

Pupil premium strategy statement – Finlay Community School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

| Detail | Data |
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| Number of pupils in school | 409 |
| Proportion (%) of pupil premium eligible pupils | 41.06% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024 – 2025 2025 – 2026 2026 - 2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Hannah Williams, co-headteacher |
| Pupil premium lead | Heather Willis, co-headteacher |
| Governor / Trustee lead | Tyler Harding, lead for pupil premium |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £276,360 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £12,905 |
| 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> | £289,265 |

Part A: Pupil premium strategy plan

Statement of intent

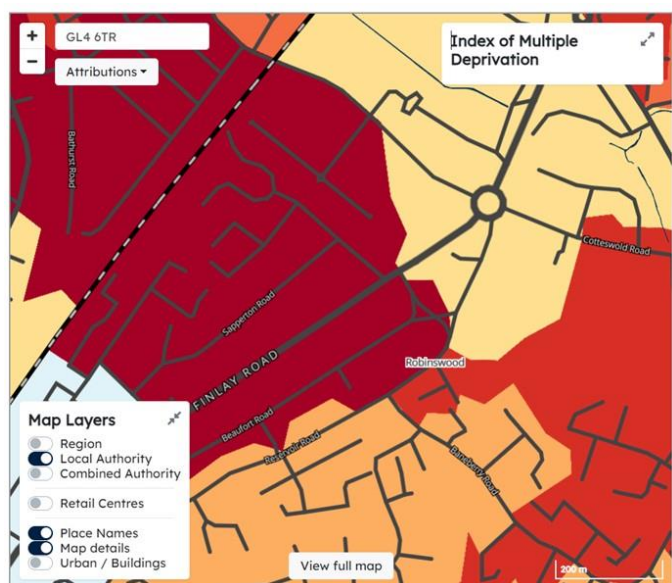
Finlay Community School is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. Our vision of *'Aspire, Belong, Achieve'* is at the heart of everything we do. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens who thrive in the future. We recognise that disadvantaged children can face a wide range of barriers which may detrimentally impact on their learning.

Our ultimate objectives, for disadvantaged pupils are to:

- Remove barriers to learning
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school, locally and nationally
- Ensure pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in pupils' ability to communicate effectively in a wide range of contexts – developing oracy.
- Enhance pupils social and emotional wellbeing and to develop a growth mindset and resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Enrich children's cultural capital by equipping them with the knowledge, skills and understanding to succeed in wider society, as well as to become life-long learners, who will thrive in the next stage of their education.

Our school context, our pupil base deprivation indicator is well above national average:

- Whilst the deprivation indicator for the area is average, the pupil base sits in the most deprived quintile with 41.06% of pupils eligible for Free School Meals.
- The majority of pupils are
- White British (62%), there are 14 out of a possible 17 ethnic groups with 19.13% with English as an Additional Language.



The proportion of pupils who have a Special Educational Need is much higher than the national average at 37.78%.

Challenges

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

| Challenge number | Detail of challenge |
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| 1.1 | <p>Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in Reading.</p> <p>In phonics, there is a 29% gap in attainment between disadvantaged pupils and their non-disadvantaged counterparts when reaching the required standard by the end of year 2.</p> <p>In Key Stage Two there is a slight attainment gap of 9.4% of pupils reaching the higher standard.</p> <p>The main challenges are:</p> <ul style="list-style-type: none"> · Decoding, this is particularly evident for the pupils who failed to pass the Y1 PSC. · Year 2 pupils not completing the RWI programme in Spring of Year 2, therefore not reading at age related expectations and therefore not accessing whole class reading at the correct time in the academic year. · Comprehension, in particular inferring and deducing information from a text as well as answering vocabulary related questions. · Ensuring that our school exposes children to a language rich environment and broad vocabulary, modelled effectively by all adults in school. This in turn will develop children’s understanding of the text they read as well as the vocabulary that they can use in writing. · Pupil progress at the end of KS1 is limited due to lower levels of fluency than their non-disadvantaged counterparts. <p>We know this due to our ongoing monitoring and assessment cycle.</p> |
| 1.2 | <p>Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in children’s phonological awareness. The main challenges are:</p> |

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| | <ul style="list-style-type: none"> · Embedding a systematic, synthetic phonics programme consistently from EYFS onwards. · Ensuring that all staff have continual access to high quality CPD which is in line with our Systematic Synthetic Phonics (SSP) programme. · Parental understanding of our approach to teaching phonics in school had been limited, in the past this made it difficult for them to use the same approaches at home. <p>We know this due to our ongoing monitoring and assessment cycle. The schools phonic screening data showed us that the number of children passing the PSC overall was in line with national average of 80%, however the attainment gap between our disadvantaged pupils and non-disadvantaged pupils is 29.1% (2024/25). The outcomes for our disadvantaged pupils were in line with the outcomes for disadvantaged pupils within our Local Authority. Finlay Community School: 59.1 % Local Authority: 59%</p> |
| 1.3 | <p>Maths</p> <p>Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in children’s mathematical understanding.</p> <p>At the end of Key Stage Two there was no attainment gap between our disadvantaged pupils and their non-disadvantaged counterparts in achieving the higher standard (2024/25).</p> <p>The challenges have been:</p> <ul style="list-style-type: none"> · Pupils conceptual understanding of mathematical concepts is not as secure as their procedural understanding. · Pupils ability to reason and problem solve is weaker than their fluency. · Children’s mathematical vocabulary has been limited which in turn has made it difficult for them to explain their understanding fully. <p>·Early number sense in EYFS and Key Stage 1</p> <p>We know this due to our ongoing monitoring and assessment cycle. The school's internal data analysis shows that children are confident in fluency, however find reasoning and problem solving more challenging.</p> |
| 1.4 | <p>Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in children’s attainment in writing.</p> |

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| | <p>The main challenges are:</p> <ul style="list-style-type: none"> - Automaticity in transcription skills - Poor fine motor skills, this is identified in our reception baseline assessments - Limited oracy and vocabulary acquisition - Challenges in composition <p>End of KS2 data highlighted that a 9.4% gap between our disadvantaged vs non-disadvantaged pupils reaching EXS+.</p> |
| 2 | <p>Our pupil base deprivation indicator is well above national average (IDSR 2025), research suggests that:</p> <p><i>Children growing up in poverty are less likely to achieve in school and more likely to experience mental health problems. This study examined factors in the local area that can help a child overcome the negative impact of poverty. A Bandyopadhyay et al 2023.</i></p> <p>The Office for National Statistics (ONS) has published data showing the prevalence of mental health problems among young people in England.</p> <p>The numbers suggest that certain groups are at greater risk of developing a mental health problem in childhood and adolescence, including people</p> |
| 3 | <p>When children start at Finlay their Speech, language and communication skills (including oracy) are underdeveloped. This is reflected in our baseline assessments.</p> <p>The main challenges are:</p> <ul style="list-style-type: none"> • Ensuring that our EYFS curriculum offers opportunities to develop their oracy skills in a language rich environment, through purposeful play and high quality adult interaction and modelling. • The pandemic affected the Early Years provision which was available to children and their families. This meant that the majority of children were unable to interact with other children or adults before they started school. • Ensuring that our school exposes children to a language rich environment and broad vocabulary, modelled effectively by all adults in school. This in turn will develop children's understanding of the text they read as well as the vocabulary that they can use in writing. |
| 4 | <p>At Finlay Community School, the attendance of our disadvantaged children is below our school target of 92%. Our pupil premium pupils</p> |

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| have a higher number of late marks than our non-pupil premium pupils. Which in turn results missed learning. | | |
| Attendance | | |
| | Disadvantaged | Non - Disadvantaged |
| 21/22 | 89.17% | 92.14% |
| 22/23 | 90% | 93.3% |
| 23/24 | 90.18% | 93.84% |
| 24/25 | 90.70% | 94.30% |

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 |
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| 1.1 Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in Reading are reduced. Pupils achieve in line with or above the national average. | <p>The percentage of disadvantaged pupils achieving the higher standard in Reading at the end of KS1 will be in line with their non - disadvantaged counterparts.</p> <p>The percentage of disadvantaged pupils achieving the higher standard in Reading, at the end of KS2 will be in line with national.</p> <p>The number of disadvantaged pupils achieving the reading ELG at the end of EYFS will be in line with or above National.</p> <p>Disadvantaged pupils will be able to effectively decode, and pass the Y1 PSC.</p> <p>Disadvantaged pupils will have the necessary Comprehension skills to be able to effectively deduce and infer information from a text, in particular inferring and deducing information from a</p> |

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| | <p>text as well as answering vocabulary related questions.</p> <p>Reading will be prioritised to allow children to access the full curriculum offer.</p> |
| <p>1.2 Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in their phonological awareness are reduced. Pupils achieve in line with or above the national average.</p> | <p>The percentage of disadvantaged pupils passing the Phonic Screening Check (PSC) will be in line with or above National</p> <p>Reading will continue to be prioritised to allow children to access the full curriculum offer.</p> <p>A systematic, synthetic phonics programme will be embedded and used effectively from EYFS onwards.</p> <p>Staff will have had effective CPD to enable them to deliver our systematic, synthetic phonics programme</p> <p>The Reading Lead Teacher will provide high quality coaching and mentoring daily.</p> <p>Parents will have a good understanding of our approach to teaching phonics in school. This will enable them to use the same approaches at home.</p> <p>Reading books in EYFS and Key Stage One will be replenished, fully decodable and matched to pupils ability.</p> <p>At all stages, reading assessment will be addressed and gaps will be addressed quickly and effectively for all pupils.</p> <p>Impact of intervention will be effectively monitored by the Reading Lead Teacher and SENDCO.</p> <p>The sharp focus on ensuring that younger children and those at the early stages of reading gain phonic knowledge and language comprehension necessary to read.</p> |

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| <p>1.3 Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in maths are reduced. Pupils achieve in line with or above the national average.</p> | <p>The percentage of disadvantaged pupils achieving the expected standard or higher in maths at the end of KS1 will be in line with their non disadvantaged counterparts.</p> <p>The percentage of disadvantaged pupils achieving the higher standard at the end of KS2 will be in line with National.</p> <p>The number of disadvantaged pupils achieving both mathematical ELG at the end of EYFS will be in line with or above National.</p> <p>Pupils will have a conceptual understanding of mathematical concepts</p> <p>Pupils will be able to effectively reason and problem solve.</p> <p>Children will have a wide range of mathematical vocabulary which they can use to communicate their understanding.</p> |
| <p>1.4 Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in Writing are reduced. Pupils achieve in line with or above the national average.</p> | <p>The percentage of disadvantaged pupils achieving the expected standard or above in Reading and Writing at the end of KS1 will be in line with their non disadvantaged counterparts.</p> <p>The percentage of disadvantaged pupils achieving the higher standard at the end of KS2 will be in line with National.</p> <p>The number of pupil premium pupils achieving the writing ELG at the end of EYFS will be in line with or above National.</p> <p>Staff will continue to have access to high quality CPD which ensures that they are able to effectively develop pupils' vocabulary.</p> <p>Pupils will have access to high quality Oracy teaching to broaden their vocabulary and develop their communication skills.</p> |

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| <p>2 All disadvantaged children, including those who have adverse childhood experiences, will be more resilient and able to engage in their learning.</p> | <p>Pupil voice show that pupils can name/use strategies to self-regulate their anxiety.</p> <p>Learning walks, lesson observations, and peer observations document that total communication is used to warn of change, express emotions, ask for help etc.</p> <p>Staff have access to high quality coaching and mentoring from a teacher with a TLR for effective teaching and learning strategies for disadvantaged pupils.</p> <p>Disadvantaged pupils demonstrate positive behaviour within class and around school.</p> <p>Feedback from disadvantaged pupils indicate the value of the pastoral support provided.</p> |
| <p>3. Children will have effective speech language and communication skills.</p> | <p>Our EYFS curriculum offers opportunities to develop children’s oracy skills in a language rich environment, through purposeful play and high quality adult interaction and modelling.</p> <p>An evidence based language intervention will be implemented, embedded and sustained throughout EYFS & KS1.</p> <p>Children will be able to communicate effectively to articulate their needs, feelings, emotions etc.</p> <p>Children will be able to use subject specific vocabulary with confidence to articulate their learning.</p> <p>Children will be taught explicitly how to talk and how to listen. This is a whole school approach and is supported through the work of Voice 21 and the Oracy Lead within school.</p> <p>Increased awareness and understanding of the importance of speaking and</p> |

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| | <p>listening skills among staff, students, parents and Governors.</p> <p>Enhanced knowledge and skills of teachers in implementing effective speaking and listening strategies.</p> <p>Visible recognition and celebration of students speaking and listening achievements.</p> <p>Improved confidence and proficiency in public speaking and presentation skills.</p> <p>Our school will expose children to a language rich environment and broad vocabulary, modelled effectively by all adults in school. This in turn will develop children's understanding of the text they read as well as the vocabulary that they can use in writing.</p> |
| <p>4. Attendance for our disadvantaged pupils will be in line with their non – disadvantaged counterparts and National Average.</p> | <p>Our disadvantaged pupils' attendance will be in line with the national average.</p> <p>Our disadvantaged pupils will arrive at school on time and be ready to learn.</p> <p>The systems, processes and workforce within our school is adequate and can effectively implement our school attendance policy ensuring the highest possible attendance for our disadvantaged pupils.</p> |
| <p>5. Further develop pupils' health and well-being to enable them to grow into independent, resilient learners who are equipped to deal with challenges.</p> | <p>Children can identify strategies to support their well being</p> <p>There is a positive culture in school which promotes and prioritises mental health and well-being for pupils</p> <p>My Happy Mind programme is fully embedded from EYFS – Year 6</p> <p>The RSE curriculum promotes mental health and well being</p> <p>Staff are confident in identifying pupils who require additional support</p> |

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| | <p>Learning Mentors effectively run groups which target a wider audience</p> <p>Key staff members will be accredited ELSA trained.</p> <p>Staff are confident in utilising the Navigation Hub referral process.</p> <p>OPAL play implemented and continues to support a reduction in behaviour incidents.</p> <p>Learning mentors have facilitated targeted group sessions in the afternoons linked growth mind set, emotional literacy (ELSA), friendship.</p> <p>Achieved the GHLL mental Health award.</p> |
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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: £127,622

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><i>Continue to embed a DfE validated Systematic Synthetic Phonics programme (Read Write Inc) to secure stronger phonics teaching for all pupils.</i></p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Impact +5 months</p> <p>The EEF professional development guidance discusses the importance of instructional coaching and monitoring and feedback to embed strategies.</p> | <p>1.1</p> <p>1.2</p> <p>1.4</p> |

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| <p><i>Offer mentoring and coaching for teachers to provide ongoing support and guidance in delivering effective phonics instruction.</i></p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | |
| <p><i>Sustain a mastery approach to teaching and learning in mathematics.</i></p> <p><i>Embedding high quality teaching of mathematics across the school.</i></p> <p><i>Engagement with the GLOW Maths Hub to develop a mastery curriculum.</i></p> <p><i>Coaching and mentoring for staff to support and sustain the curriculum.</i></p> <p><i>Engagement with the NPQ programme to implement new initiatives in mathematics.</i></p> <p><i>Engaging with the Gloucester School Partnership</i></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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Impact +5 months</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>The EEF professional development guidance discusses the importance of instructional coaching and monitoring and feedback to embed strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | <p>1.1</p> <p>1.3</p> <p>2</p> |

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| <p>CPD for mathematics</p> | | |
| <p><i>Further develop a Talk for Writing approach to teaching in EYFS and KS1 to promote high quality outcomes for writing.</i></p> <p><i>Embed a whole class reading approach (mastery model) to teach decoding and comprehension skills after pupils complete the phonics programme.</i></p> <p><i>Provide effective coaching and mentoring within English for teaching staff.</i></p> | <p>The EEF Guide to Mastery Teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>The EEF Guide on Reading Comprehension Strategies</p> <p>Impact +7 months</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation). Strategies are often taught to a class and then practised in pairs or small groups</p> <p>The EEF professional development guidance discusses the importance of instructional coaching and monitoring and feedback to embed strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | <p>1.1 1.4</p> |
| <p>Embed a high quality Oracy curriculum to promote high standards of spoken and written English both within the English curriculum and other curriculum subjects.</p> | <p>Oral language interventions have a potential +6 months progress according to the EEF Teaching and Learning toolkit.</p> <p>Oral language interventions (also known as Oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support</p> | <p>1.1 1.3 1.4 3.0</p> |

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| <p>Continue to engage with the Voice 21 Programme.</p> <p>Offer high quality CPD and coaching and mentoring for teaching staff.</p> <p>Engage with the Talk Boost programme to enrich talk within EYFS and KS1 to benefit whole class speaking and listening.</p> | <p>learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> · targeted reading aloud and book discussion with young children; · explicitly extending pupils' spoken vocabulary; · the use of structured questioning to develop reading comprehension; and · The use of purposeful, curriculum-focused, dialogue and interaction. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>The EEF professional development guidance discusses the importance of instructional coaching and monitoring and feedback to embed strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | |
| <p>Whole school CPD:</p> <p>This will equip all staff with strategies to adapt their teaching to meet the diverse needs of learners, ensuring that all children can access the curriculum effectively.</p> <p>Staff will develop confidence in using adaptive teaching approaches, including differentiation, scaffolding, and formative assessment, to</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>The potential impact of adaptive teaching is high: in particular, EEF research on <i>individualised instruction</i> suggests an average gain of + 4 months progress for pupils receiving tailored support. EEF</p> <p>However, realising this impact in practice is challenging. Adaptive teaching requires teachers to continuously assess pupils' understanding, make in-the-moment adjustments, and provide scaffolding that matches students' current needs — all while maintaining high expectations and not lowering standards.</p> | <p>1.1</p> <p>1.2</p> <p>1.3</p> |

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| <p>support learners' understanding, retention, and transfer of knowledge from working memory to long-term memory.</p> <p>Staff will be able to model and embed adaptive teaching practices consistently across the school, including the use of targeted questioning, flexible groupings, and metacognitive strategies, as part of explicit instruction and guided practice.</p> | | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £74,909

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Additional phonics sessions (Fast Track Tuition) targeted at disadvantaged pupils who | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: | 1.1 1.2 |

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| <p>require further phonics support.</p> | <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Impact +5 months</p> | |
| <p><i>Provide a blend of School-led tutoring for pupils who are working below their age related expectation.</i></p> | <p>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 EEF (educationendowmentfoundation.org.uk)</p> <p>Impact +5 months</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Impact +4 months</p> | <p>1.1</p> <p>1.2</p> <p>1.3</p> |
| <p>Delivery of Rapid Reading Intervention to pupils in KS2</p> | <p>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 EEF (educationendowmentfoundation.org.uk)</p> <p>Impact +5 months</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The EEF Guide on Reading Comprehension Strategies</p> <p>Impact +4 months</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic</p> | <p>1.1</p> |

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| | <p>organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Impact +7 months</p> | |
| <p>Delivery of TalkBoost Language Intervention and 1:1 focused SALT interventions.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language interventions have some similarity to approaches based on metacognition (which make talk about learning explicit in classrooms), and to collaborative approaches which promote pupils' interaction in groups.</p> <p>Impact +6 months</p> | 3 |

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

Budgeted cost: £86,734

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Learning Mentors will provide targeted support to assist with children's Social and Emotional Wellbeing.</p> <p>They will actively reduce barriers to learning so that</p> | <p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Public Health England (2014) suggest those who are resilient do well despite adversity.</p> | 2 |

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| <p>children can enjoy and succeed in all areas of the curriculum.</p> <p>Learning mentors will support pupils in developing a growth mindset and becoming resilient learners, who can face challenges.</p> <p>Learning mentors support parents to support their children at home.</p> | <p>Peep research project suggests that a parenting approach has been show to impact on children’s educational attainment. These found that children made progress in verbal comprehension, vocabulary, numeracy development and self-esteem.</p> <p>The Healthy Minds project suggest that there is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better off peers.</p> <p>The EEF state that “By ‘Character’, we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.”</p> | |
| <p><i>Dedicated attendance team which focuses on the implementation of schools policies and procedures.</i></p> <p><i>Form multi agency working relationships with external agencies</i></p> <p><i>Learning mentor support to address barriers to attendance</i></p> | <p>In February 2015, the DfE published a report ‘The link between absence and attainment at KS2 and KS4’. It states quite clearly that as students miss more lessons in secondary schools, their attainment across a range of measure declines. The report also shows a similar effect at KS2. This is useful confirmation of what we intuitively know, attendance makes a difference to student attainment.</p> <p>In ‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’ the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p> | <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.4</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> |

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| | https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance | |
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Total budgeted cost: £289,265

Part B: Review of the previous academic year 2024/25

Outcomes for disadvantaged pupils

| Key Stage | PP vs Non-PP | PP vs Local/National | Notes |
|---------------------------|---------------------------------|--|---|
| EYFSP | PP: 64.7% Non-PP: 64.1% | PP > LA (48.3%) & National (51.4%) | PP slightly outperformed Non-PP, well above LA and national. |
| Phonics Y1 & Y2 | PP: 59.1% Non-PP: 88.2% | PP ≈ LA (59%) Non-PP > LA (79.9%) | Large attainment gap: 29.1%. High SEND within PP (61%). |
| Multiplication Check (Y4) | PP avg: 18 Non-PP avg: 22 | PP ≈ National PP (18.9) | Large attainment gap (4 points). 52% PP scored 20+ vs 82% Non-PP. |
| KS2 Maths | PP: 100% EXS+ Non-PP: 97% | PP >> LA (53.9%) Avg score: 108.6 vs LA 100.5 | Excellent PP performance; matches/exceeds Non-PP and national. |
| KS2 Reading | PP: 81.5% Non-PP: 90.9% | PP >> LA (59.2%) Avg score: 104.4 vs LA 101.9 | PP behind Non-PP (by 9.4%), but well above LA. |
| KS2 Writing | PP: 81.5% Non-PP: 90.9% | PP >> LA (50.1%) | 9.4% gap, but again strong against LA. |

EYFSP (Early Years Foundation Stage Profile)

- **PP Pupils (64.7%)** slightly **outperformed Non-PP (64.1%)**, which is a rare and positive trend.
- Both groups below national (72.5%) and local (71.7%) for Non-PP, but **PP pupils are significantly outperforming national PP averages (51.4%)** and local (48.3%).
- **SEND PP** is high: 45% of PP cohort has SEND, indicating **effective early years interventions** and support strategies.

Impact: PP funding is having a **strong early impact**.

Phonics Screening Check (Y1 + Y2 Resits)

- **PP: 59.1%**, aligns with LA average (59%) – but far below Non-PP (88.2%).
- **Gap: 29.1%** – one of the **largest disparities**.
- **SEND overlap:** 61% of PP cohort have SEND, 21% have EHCPs.

Barrier: High proportion of SEND within PP cohort is a key contributing factor.

Year 4 Multiplication Check

- **PP average: 18; Non-PP: 22** → **4-point gap**.
- 52% of PP children scored 20+, compared to 82% of Non-PP.
- National PP average (2024): 18.9 – so pupils in line with national.

Barrier: PP children may lack fluency or regular support at home. This is an area of development for all pupils.

Key Stage 2 (Year 6)

Maths

- **PP pupils: 100% EXS+**, outperforming Non-PP (97%) and **far above LA average for PP (53.9%)**.
- **Average scaled score: 108.6** – significantly above LA (100.5).

Impact: Clear, **exceptional use of PP funding** for Maths support.

Reading

- **PP: 81.5%**, behind Non-PP (90.9%) but still **far above LA PP (59.2%) and national benchmarks**.
- Scaled score difference: PP (104.4) vs Non-PP (108.1) → 3.7 point gap.

Barrier: Comprehension, vocabulary gap, and reading fluency.

Writing

- **PP: 81.5%**, Non-PP: 90.9% – **gap of 9.4%**.

- Still **strongly outperforming LA PP average (50.1%)**.

Barrier: Linked to language acquisition, spelling, grammar and handwriting fluency.

Key Themes and Barriers Identified

1. **SEND Overlap:** A significant proportion of PP pupils are also SEND, particularly in phonics (61%) and EYFSP (45%). This dual-disadvantage contributes to lower outcomes in early literacy and fluency (phonics, multiplication).
2. **Inconsistent Gaps:** While PP children excel in KS2 Maths and do well in EYFS, they underperform in areas like phonics and multiplication compared to peers.
3. **Strong Intervention Evidenced:** Exceptional KS2 Maths and above-LA attainment in writing/reading demonstrate that PP funding is being used effectively to close gaps in key areas.

Early Interventions Effective but Need Extension: Early years results are promising, but **gains aren't fully maintained** through phonics and KS1. Need to **bridge the early success with sustained support in KS1**.

Externally provided programmes

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

| Programme | Provider |
|--|--------------------|
| Can do Maths | Buzzard Publishing |
| Read Write Inc | Ruth Miskin |
| Read Write Inc Fast Track Tutoring | Ruth Miskin |
| Read Write Inc Spelling | Ruth Miskin |
| Rapid Reading | Pearsons |
| YARC (York Assessment Reading Comprehension) | GL assessment |
| Jigsaw (RSE) | Jan Lever Group |

| | |
|-------------------------------|------------------------|
| Charanga | Charanga Music School |
| Switched on Computing | Rising Stars |
| ELSA Resources | ELSA |
| Times Table Rockstars/Numbots | Maths Circle Ltd |
| Talk Boost | Speech and Language UK |

Service pupil premium funding

| |
|---|
| <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> |
| We currently do not have any service children attending Finlay Community School. |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |