Pupil premium strategy statement – Hunsbury Park Primary School

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
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	33%
Number of pupils in nursery	19
Proportion (%) of EYPP eligible pupils	0%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Dan York (Executive Headteacher)
Pupil premium lead	Jaimie Boyling (Assistant Headteacher)
Governor / Trustee lead	Sundip Sahota

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,090
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	N/A
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£139,090

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all pupils at Hunsbury Park, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. Our pupil premium strategy focuses on ensuring disadvantaged pupils achieve that goal, while our approach to high-quality teaching means non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Hunsbury Park serves a more deprived intake than the average English primary school: 30% of our pupils are eligible for pupil premium, compared to around 25% nationally, and our average IDACI score is 0.22, against a national average of approximately 0.17. This means children in our catchment are more likely than the national average to live in income-deprived families, and disadvantage is a significant and central consideration across our whole-school planning.

We recognise that disadvantage does not affect pupils uniformly. Within our pupil premium cohort, individual pupils face a wide range of different challenges, and we are committed to identifying and addressing these quickly and effectively, rather than applying a one-size-fits-all approach.

A core principle of our school vision is ambition — we believe all pupils should aspire to achieve their full potential. We want our children to be highly motivated, feel valued, and be equipped with the knowledge and skills to maintain their mental and physical wellbeing, alongside a rich array of experiences that enhance the curriculum and prepare them for life beyond school.

Through our pupil premium strategy, we aim to ensure that:

- Disadvantaged pupils have access to high-quality teaching and additional support to make accelerated progress in their attainment
- A wide range of opportunities are available to increase their cultural capital
- Pupils develop a greater understanding of the opportunities available through education, the community, and employment
- Specific challenges faced by individual pupils are identified and addressed quickly, supporting both accelerated progress and positive personal development and wellbeing

Research from the EEF Guide to Pupil Premium recommends a tiered approach to funding: 50% on tier one (high-quality teaching), 25% on tier two (targeted academic support), and 25% on tier three (wider strategies). This aligns closely with our own

priorities, with high-quality teaching for all sitting at the heart of our approach. We recognise that alongside pupils who receive pupil premium funding, many others come from low-income backgrounds without being eligible for it, and our focus on high-quality teaching benefits all pupils, giving them the best possible start to their education.

To support this, we invest carefully in developing our teachers' knowledge and skills through a comprehensive professional learning programme, and deliver a well-designed, ambitious curriculum built from our pupils' starting points. We recognise the significant importance of oracy to pupils' success and ensure English and oracy skills are developed across all subject areas, so pupils become ambitious, independent learners able to communicate confidently and effectively. Developments are planned strategically, taking into account gaps in pupils' learning, with careful and ongoing investment of funding. This gives us consistency in embedding new practices thoroughly, while reviewing and evolving them as needed.

This strategy draws on a range of wider research, including Marc Rowland's *Addressing Educational Disadvantage*, the Education Endowment Foundation Toolkit, Lee Elliot Major's *Equity in Education*, and case studies from successful support and interventions at Hunsbury Park.

Enrichment is central to life at Hunsbury Park. We provide a wide, engaging programme of personal development spanning curriculum areas and extracurricular opportunities, designed to reflect our school's context and pupils' needs, and to drive their ambitions and aspirations.

Our overall objectives for our disadvantaged pupils are to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Accelerate progress for disadvantaged pupils through targeted academic support
- Improve wider enrichment for disadvantaged pupils
- Improve attendance and reduce persistent absence across the school, particularly for our disadvantaged pupils

These objectives were determined through analysis of data from prior years, alongside our whole school aims, to identify the areas that will best close the gap for our disadvantaged pupils. Our strategy is intended to evolve over the three years, adapting in response to changes in pupil need, research, and ongoing evaluation.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils, informed by assessment data, attendance data, pupil voice and staff and behaviour data.

Challenge number	Detail of challenge
1	**Attainment** While disadvantaged pupils at Hunsbury Park are outperforming the national average for all pupils — reaching 76% in reading, writing and maths in 2025-26 at the end of KS2 (against national averages of 75%, 73% and 75% respectively, and 65% combined against a national average of 63%) — a gap remains between our disadvantaged pupils and our own school's all-pupil average. This gap was 5 percentage points in reading, 3 points in writing, and 10 points in maths (combined gap: 9 points). We are committed to continuing to reduce the gaps between pupil premium and non-pupil premium in both statutory assessments as well as internal data.
2	**Progress** In 2025-26, 32% of disadvantaged pupils made above-expected progress in reading, 38% in writing, and 36% in maths. To close the attainment gap, the percentage of disadvantaged pupils making accelerated progress needs to increase further and consistently across all three subjects, particularly in reading.
3	**Attendance** Whole-school attendance is 94.3%, but attendance for disadvantaged pupils is 91%, a gap of 3.3 percentage points. The gap is more pronounced in persistent absence: 28% of disadvantaged pupils are persistently absent, compared with 14.4% school-wide.
4	**Wellbeing and Self-Regulation** Disadvantaged pupils are overrepresented in behaviour incidents, accounting for 40% of incidents logged last academic year. The scale of need is reflected in increased wellbeing provision, with 43% of disadvantaged pupils currently accessing yoga and/or additional wellbeing support.
5	**Wider life experiences** Although a high proportion of disadvantaged pupils engage with extracurricular clubs in school (93%, compared with 72% of all pupils), pupil voice indicates that some disadvantaged pupils have limited access to wider enrichment opportunities outside of school. This impacts their broader knowledge and understanding of the world, and the school's in-school enrichment offer is designed in part to address this gap in experience.
6	**Oral language and vocabulary** At the end of Reception, 63% of disadvantaged pupils achieved the Listening, Attention and Understanding and Speaking ELGs, compared

	with 81% of all pupils, indicating disadvantaged pupils often enter school below age-related expectations for communication and language.
7	**Physical development** At the end of Reception, 75% of disadvantaged pupils achieved the Gross Motor Skills ELG, compared with 94% of all pupils. This indicates disadvantaged pupils in our early years often need additional support with fine and gross motor development.

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
Narrow the attainment gap in reading, writing and maths for disadvantaged pupils.	The gap between disadvantaged and all pupils reaching the expected standard will reduce year on year across reading, writing and maths, monitored through internal assessment points as well as end-of-key-stage data.
Increase the proportion of disadvantaged pupils making accelerated progress.	The percentage of disadvantaged pupils making above-expected progress will increase to 40% or above in reading, writing and maths (from 2025-26 baselines of 32%, 38% and 36% respectively).
Increase attendance for disadvantaged pupils and reduce persistent absence.	Attendance for disadvantaged pupils will increase from 91% towards the whole-school target of 96%+, and the persistent absence rate for disadvantaged pupils will reduce from the current 28% (against 14.4% school-wide).
Improve wellbeing and access to wider life experiences for disadvantaged pupils.	The proportion of behaviour incidents involving disadvantaged pupils will reduce relative to their share of the school population (currently 40% of incidents against roughly 30% of the roll). Wellbeing provision will be maintained or extended to ensure it continues to reach pupils who need it (currently 43% of disadvantaged pupils). Pupil voice and enrichment data will show improved access to wider enrichment opportunities and life experiences for disadvantaged pupils.
Improve oral language skills and vocabulary.	The gap between disadvantaged and all pupils achieving the Listening, Attention and Understanding and Speaking ELGs will reduce (currently 18%).
Improve physical development outcomes for disadvantaged pupils in Early years.	The gap between disadvantaged and all pupils achieving the Gross Motor Skills ELG will reduce (currently 19%).

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £69,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to embed and adapt the Talk for Reading and Talk for Writing approach throughout the school with professional learning delivered throughout the year to develop the teaching of reading and writing across the school and support teachers in adapting this for our pupils. Development of oracy across the school through the Talk for Reading and Talk for Writing approaches, as well as through the teaching of vocabulary in wider subjects.	The 30 million word gap – in low income households children up to 4 years old hear 30 million less words than a child in a higher income household. Recommendations from EEF below show that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,6
Development and embedding of oracy project across the mainstream school.	The 30 million word gap – in low income households children up to 4 years old hear 30 million less words than a child in a higher income household. Recommendations from EEF below show that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,4,6
Embedding the Total Communication approach in the Nest.	The 30 million word gap – in low income households children up to 4 years old hear 30 million less words than a child in a higher income household.	1,2,4,6

	Recommendations from EEF below show that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Implementation of Talk for Writing in nursery through oral storytelling and exploring different books to build narrative structure.	Recommendations from EEF below show that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4,6
Professional Learning programme taking place across the school with a focus on Teaching and Learning linked to the Walkthrus based on Rosenshine's Principles of Instruction.	Tom Sherrington - Rosenshine's Principles of Instruction are "the best, most clear and comprehensive guide to evidence-informed teaching there is". *Rosenshine's Principles in Action by Tom Sherrington.* EEF – 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 2, 4, 6
Training for EY staff on the ShREC approach to support communication and language development.	EEF – The ShREC approach https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	4,6
Continue to embed Zones of Regulation across the school to help children to understand their emotions and strategies to manage them.	EEF Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4
Two part-time Forest School leaders to lead forest school sessions for all pupils across	EEF Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4,5,6,7

the school, including the nursery.	EEF Self-regulation https://educationendowmentfoundation.org.uk/early-years-evidence-store/self-regulation-and-executive-function	
A trained sports coach to deliver weekly sessions with children across the mainstream school from nursery to year 6.	EEF Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity EEF – Physical development in EY. https://educationendowmentfoundation.org.uk/early-years/evidence-store/physical-development	5,7
Embed a thorough spelling programme across the school that continues from the phonics programme taught in KS1.	EEF 'Improving Literacy in Key Stage 2' – 'Explicitly teach spellings and provide pupils with extensive opportunities to practise them. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2
Additional adult support in classes to ensure focused learning, high levels of engagement in lessons and focused oracy skills being used.	EEF 'Maximising the Impact of Teaching Assistants in the Classroom – Exploring the Evidence'. https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-impact-of-teaching-assistants-in-the-classroom-exploring-the-evidence	4,6
Specialist music sessions delivered in the nest by external professional focused on communication and social interaction. Supports children and is additional professional learning for staff.	EEF – Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF – Communication and Language approaches https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	4,5,6,7

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

Budgeted cost: £34,773

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly pupil progress meetings with staff to inform them of data gaps for disadvantaged and non-disadvantaged pupils and to discuss strategies and ways forward to support those pupils.	EEF – 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2
Analyse data of disadvantaged pupils with one-page profiles created for key pupils to identify data that is specific to their areas of need. This could include attendance, punctuality, attainment, behaviour and progress.	EEF – 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3,5,7
Early screening using NELI to identify speech and language gaps in Early Years.	Recommendations from EEF below show that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,6
Teaching assistant to deliver speech and language intervention for pupils showing difficulties.	EEF – Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	6
Commissioning of external Speech and language and Occupational Therapy support for targeted pupils.	EEF – Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	6,7
Interventions to develop receptive and social communication in the Nest.	EEF – Communication and Language approaches https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	6

Teaching assistant to support vulnerable pupils who are working towards or below age related expectations in Reading identified for Switch On Reading intervention led by a focused teaching assistant.	EEF – Reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2
Teacher led interventions to support pupils in reading, writing and maths to close attainment gaps and increase attainment in phonics, times tables and end of KS2.	EEF – Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
Individual meetings with teachers to discuss pupils gaps in their learning and ensure they understand their responsibility for disadvantaged pupils and closing the gaps.	EEF – Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
Wellbeing interventions led by teaching assistant to support managing of emotions to enable pupils to be ready to learn.	EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4
Yoga practitioner to work with vulnerable groups of pupils weekly.	EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,5

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

Budgeted cost: £34,773

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two family support workers (one to support in mainstream and one to support in the nest) to support vulnerable pupils and families across the school.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4

Breakfast club offered by invitation to disadvantaged pupils to ensure	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4
Parent workshops and coffee mornings offered targeted towards common areas of concern for parents.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4
Additional parental workshops offered via SEND partnership to parents throughout the year.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4
Stay and play sessions offered to nursery pupils, focused on developing positive interactions with their child and physical development.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5,6,7
Structured graduated response to attendance, with clear attendance triggers and clear actions moving from letters to informal support to meetings with phase leaders and head of school and on to contact of the SASO if attendance has not improved.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3
FareShare taking place weekly with a designated Pop Up Pantry to hold more items for parents who need them.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4
Offer a wide range of extracurricular clubs to pupils across the school with 60 pupil premium places paid for per week for disadvantaged pupils to attend Rhino clubs.	EEF – Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3,4,5,7
Teacher clubs offered to pupils throughout the school year, aimed at developing wider experiences and raising motivation and aspirations.	EEF – Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions EEF – Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,4,5,7
Weekly cooking lessons in the nest	EEF – Arts participation	4,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Enrichment programme delivered across the school to enhance the wider opportunities offered to pupils.	EEF – Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions EEF – Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4,5,7
Development of the Hunsbury Duke awards to develop responsibility and independence in our pupils.	EEF – Outdoor adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning EEF – Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3,4,5,7
Discounted music lessons offered in violin, guitar, brass and piano for pupil premium pupils.	EEF – Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4,5
Development of more structured careers opportunities across the mainstream school to inform and engage our pupils in opportunities beyond school.	'Primary Futures: connecting life and learning in UK primary education'. By Dr Anthony Mann, Dr Elnaz Kashefpakdel and Steve Iredale. Research found improved academic performance by building self-esteem and motivation.	1,2,3,4,5
Development of Preparation for adulthood curriculum in the Nest, which is explicitly mapped and planned for across the flight paths.	'Primary Futures: connecting life and learning in UK primary education'. By Dr Anthony Mann, Dr Elnaz Kashefpakdel and Steve Iredale. Research found improved academic performance by building self-esteem and motivation.	1,2,3,4,5
Teaching assistants work for half an hour of each lunch time to support behaviour and pupils who may have difficulties managing their emotions when outside on the playground.	EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Sports coach to work for half an hour of each lunch time to deliver sports and physical activity during lunch play.	EEF – Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4,7

Ensure high quality professionals and visitors, including Word Guerilla, are planned throughout the academic year to enhance curriculum teaching and to inspire our young learners.	EEF – Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions EEF Oral Language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4,5,6
Enrich experiences and provide extra opportunities for vulnerable pupils through a 'virtual purse' with discounted funding for parents for educational trips, residentials, weekly cookery sessions in the nest and music tuition.	EEF – Aspirations https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	3,5
In certain circumstances, use a 'virtual purse' to provide basics that pupils may need to attend school, such as uniform, new shoes etc.	EEF – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4

Total budgeted cost: £139,090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Below sets out assessments and explanations against the intended outcomes for the second year of this 3-year pupil premium strategy 2025-26.

1 - To narrow the attainment gap in reading, writing and maths in disadvantaged pupils.

We have continued to make positive progress towards narrowing the attainment gap for disadvantaged pupils. At the end of Key Stage 2 in 2025–26, attainment for pupils eligible for pupil premium was 76% in reading, 76% in writing and 76% in mathematics, compared with 81%, 79% and 86% respectively for all pupils. Combined attainment in reading, writing and mathematics was 65% for disadvantaged pupils, compared with 74% for all pupils. While an attainment gap remains within the school, outcomes for disadvantaged pupils at the end of KS2 exceeded the 2026 national averages for all pupils across all assessed areas, demonstrating the positive impact of the school's targeted support and high-quality teaching.

Internal assessment data also shows that attainment gaps are continuing to close across other year groups, particularly in writing, where the gap reduced by 17 percentage points compared with the previous academic year. This suggests that the approaches implemented through the pupil premium strategy are having a sustained positive impact and provide a strong foundation for further narrowing the gap during the final year of the strategy.

2. To accelerate progress in disadvantaged pupils.

Accelerating the progress of disadvantaged pupils has remained a key focus and internal assessment data indicates that this has been achieved across the school. A greater proportion of pupils eligible for pupil premium made accelerated progress than their non-disadvantaged peers, demonstrating that targeted interventions and adaptive classroom practice are enabling pupils to close gaps in learning. This was particularly evident in writing, where 38% of disadvantaged pupils made accelerated progress during the academic year. These outcomes indicate that disadvantaged pupils are increasingly catching up with their peers, and we will continue to refine and embed these successful approaches to maximise progress for all pupils.

3. To increase attendance for disadvantaged pupils and to reduce persistent absence.

Improving attendance for disadvantaged pupils has continued to be a significant priority. Overall attendance for pupils eligible for pupil premium was 91%, compared with 94.3% for all pupils, while persistent absence remained higher at 28%, compared with 14.4% across the whole school. Although this intended outcome has not yet been fully achieved, the work undertaken this year has strengthened relationships with families and established a more consistent and proactive approach to addressing attendance concerns. Regular communication with parents, a structured graduated response,

targeted rewards for pupils and detailed analysis of attendance patterns have helped to identify barriers early and provide appropriate support. These systems are now well established and will continue to be embedded during the final year of the strategy, with the aim of securing sustained improvements in attendance and reducing persistent absence for disadvantaged pupils.

4. To improve the range of opportunities to support pupils' wellbeing as well as their physical and mental health for all pupils in our school, particularly our disadvantaged pupils.

We have continued to successfully expand opportunities to support pupils' wellbeing and personal development, ensuring that disadvantaged pupils have equitable access to a broad range of experiences beyond the classroom. Throughout the year, 93% of mainstream pupils eligible for pupil premium participated in at least one extracurricular club, compared with 72% of all mainstream pupils, demonstrating that barriers to participation have been effectively reduced. All pupils also accessed educational visits and wider enrichment activities appropriate to their needs, with mainstream pupils participating in the Hunsbury Duke Awards and pupils in The Nest engaging in the Preparation for Adulthood curriculum. In addition, 41 disadvantaged pupils received targeted wellbeing support through learning mentor sessions or yoga. These opportunities have enhanced pupils' engagement, confidence, wellbeing and sense of belonging, ensuring that disadvantaged pupils have benefited from the wider curriculum as fully as their peers.

5. To improve oral language skills and vocabulary.

The continued focus on developing pupils' oral language and vocabulary has had a positive impact across the school. In the Early Years Foundation Stage, the communication gap between disadvantaged pupils and their peers has reduced over the last two years, reflecting the effectiveness of targeted early language support. The introduction of the whole-school oracy project has further strengthened pupils' communication skills, with learning walks identifying improved classroom discussion, more purposeful paired talk and increased confidence when expressing ideas to the wider class. These improvements are enabling pupils to articulate their thinking more effectively, engage more confidently in learning and develop the language skills that underpin success across the curriculum. The school will continue to build on this work during the final year of the strategy to ensure these improvements are sustained.

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
Talk for Writing and Talk for Reading	Talk for Writing
Soundswrite Phonics Programme	Sounds Write

Zones of Regulation – A social emotional learning curriculum and regulation program.	Zones of Regulation
Switch on Reading intervention	Switch on Reading