

ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Pupil Premium Strategy Statement 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.

Please note the following information is based on the data and figures we have as at 15.12.2025.

School overview

Detail	Data
Number of pupils in school (Reception – Year 6)	338
Proportion (%) of pupil premium eligible pupils	17%
Academic years that our current pupil premium strategy plan covers (3-Year plans are recommended)	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr P. Mandelstam
Pupil premium lead	Mrs M. Shee
Governor lead	Mrs J. Blake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,858
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£82,858

Part A: Pupil premium strategy plan

Statement of intent

At Alder Coppice Primary School, we are committed to ensuring that all our children, irrespective of their background, are supported, nurtured, and valued as individuals. As part of our Pupil Premium Strategy, our aim is to ensure that our disadvantaged pupils achieve alongside all our children who attend our School and have the opportunity to maximise their potential as well as their talents and abilities in a vast range of activities.

The ways in which we identify what we spend our Pupil Premium on varies from year to year and cohort to cohort but is identified through a range of data and reference to current research practices, such as Education Endowment Foundation (EEF) Research.

At Alder Coppice, we have low numbers of children (17%) in receipt of funding compared to National figures which show that there were 25.7% of children eligible for FSM up from 24.6% in 2024 (National Statistics, DFE June 2025), therefore, we ensure that all pupils at Alder Coppice also benefit from this funding due to the type of activity or intervention being delivered. We have a whole school ethos that reinforces aspiration and attainment for all, to ensure every pupil is nurtured to thrive and succeed.

As part of our school ethos we want all our children, regardless of their background to:

- Aim for the highest standards in all they do - to achieve their very best.
- Develop self-discipline; the ability to learn independently and work co-operatively to achieve their full potential.
- Develop a good self-image and self-respect by ensuring each child knows their self-worth and feels valued.

A key part of our Pupil Premium Strategy is high quality teaching (the EEF state that high quality teaching is a key ingredient and a top priority for Pupil Premium spending), this is an important part of our knowledge-rich curriculum and our teachers are trained and informed of the latest research on cognitive science and are implementing the use of effective teaching strategies that empower pupils, engage them in deep thinking and support a change in pupils' long term memory. Teachers assess work throughout lessons, provide immediate feedback and where appropriate, target small groups or individuals for interventions or catch-up, which supports and challenges all pupils, ensuring that non-disadvantaged pupils' attainment is sustained and improved alongside progress for their disadvantaged peers.

We also place a huge importance on ensuring the wellbeing of our pupils, and social and emotional support forms an important part of our strategy; identifying individuals who may need support with their emotional health and wellbeing to ensure children are making the right progress for them is a priority.

To ensure our approaches are effective, we:

- adopt a whole school approach to ensure a safe and secure learning environment.
- assess our children's needs to support with 1-1 teaching/small group intervention work.
- adapt our strategies to incorporate the latest best practice in order to enhance learning and help our pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	Achievement and attainment in phonics, reading, writing and maths – the legacy of the pandemic continues to have a negative impact on results.
2	Lack of resources and family aspiration in the home in terms of educational development
3	Social Factors – such as broken family structures, low-income families etc.
4	Social & Emotional needs
5	Special Educational Needs
6	Attendance & Punctuality for a small group of children
7	Attitude to Learning, resilience, self-esteem and coping strategies have been tested to the limits and reserves are low, impacting on the ability to flourish personally and academically.

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
<i>Attainment & Progress in Reading</i>	Children achieve 1 year of progress for them, no matter their starting point. Standardised scores, Star Reader Assessment used to check progress & attainment.
Progress in Writing/GPV	Children achieve 1 year of progress for them, no matter their starting point – Standardised scores Assessment used to check progress & attainment. The use of <i>No More Marking</i> – results from National and area Comparative Judgement writing assessments.
Progress in Maths	Children achieve 1 year of progress for them, no matter their starting point – Standardised scores Assessment & Check- Its used to check progress & attainment.
Phonics	% of children overall in Year 1 achieving the Pass/Expected Standard in Phonics Screening Check is above National.
Emotional Wellbeing	Children are happy in their learning and feel safe and secure in their environment. Keeping Safe Guardians, pupil voice, talking to individuals and a named person to support individuals where required.
Attendance	Work with families to ensure attendance of disadvantaged pupils is 95% or above.

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: £ [68,430]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff Pedagogy</i></p> <p>CPD/coaching provided to continually improve teaching</p> <p>Lesson observations and learning walks focus on feedback to improve.</p> <p>CPD in spelling.</p>	<p>High quality staff CPD is essential in order to follow EEF principles. Maths and English Subject Leaders delivering quality CPD training sessions in these subjects – Maths Mastery, Reading and Phonics and Curriculum Leader delivering on-going training on current pedagogy on effective teaching and learning strategies that support long-term retention of knowledge and support progress.</p> <p>EEF recommendation for effective professional development: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice;</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</p> <p>Maths Subject Leader is part of the National Maths Mastery Hub and leads on mastery teaching of maths across a range of schools.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>EEF/education-evidence/guidance-reports/early-maths</p> <p>EEF/education-evidence/guidance-reports/maths-ks-2-3</p>	1,2,3,4,5,7

<p>Systematic Phonics scheme – Little Wandle continues to be implemented and staff training has supported teaching of consistent phonics scheme to support children to meet threshold for phonics.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We ensure ongoing teacher training. Purchase an Oracy Framework scheme to support the further development of oracy within the classroom.</p> <p>Writing – we will continue with our new English Writing scheme for the teaching of writing to provide a clear support structure for teachers and support staff to work within. (English writing, also linked into speaking and listening). To include new Spelling Scheme to ensure follows new recommendations for teaching spellings.</p>	<p>EEF – Improving Literacy in KS1 DFE Reading Document</p> <p>Recommendations state the importance of:</p> <ul style="list-style-type: none"> • CPD training for high quality teaching of phonics • Lessons that engage all pupils – all pupils take part in activities • A responsive approach to grouping to improve teaching efficiency <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>The current Curriculum Review also states the importance of Oracy.</p> <p>Evidence shows that combining reading and writing instruction, particularly through high quality text, improves outcomes.</p> <p>EEF, combining reading and writing outcomes</p> <p>EEF, improving literacy at key stage 2, 7 stages</p>	<p>1,2,3,4,5,7</p>
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<p>Continued use of Accelerated reader to improve reading capabilities - Regular 20-minute daily reading slot.</p> <p>Use of Star Reader and Accelerated reading scheme to ensure books are the right ones for the reading stage children are at.</p> <p>Read and discuss books daily with the children to promote reading for pleasure through the use of the Reading Spine and class reader.</p> <p>Use a wide range of key text and genres resources as a stimulus for writing – Reading Spine</p> <p>Continued use of No More Marking – for training and for moderating writing.</p>	<p>EEF – Improving Literacy in KS2</p> <ul style="list-style-type: none"> • Support pupils to develop fluent reading capabilities <p>Purposeful activities include:</p> <ul style="list-style-type: none"> • reading books aloud and discussing them; • structured questioning to develop reading comprehension; • Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. 	<p>1,2,4,5,7</p>
<p>Use of Standardised Assessments and quizzing - Having decided through curriculum planning the key concepts we expect pupils to learn, low-stakes quizzes provide a quick way of checking understanding of these and identifying areas needing development.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1,5 & 7</p>

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

Budgeted cost: £ [25,776]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted interventions to improve Reading and Writing outcomes and vocabulary</i></p> <p>Daily/weekly small group and individual interventions timetabled for TAs</p> <p>Pre-teaching where appropriate for small groups or individuals</p>	<p>EEF & DFE Reading Document</p> <ul style="list-style-type: none"> • Fluent readers can read quickly, accurately, and with appropriate stress and intonation. • Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. • It is important to understand pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness. <p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1,2,3,4,5,7</p>

<p><i>Targeted interventions to improve Maths understanding and fluency</i></p> <p>Daily/weekly small group and individual interventions timetabled for TAs</p> <p>Pre-teach interventions to be carried out where appropriate for small groups or individuals</p> <p>Teachers to carry out interventions where appropriate for small groups or individuals</p>	<p>EEF/education-evidence/guidance-reports/maths-ks-2-3</p> <ul style="list-style-type: none"> • Ensure that pupils develop fluent recall of number facts • Currently, the evidence about effective teaching approaches is stronger regarding number • Develop understanding so pupils can reconstruct steps in a procedure – use visual representations and compare and choose different methods and strategies 	1,2,3,4,5,7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [35,914]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure pupils have access to regular well-being/ emotional health support.</p> <p>Pastoral and behaviour support for Individuals - children given a named mentor for support</p> <p>Named Adults - support for individuals who may need extra emotional support on a regular basis.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF Values Based Education</p> <ul style="list-style-type: none"> • Designation of a Teaching Assistant to Pastoral Support Mentor role to support individuals and families. • Member of staff as our Mental Health lead continues training. • Bespoke Alder Coppice PSHE programme developed by an experienced Subject Leader, reflecting the context of our children. 	1,2,3,4,5,7

<p>Mental Health Lead supports staff and pupils with advice. Mental Health and well-being is a key focus and built into the curriculum – opportunities for children to reflect and share concerns/ experiences.</p> <p>Member of staff ELSA trained to support pupils with emotional support and well-being.</p> <p>Have a high quality PSHE curriculum</p>	<ul style="list-style-type: none"> Evidence reviews...show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Senior Leaders and Phase Leaders to meet with teaching staff to discuss pupil progress and data from Assessments termly to discuss individual needs for Pupil Premium children</p>	<p>EEF- Putting Evidence to Work – gathering and interpreting data to identify priorities</p>	<p>1,2,3,4,5,6,7</p>
<p>Attendance Support – Assistant Headteacher to continue to support and engage with families and children to improve attendance. Senior Leader to work with Local Authority Officer.</p>	<p>DFE: missing school for just a few days a year can damage pupils' chances of gaining good grades and qualifications, according to a new report published by the Department for Education</p> <p>DFE - The link Between Absence & Attainment.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>2,3,6,7</p>

Total budgeted cost: £130,119,10

Part B: Review of the previous academic year

Pupil Premium Strategy – Intended outcomes 2024 - 2025

We have a very small percentage of children who are Pupil Premium children (16% last year) and therefore percentages are skewed.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

The legacy of the COVID-19 pandemic and missed learning continued to have an effect on last year's results, especially for disadvantaged and our younger pupils – continued interventions for gaps in learning have been planned for as part of this year's strategy.

Aim	Outcome
<i>Attainment & Progress in Reading -</i> Children achieve 1 year of progress for them, no matter their starting point.	<p>Year 1 disadvantaged pupils - 60% of these children achieved Reading at Expected Standard, some of these pupils have additional needs that hinder learning. 77% of Year 1 children overall achieved Expected Standard+ on the Reading Test.</p> <p>Year 2 disadvantaged – 50% of pupils achieved Reading at <i>Expected Standard</i>, some of these pupils have additional needs that hinder learning. All children have made progress for them. 76% of Year 2 children overall achieved Expected Standard+ on the Reading Test. At the end of the Summer Term – 63% of disadvantaged children showed that they were on/at or above benchmark on the star reader assessments – ZPD ranged from 2.1-3.2 for these children.</p> <p>Year 3 Standardised Scores - 29% of disadvantaged pupils achieved Expected Standard+. 14% of disadvantaged pupils achieved a Higher Standard result. Some of these pupils have additional needs that hinder learning. 72% of Year 3 children overall achieved Exp Standard+ on the Reading Test. At the end of the Summer Term – 57% of disadvantaged children showed that they were on/at or above benchmark on the Star reader assessments – ZPD ranged from 2.2 – 5.9 for these children – an improvement from 0.9 – 4.9.</p> <p>Year 4 Standardised Scores – 60% of disadvantaged pupils achieved <i>Expected Standard+</i>. 7% achieved a Higher Standard. 79% of disadvantaged children attained on/at/above benchmark with their star reader assessments. ZPD scores rose to a range of 2.4 – 9.7 from 1.7 – 5.5 at the start of the year. Some of these pupils have additional needs that hinder learning. 79% of Year 4 children overall achieved Expected Standard+ on the Reading Test.</p> <p>Year 5 Standardised Scores – 75% of disadvantaged pupils achieved Expected Standard +. ZPD scores have also risen to a range of 2.8 – 8.5 from 2.5 – 7.3 at the start of the year. 95% of Year 5 children overall achieved Expected Standard+ on the Reading Test with 39% Exceeding.</p>

	<p>Year 6 – 50% of disadvantaged children achieved Expected Standard +. 10% achieved a Higher Standard. Some of these pupils have additional needs that hinder learning.</p> <p>Year 6 – all pupils. 80% of Year 6 pupils overall achieved Expected Standard+ on the Reading Test (above National – 75%).</p> <p>Reading interventions for <i>Accelerated Reader</i> have shown good progress and will continue in the next academic year.</p>																																																																											
<p>Progress in Writing/GPV - Children achieve 1 year of progress for them, no matter their starting point</p>	<p>Year 1 - 60% of disadvantaged pupils achieved Teacher Assessment (TA) Expected Standard - Some of these pupils have additional needs that hinder learning.</p> <p>Year 2 – 50% of disadvantaged pupils achieved TA Expected Standard and in Summer GPV Tests 25% achieved Expected Standard+.</p> <p>Year 3 – 14% of disadvantaged pupils achieved TA Expected Standard +. 29% achieved Expected Standard + and 14% achieved a Higher Standard in the Summer GPV Tests.</p> <p>In our Year 3 October NMM Assessment our PP results showed children’s average writing age to be 6y2m.</p> <table><tr><td>Scores: PP</td><td>No. of pupils</td><td>% of pupils</td><td>Scaled Score (avg)</td><td>Writing Age (avg)</td></tr><tr><td>All Schools not PP</td><td>32,957</td><td>78</td><td>490</td><td>7y 6m</td></tr><tr><td>All Schools PP</td><td>9,474</td><td>22</td><td>467</td><td>6y 11m</td></tr><tr><td>Your School not PP</td><td>42</td><td>89</td><td>469</td><td>6y 11m</td></tr><tr><td>Your School PP</td><td>5</td><td>11</td><td>429</td><td>6y 2m</td></tr></table> <p>Year 4 – 47% of disadvantaged pupils achieved TA Expected Standard and 40% in the Summer GPV Tests,</p> <p>In our Year 4 January NMM Assessment, our PP results showed average age to be 7y 2m.</p> <table><tr><td>Scores: PP</td><td>No. of pupils</td><td>% of pupils</td><td>Scaled Score (avg)</td><td>Writing Age (avg)</td></tr><tr><td>All Schools not PP</td><td>31,735</td><td>76</td><td>522</td><td>8y 10m</td></tr><tr><td>All Schools PP</td><td>10,108</td><td>24</td><td>501</td><td>7y 10m</td></tr><tr><td>Your School not PP</td><td>42</td><td>75</td><td>528</td><td>9y 2m</td></tr><tr><td>Your School PP</td><td>14</td><td>25</td><td>477</td><td>7y 2m</td></tr></table> <p>In our Year 5 NMM November writing Assessment, Year 5 non PP achieved a higher writing age than other schools:</p> <table><tr><td>Scores: PP</td><td>No. of pupils</td><td>% of pupils</td><td>Scaled Score (avg)</td><td>Writing Age (avg)</td></tr><tr><td>All Schools not PP</td><td>33,329</td><td>75</td><td>529</td><td>9y 3m</td></tr><tr><td>All Schools PP</td><td>11,029</td><td>25</td><td>509</td><td>8y 2m</td></tr><tr><td>Your School not PP</td><td>48</td><td>77</td><td>539</td><td>9y 11m</td></tr><tr><td>Your School PP</td><td>14</td><td>23</td><td>534</td><td>9y 6m</td></tr></table> <p>Year 5 - 85% of disadvantaged pupils achieved TA Expected Standard + and 62% in the Summer GPV Tests.</p> <p>The majority of PP children in the year groups also have additional needs that hinder learning.</p>	Scores: PP	No. of pupils	% of pupils	Scaled Score (avg)	Writing Age (avg)	All Schools not PP	32,957	78	490	7y 6m	All Schools PP	9,474	22	467	6y 11m	Your School not PP	42	89	469	6y 11m	Your School PP	5	11	429	6y 2m	Scores: PP	No. of pupils	% of pupils	Scaled Score (avg)	Writing Age (avg)	All Schools not PP	31,735	76	522	8y 10m	All Schools PP	10,108	24	501	7y 10m	Your School not PP	42	75	528	9y 2m	Your School PP	14	25	477	7y 2m	Scores: PP	No. of pupils	% of pupils	Scaled Score (avg)	Writing Age (avg)	All Schools not PP	33,329	75	529	9y 3m	All Schools PP	11,029	25	509	8y 2m	Your School not PP	48	77	539	9y 11m	Your School PP	14	23	534	9y 6m
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	<p>Year 6 Writing Results show 76% of pupils achieved Expected Standard + Teacher Assessment (above National 72%) and 73% achieved Expected Standard + for GPV (inline with National 73%) with 41% achieving a Higher Standard for GPV. 30% of Pupil Premium achieved Expected Standard + in Writing results and 40% of Pupil Premium achieved Expected Standard + in GPV results with 10% achieving a Higher Standard.</p> <p>Further support & interventions will be put in place for the next academic year for those pupils that require additional support.</p>
<p>Progress in Maths - Children achieve 1 year of progress for them, no matter their starting point – Standardised scores Assessment used to check progress & attainment.</p>	<p>In Tests Year 1 Pupil Premium (PP) 80% gained Expected Standard+ Year 2 PP - 50% gained Expected Standard+ on the Year 2 Test. Year 3 PP - 57% gained Expected Standard in the Summer Test. Year 4 Test PP – 67% gained Expected Standard in the Summer Test. Year 5 PP – 77% gained Expected Standard+ in the Summer Test. Year 6 Test PP – 50% gained Expected Standard+ (10% PP gained a higher standard).</p> <p>Some of these children also have additional needs, which hinder understanding of number.</p> <p>Further Maths time has been given for fluency and mastery of number for the coming year. Planning for gaps for Key Objectives pupils need to revisit have been incorporated into Maths planning for 2025 - 2026 and the Maths Subject Leader will be working collaboratively with year groups to further support planning and delivery of mastery techniques to continue to support pupil's mathematical understanding.</p>
<p>Phonics - % of children overall in Year 1 achieving the Pass/Expected Standard in Phonics Screening Check is above National.</p>	<p>86% of children in Year 1 passed the Phonics check overall. (National 80%) 94% overall achieved their Phonics check by the end of Key Stage 1 – which according to DFE headlines for 2024/25 is above National (89%).</p>
<p>Emotional Wellbeing - Children are happy in their learning and feel safe and secure in their environment.</p>	<p>Pupil Voice, Learning Forum questionnaires show that children continue to enjoy their lessons. They especially like the Resource Booklets and quizzing which they say continues to help them to remember more facts.</p> <p>Children have said that they like having trusted adults and talking to our Keeping Safe Guardians in school.</p> <p>Individual children have named adults for quick access to support them when needed to ensure well-being is catered for more easily – they like that they can discuss any worries they are having with their key adult.</p>
<p>Engaged, active learners – children try</p>	<p>Children also take part in regular discussions about Mental Health and some also take part in our ELSA and Relax Kids programme.</p>

hard and enjoy learning.	This will continue next year.
Attendance - attendance of disadvantaged pupils -aim 95% or above.	<p>Disadvantaged pupils' attendance was 87%. This has gone down slightly from last year (90%). Whole School attendance was 93% above National at 89.4%.</p> <p>Attendance assemblies and working with families to support them with attendance will continue to take place in the coming Year. Our attendance lead continues to work to support families to try and raise the attendance figure for this group of children.</p> <p>Our Wellbeing Lead and named mentors along with an ELSA trained member of staff continue to support those children that require emotional support.</p>

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
N/A	

PUPIL PREMIUM REPORT 2025 2026

GLOSSARY

CPD	Continual Professional Development
DFE	Department for Education
EEF	Education Endowment Foundation
ELSA	Emotional Literacy Support Assistant
FSM	Free School Meals
NMM	No More Marking
PP	Pupil Premium
PSHE	Personal, Social, Health & Economic Education
TAs	Teaching Assistants
TA	Teacher Assessment