance figures are based on the Pupil Premium file import, and as such do not include any spring census updates.

DISADVANTAGED: NC YEAR BREAKDOWNS

NC Year	Female Male		Total (PP & Census)	Finance	Total (PP only)
R	7	7	14	£19,695	13
1	7	7	14	£19,695	13
2	12	7	19	£25,755	17
3	10	14	24	£33,330	23
4	16	14	30	£43,535	28
5	15	6	21	£30,300	20
6	7	8	15	£21,210	14
Other	0	0	0	£0	0
Unknown	5	2	7	£10,605	7
Total	79	65	144	£204,125	135

SEN PROVISION (K/E)

DIFFERENCE
+1.9%



SEN Support: 21.2%
SEN EHC Plan: 10.2%

31.4% (43) of your disadvantaged pupils have a SEN provision, 1.9% higher than the national of 29.5%.

Disadvantaged: Performance

Area

Absence - Full Year

Group

Absence

Overall Absence

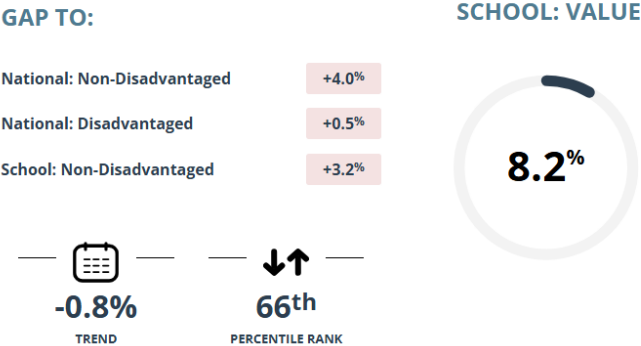
Your school's Disadvantaged cohort of 137 enrolments have an **Overall Absence** of **8.2%**.

This is **4.0%** higher than the **national Non-Disadvantaged** cohort at **4.2%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 0.4%** from +4.4% in 2023/24, to +4.0% in 2024/25.

Your Disadvantaged cohort's **Overall Absence** has **decreased by 0.8%** from 9.0% in 2023/24, to 8.2% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 66** for **Overall Absence** when compared to other schools.



Disadvantaged: Intelligence

⌵ CLOSE ALL

AREA	STRENGTHS		CHALLENGES	
ABSENCE - AUTUMN	2 / 10		2 / 10	⌵
ABSENCE - AUT/SPR	1 / 10		3 / 10	⌵
ABSENCE - FULL YEAR	1 / 10		2 / 10	⌶

STRENGTHS

AUTHORISED ABSENCE

Year-on-Year Trend -1.1%

CHALLENGES

AUTHORISED ABSENCE

Gap-to-National +3.4%

SEVERE PERSISTENT ABSENCE

Gap-to-National +3.8%

Persistent Absence

25.5% of your school's Disadvantaged cohort are **persistently absent**, **35 pupils** out of 137.

This is **17.1%** higher than the **national Non-Disadvantaged** cohort at **8.4%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 3.8%** from +20.9% in 2023/24, to +17.1% in 2024/25.

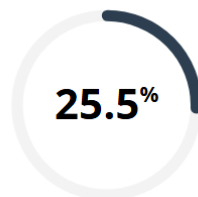
Your Disadvantaged cohort's **persistent absence** has **decreased by 5.3%** from 30.8% in 2023/24, to 25.5% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 59** for **persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+17.1%
National: Disadvantaged	+0.9%
School: Non-Disadvantaged	+16.8%

SCHOOL: VALUE



Severe Persistent Absence

4.4% of your school's Disadvantaged cohort are **severely persistently absent**, **6 pupils** out of 137.

This is **3.8%** higher than the **national Non-Disadvantaged** cohort at **0.6%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 0.2%** from +4.0% in 2023/24, to +3.8% in 2024/25.

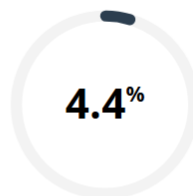
Your Disadvantaged cohort's **severe persistent absence** has **decreased by 0.2%** from 4.6% in 2023/24, to 4.4% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 89** for **severe persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+3.8%
National: Disadvantaged	+2.8%
School: Non-Disadvantaged	+3.0%

SCHOOL: VALUE



Authorised Absence

Your school's Disadvantaged cohort of 137 enrolments have an **Authorised Absence** of **6.6%**.

This is **3.4%** higher than the **national Non-Disadvantaged** cohort at **3.2%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 0.9%** from +4.3% in 2023/24, to +3.4% in 2024/25.

Your Disadvantaged cohort's **Authorised Absence** has **decreased by 1.1%** from 7.7% in 2023/24, to 6.6% in 2024/25.

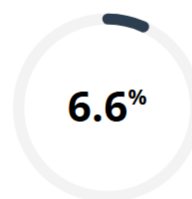
The Disadvantaged pupil(s) in your school are in **percentile 82** for **Authorised Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+3.4%
National: Disadvantaged	+1.6%
School: Non-Disadvantaged	+2.5%



SCHOOL: VALUE



Unauthorised Absence

Your school's Disadvantaged cohort of 137 enrolments have an **Unauthorised Absence** of **1.7%**.

This is **0.7%** higher than the **national Non-Disadvantaged** cohort at **1.0%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 0.6%** from +0.1% in 2023/24, to +0.7% in 2024/25.

Your Disadvantaged cohort's **Unauthorised Absence** has **increased by 0.4%** from 1.3% in 2023/24, to 1.7% in 2024/25.

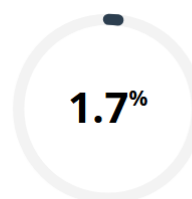
The Disadvantaged pupil(s) in your school are in **percentile 37** for **Unauthorised Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+0.7%
National: Disadvantaged	-1.0%
School: Non-Disadvantaged	+0.8%



SCHOOL: VALUE



Challenges

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

Challenge number	Detail of challenge
1	PP pupils often have fewer wider experiences and this impacts their vocabulary, with a clear language deficit when they start school, and reduced knowledge of the world and cultural experiences. This impacts their understanding of concepts, which impacts reading and writing attainment.
2	Proportion of PP pupils who also have an identified SEND (17.49%) compared to non-PP which impacts overall attainment for PP.

3	Higher portion of pupils who are eligible for PP, compared to non-PP, enter school with lower Baseline scores. This impacts attainment in subsequent years.
4	Attendance for PP children at the end of the 2024/2025 academic year was 91.86% compared to non-PP pupils of 95.14% (70% of PA are PP children)
5	SEMH issues are causing barriers to learning and poor learning behaviours.
6	0.78% of pupils who are eligible for PP are RHP pupils.(3/5)
7	Poverty due to increased financial restraints, resulting in children not having basic needs met and impacting their learning

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
1. To improve phonics outcomes at the end of EYFS and KS1.	To ensure that phonics outcomes for end of EYFS, Year 1 and Year 2 for all groups are at Age Related Expectation. Gaps between disadvantaged and non-disadvantaged children at the end of EYFS is no more than 10% in prime and specific areas.
2. To improve combined ARE (RWM) to meet national expectations.	To ensure that all pupils in every year group are closing the gap in all subjects moving towards national expectation.
3. To improve progress and attainment in Reading across the school. To close the attainment gap between girls and boys in reading.	To ensure that EYFS, KS1 and KS2 reading outcomes are at least at Age Related Expectations.
4. To improve progress and attainment in Writing across the school. To close the attainment gap between girls and boys in writing.	To ensure that EYFS, KS1 and KS2 writing outcomes are at least Age Related Expectations. Pupil Premium boys in KS2 achieve as well as Pupil Premium girls in writing.
5. To improve progress and attainment in Maths across the school. To close the attainment gap between girls and boys in maths.	To ensure that EYFS, KS1 and KS2 maths outcomes are at least Age Related Expectations. Pupil Premium boys in KS2 achieve as well as Pupil Premium girls in maths.
6. Improved emotional well-being, shown in greater levels of confidence and self-esteem.	Pupils to be independent in using strategies to develop resilience and emotional regulation. Pupils seek help when needed and respond with appropriate actions to difficult circumstances.
7. Improved attendance for PP pupils. PP pupils to have an attendance of 95% or above.	To close the gap between PP and non-PP attendance.

8. Improved access for disadvantaged pupils to enrichment provision in the school.	Financial circumstances are not a barrier to children's participation in enrichment activities such as residential and school visits. At least 50% of PP pupils attend free extra-curricular clubs.
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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)

Budgeted cost: £ 45,966.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed our validated Systematic Phonics Programme (Little Wandle) to secure stronger phonics teaching and improve reading outcomes. All teachers and LSA to continue to receive timely CPD in order to implement the new synthetic phonics programme 'Little Wandle' Phonics 'catch up' interventions to be run for identified pupils not on track. Phonics assessments to be completed on 6 weekly cycles and interventions to be actioned from this. Embed work with Springhill English Hub to refine the teaching of phonics and early reading in EYFS and KS1	Research shows the importance of pupils gaining phonic skills at an early age and the impact of future attainment on early identification. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1670934366	1,2,3,6
English and Maths subject leaders to attend CPD and disseminate to all staff.	Well trained staff lead to higher standards, expectations and attainment in teaching and learning.	1,2,3,6

School to engage with additional support from HIAS in English and Maths. Continue to embed a consistent understanding of quality first teaching, scaffolding and effective feedback through CPD.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1670934366 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	
Thorough analysis of data by Data Lead and SLT, following the Data Drop calendar 2025- 2026, in all classes. Shared with all staff in Pupil Progress meetings.	Forensic analysis to identify trends in groups followed by clear targets and actions. Specific interventions/therapies to address highlighted areas of need. Use of quality first teaching to deliver interventions.	1,2,3,6
Embed systems and processes to develop a culture of reflective practice which is self-sustaining through: i) Establishing an ongoing coaching system targeting Teaching and Learning ii) Working collaboratively with other schools through a programme of peer review	Collective Teaching Efficacy (CTE) has been identified by John Hattie as the number one influence related to student achievement. i) Teachers to pair up with leaders and coaches. Observation of identified focus of high participation strategies, feedback about good practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development ii) Working with other Gosport and Fareham schools, identifying a question on tackling disadvantage as an enquiry in school https://www.schoolspartnershipprogramme.com/	All challenge numbers

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

Budgeted cost: £14,795.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention for EY children to develop balance, co-ordination, body awareness, fine motor skills and motor planning	Identified that a high proportion of pupils enter school with lower than expected motor planning, attention and listening skills. EEF Toolkit shows +5 months progress for EYFS intervention. +* months progress for meta cognition and self-regulation (which will enhance by motor planning and concentration intervention) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2,3,6
Individual and small group intervention by Speech and Language LSA, alongside SALT recommended programmes.	Identified that a high proportion of pupils enter school with lower than expected oral skills. EEF Toolkit shows 5+months progress for EYFS intervention and +5 months for oral intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
Pupils working below age related expectations to read daily with an adult, developing decoding and comprehension skills.	Use of quality first teaching strategies to raise the standard of intervention. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1670934366	1,2,3,6
Teachers, LSAs and support staff children in Year 1,2,3,4 - keep up interventions to enable rapid progress and close gaps. - Phonological awareness testing	There is a strong evidence base to suggest that specific targeted interventions, delivered with precision have positive impact on progress and attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4,5

Targeted small group reading with Year R children. Reading three times weekly	Children in Year R to ensure children are able to keep up and make good progress	2,3,6

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

Budgeted cost: £151, 234.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly group interventions based around identified SEMH difficulty. (ELSA, Story writing, THRIVE)	31% of PP pupils have had or have level 2 or above social care involvement and as a result their emotional well-being is effective. Whole school approaches and targeted interventions have positive impacts on engagement and learning.	4,5
Full time Family Support Worker to support individual families and pupils. Full time Behaviour Support practitioner to work with staff, children and families.	Staff awareness of effective strategies to support these difficulties in class, will allow pupils to feel safe and successful in their learning environment. EEF toolkit shows +4 months progress for social and emotional intervention and +8 months progress for meta cognition and self-regulation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4,5
Attendance Officer in post (0.5) Attendance to be closely monitored and actioned quickly where necessary. Parenting	High attendance rates mean that there is greater chance of pupils reaching age related expectations. Poor attendance results in pupils missing key parts of the curriculum, creating gaps in learning and lower attainment. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	4

contracts to be put in place for persistent non-attendance. Parents whose children fall below 90% to be notified by letter. Pupils who have repeated lateness to be notified by letter and parent meeting held with attendance office. Referral sent LIT for persistent absence and holidays during term time.	Use of Similar School Comparison Report, ABIE and data visualisation to drill down and identify groups of children at risk. Interventions put in place to stop attendance barriers and attendance improved for identified children.	
Sustain funding to ensure enrichment and participation in the wider curriculum, including contributing towards uniform and breakfast: Pupils are allocated a funded space of 1 extra-curricular club. PITC to provide multi-skills club. All or part of residential and school trips to be funded. Sustain the Magic Breakfast Scheme to	Pupils who attend extra-curricular activities develop greater social and collaborative skills. This then impacts positively on collaboration in class and social skills with peers. These groups boost confidence and self-esteem. Pupils may not have opportunity to have these experiences without additional funding. https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility	7

enable access to learning.	Maslow's hierarchy of needs evidences that children who had a good breakfast, feel a sense of safety and belonging and have had their basic needs met are more likely to be ready to learn. (This will change in September 2026) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	

Total budgeted cost: £211,995

Part B: Review of the previous academic year 24/25

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity has had on our pupils in 2024/2025

Teaching and Learning

Throughout the year the school has followed a programme of high quality CPD for all staff, linked to the School Improvement Plan. Senior leaders have followed a monitoring and observation plan, also linked to SIP and the training staff have received.

There has been a particular focus on the use of metacognitive strategies using Rosenshine's principles and following the 7 steps from the EEF research papers, using the Tom Sherrington Walk Thru strategies. Tom Sherrington visited the school during May 2025 to lead staff CPD. Staff have focused on the use of retrieval strategies to access prior learning as well as a focus on task variation and flexible learning which has ensured that the learning needs of all pupils is being met. Staff training has included task adaptation, particularly for our disadvantaged children so that they can access learning. This has involved providing a personalised learning approach for some of our pupils, built around their own specific interests. Support staff have been deployed to enable children to be successful learners.

Impact

- High-quality professional development has led to increasingly consistent and effective teaching across the school.
- Rigorous monitoring has ensured that evidence-informed teaching strategies are embedded in classroom practice.
- Pupils are demonstrating higher levels of engagement in their learning.
- Learners are becoming more independent and confident in applying their knowledge and skills.
- Improved use of retrieval and metacognitive strategies is strengthening pupils' retention of learning.
- Disadvantaged and vulnerable pupils are accessing the curriculum more successfully.
- Adaptive teaching approaches are ensuring that learning is appropriately matched to pupils' needs.
- Personalised learning opportunities are supporting greater participation and achievement for targeted pupils.
- More pupils are experiencing success in their learning and making strong progress from their individual starting points.
- The school's inclusive approach is helping to ensure positive outcomes for all learners.

Reading and Phonics

The school has adopted the Little Wandle Synthetic Phonic Programme which commenced in September 2022. All staff took part in training to ensure that there is a consistency of approach and understanding of the programme across the school. All resourced were purchased and made ready for the implementation at the beginning of the term. The school has worked with the Springhill Hub to support good teaching of phonics. This is audited every term with feedback to teacher

Impact

The impact of this programme is evidenced in the increased PSC outcomes in Year 1 in 2025, but must continue to be embedded to ensure rapid progress. Little Wandle Catch up programmes have been put in place for children in Year 1, 2, 3 and 4 which are monitored by the Phonics Lead.

Speech and Language interventions

The Speech and Language LSA has continued to work with identified children across the school. Speech and language (the S&L LSA is Elkan trained) are used as tools to unlock children's potential and improve their ability to communicate their level of understanding.

Children who require additional support with Speech and Language are identified early by the S&L ELSA. The school has used Nursery Narrative and progress was evidenced in meeting the early learning goals.

Next academic year (24/25) the school will continue to use the Speech Link programmes into Year 1 to ensure children make the maximum progress. Children with speech plans in other year groups work with the S&L LSA on a regular basis and targets form part of their Individual Learning Plans.

Impact

The continued deployment of the school's Speech and Language LSA, with a focus in Year R. has strengthened the school's early identification and intervention for pupils with speech, language and communication needs. This has ensured that children receive timely support, reducing barriers to learning and promoting stronger outcomes.

Pupil Premium and SEND

58 of our PP pupils are also on the SEN Register (35%)

These pupils all have Individual Learning Plans which are reviewed termly by the parent, child, teacher and SENDCO.

The SENDCO, Maths and English leaders have delivered CPD so that teacher use the Hampshire Small Steps for these children which is identified on their planning. The use of the INSIGHT programme for tracking the progress of children with SEN will enable staff to forensically use data in creating next steps.

Impact

- Improved progress and attainment for disadvantaged pupils with SEND
- Greater consistency and quality of adaptive teaching
- More effective use of assessment information
- Enhanced parental engagement and pupil ownership
- Reduced attainment gaps

Targeted support

Additional teacher

An additional catch up teacher was employed to work across years 2,3,4,5 and 6, with children identified by teachers, throughout the year to focus on specific gaps in phonics and reading. This teacher also supports in year groups with high individual or group behaviour and SEMH needs.

Impact

- Increased phonics scores
- Improved reading fluency and reading ages
- Positive pupil voice
- Reduced behaviour incidents

Interventions for identified children

Children who would benefit from additional support have been identified in Pupil Progress Meetings. Interventions have included; pre-school booster groups (Year 6 and Year 4 MTC), reading groups, pre and post teaching groups.

Impact

- Early identification of children needing additional support
- Closing the knowledge gap and enabling children to be able to access their learning with confidence and improved engagement – increased readiness for classroom learning.
- Accelerating progress towards expected standard
- Regular monitoring ensured that support was responsive to individual needs, contributing to improved attainment and outcomes (ref data 2025)

Wider strategies

The school continues to use the Six Strands and Jigsaw programmes to support children's emotional, social and well being. The Six Strands also link with our 'Behaviour Learning Game.' For those children who need additional support the school has invested in an Inclusion Team comprising Inclusion Lead/ SENDCO, Family Support Worker, Behaviour Lead, Speech and Language LSA (refer above), Attendance Officer.

Family Support Worker (FSW)

The FSW works tirelessly with families and leaders to overcome difficulties and obstacles that may prevent children accessing their learning or attending school consistently. Due to the increase in anxiety and mental health issues for children and families, this has increased the work load for the FSW and the school have invested in an Attendance Officer from September 2022 (see below). As well as working closely with families the FSW works alongside external agencies such as Behaviour Support/ Children's Services/ LIT.

There are still many families suffering financial poverty and the FSW has provided support with obtaining funding/vouchers/ liaising with the borough council regarding housing/working with local supermarkets and food banks. The FSW offers Stay and Play sessions for pre-school families on a weekly basis.

Attendance Officer

Attendance remains a focus for the school as it was 93.6% (national 94.5) at the end of the academic year 2023/2024 with persistent absence high at 17.5% (national 14.6). At the end of 24/25 attendance was 93.8%. We have had particular cases of children being taken out of school for prolonged periods due to parental dispute and another with a family history of EBSA, which has impacted attendance. The attendance officer has worked hard to communicate with these families.

ELSA support

The school has two ELSA trained staff (2 x 0.5) who are used to work with children who have low self-esteem, friendship and social skill difficulties, anger management, difficulties with emotional regulation. Additionally, the school offers LEGO therapy and therapeutic story writing. As well as providing regular group sessions the ELSAs offer 1:1 sessions where they are required (e.g. as part of a child EHCP) and check ins with children. Last year approximately 70 children received ELSA support in some form.

Behaviour Lead

The Behaviour Lead works with children, staff, parents and the Primary Behaviour Service. She also works with mental health professionals and supports parents in

referrals to CAMHS and PSICON. She is also a DSL and work with external services such as Children's Services to support children and families.

The school's behaviour policy is based on restorative conversations with children able to speak to members of the Inclusion Team to reflect on their behaviours. This has ensured children are able to discuss their emotions and understand what has led to the behaviours we have seen.

The Inclusion Team meet regularly to update on the progress children are making and the impact that the interventions have had on individuals.

Impact of Inclusion Team

- Improved pupil attendance and engagement
- Enhanced pupil well being with pupils having a trusted adult to work with
- Stronger home-school relationships
- Early identification of family needs and signposting to appropriate agencies.
- Improved behaviour and learning with strong support for teaching staff.
- Safeguarding and Child Protection

As part of our approach our intentions are to create a more inclusive school community but ensuring that children and their families receive the support they need to thrive both academically and emotionally and we aim for:

- Increased attendance rates.
- Reduced persistent absenteeism.
- Improved behaviour incidents and exclusions data.
- Greater parental participation in meetings and school events.
- Increased referrals to appropriate support services.
- Positive feedback from pupils, parents, and staff.

Breakfast Club

All disadvantaged children are offered free breakfast club places. A number of children have accessed this offer which has improved their attendance and ensured they have a calm, settled start to the day. Currently about 40 children attend on a regular basis.

Residential and school trip contributions

The school will support contributions for residential and schools trips so that all children have the opportunity to access subsidised trips.

Wider extra-curricular opportunities

The school has worked hard to reintroduce a wide variety of extra-curricular activities ranging from sport, music ,dance, Makaton, gardening, art, cookery, LEGO Stem and

much more. Many of these are free, but where there is a cost the school will support cost for disadvantaged pupils. The average take up of clubs by our pupil premium children is 42.2%. We will continue to encourage all children to participate.

The school have employed Portsmouth in the Community to provide additional activities to enhance the curriculum and after school activities such as Archery, Makaton choir.

Impact

By removing financial barriers to participation, we can ensure that our Pupil Premium pupils benefit from the same opportunities as their peers. This supports not only academic attainment but also attendance, wellbeing, confidence, aspiration, cultural capital and social development, helping to narrow the disadvantage gap and promote equity across the school community.

Externally provided programmes

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

Programme	Provider
Physical and motor planning	
Play Therapy	Primary Behaviour Service
Assessment and Interventions	Insight
Multi Skills and Sports	Portsmouth in the Community
Mental Health Strategies	School Nursing Team
Thrive	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The school runs a weekly service club for service pupils, which is run by three staff who have service connections. On a weekly basis the children are provided with activities and the opportunity to discuss their experiences and follow where deployed parents are in the world. A large map was purchased to point out countries and generates many conversations. It also helps the children understand where places are in the world. We also purchased teddy bears to be shared with parents when they are

deployed. The children have met with other service children from other settings to participate in a local art project.

The children have regular picnics, opportunities for their parents to visit for tea parties etc. Representatives from the armed services have visited to meet the children and talk about their professions.

ELSA support is available for children, particularly when their parents are deployed.

The impact of that spending on service pupil premium eligible pupils

Primarily the school is able to offer pastoral support during challenging times for families and children when they are at school. It has helped for pupils to be able to talk about their experiences and feel that they belong to a special group. The extra events and activities have contributed to this

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.