



Pupil premium strategy statement – Wibsey Primary 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
Number of pupils in school	638
Proportion (%) of pupil premium eligible pupils	32%
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)	2024/25- 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kathryn Matthews Deputy Headteacher
Pupil premium lead	Veronica Mitchell Assistant Headteacher
Governor	Lisa Knowles Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,185
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>	£328,185



Part A: Pupil premium strategy plan

Statement of intent

Our core aim is to ensure that every pupil, regardless of background or individual challenges, makes sustained progress and achieves high standards across all areas of the curriculum. Decisions regarding the allocation of Pupil Premium funding are informed by a thorough understanding of the school's context, the specific barriers faced by our pupils, and evidence-based research, including guidance from the Education Endowment Foundation (EEF).

Pupils from disadvantaged backgrounds often encounter a range of obstacles that can hinder learning and attainment. These can include limited parental support due to socioeconomic pressures, restricted access to educational resources, and underdeveloped language and communication skills which can impede learning engagement. Low self-confidence and reduced resilience can further affect participation, while behavioural challenges—often linked to unmet emotional needs or external stressors—are more prevalent within this group. Issues relating to attendance and punctuality exacerbate gaps in learning, and complex family circumstances can create additional barriers to progress.

We recognise that these challenges are varied and multifaceted and there is no 'one size fits all'. Our approach is strategic, responsive, and tailored to individual needs, ensuring that interventions are targeted, impactful, and aligned with best practice.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Wibsey Primary is a community school located in South Bradford. We are a larger than normal primary school with 3-forms in each year group.



National data shows that the percentage of FSM at Wibsey Primary School is above national (25.7%) and the number of Pupil Premium children is above national (25%)- 2025.

Whilst the deprivation of the school's location is close to the average, the pupil base deprivation is above average (ISDR 2025).

Overarching Objectives

- To diminish the attainment gap between disadvantaged and non-disadvantaged pupils.
- To enhance the cultural capital of disadvantaged pupils by providing access to a broad and balanced curriculum enriched with high-quality experiences, educational visits, and opportunities that extend learning beyond the classroom. These initiatives aim to deepen knowledge, develop essential skills, and foster aspirations, ensuring pupils are well-equipped to thrive academically and socially.
- To build on the attendance of disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of attainment on entry to the Early Years Foundation Stage (EYFS), particularly in early language development, creating significant barriers to accessing the full curriculum. Limited vocabulary and communication skills restrict pupils' ability to engage effectively with learning opportunities, which in turn impacts progress and reduces the likelihood of achieving the highest standards of attainment.
2	Increasing social, emotional, and mental health (SEMH) difficulties both in numbers and severity. A growing number of children requiring additional support to manage emotional regulation, resilience, and social interaction. These difficulties directly impact on attainment and progress.
3	Attendance and Punctuality issues: The ongoing challenge of securing high levels of attendance and reducing the number of children who are persistently absent.
4	Complex family and home circumstances, often involving social services or Early Help interventions.
5	Underdeveloped language and communication skills are evident from Reception through to Key Stage 2 and are prevalent among disadvantaged pupils. Many children enter school with limited vocabulary and restricted expressive and receptive language abilities, often compounded by speech and language difficulties.
6	Levels of parental engagement are inconsistent, particularly among families of disadvantaged pupils. Barriers often include work commitments, lack of confidence in supporting learning at home, and, in some cases, language difficulties.



7	Many pupils have limited life experiences beyond their immediate environment and do not regularly engage in diverse cultural, social, or enrichment activities outside of school. This lack of exposure restricts their ability to make connections between learning and real-world contexts, reducing opportunities to develop curiosity, broaden perspectives, and build cultural capital. As a result, pupils can struggle to fully contextualise new concepts and apply knowledge across different subject areas.
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Accelerated progress in reading resulting in improved levels of attainment to narrow gaps in learning.	<ul style="list-style-type: none"> Achieve at least in line with national Age-Related progress scores in KS2 Reading Achieving national expectations by the end of KS1 and KS2 in Reading Greater proportion of pupils pass Y1 Phonic check
Accelerated progress in writing resulting in improved levels of attainment to narrow gaps in learning.	<ul style="list-style-type: none"> Achieve at least in line with national Age-Related progress scores in KS2 Writing Achieving national expectations by the end of KS1 and KS2 in Writing Expansion of pupils into Greater Depth
Accelerated progress in Maths resulting in improved levels of attainment to narrow gaps in learning.	<ul style="list-style-type: none"> Achieve at least in line with national Age-Related progress scores in KS2 Maths Achieving national expectations by the end of KS1 and KS2 in Maths Increased percentage of PP children achieving the standards of the Multiplication Check in Year 4
Pupils engage in a range of diverse cultural activities.	Strong programme of enrichment activities take place. An increasing percentage of children attending extra-curricular clubs are Pupil Premium.
Through rigorous approaches to persistent absence, extended leave and long-term absence,	Ensure attendance of disadvantaged pupils is above 95%.



pupils' attendance is improved and no longer limits access to learning.	
More able pupils are achieving above age-related expectations.	More able pupils achieve above national average in Reading, Writing, Maths and Combined.
Pupils entering EYFS will develop the foundational skills needed to be school-ready	<ul style="list-style-type: none"> • Children who are targeted to achieve GLD by the end of Reception hit their target

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: £230,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activities to increase the proportion of high-quality teaching:</p> <ul style="list-style-type: none"> • Ensure all staff, including associate staff, receive ongoing phonics and reading training. • Purchase and use of the RWI phonics scheme • RWI phonics training, including story telling for RWI development for all staff • Lau Lau training – EYFS (AW & ZS) 2 X CDP days • Strong ECT support through mentor support, training and observing good practice. • Wider development of staff through NPQ programmes • Whole staff CPD sessions to ensure high-quality first teaching • Interaction Training • Ongoing membership of National College 	<p>NFER research: 'High quality teaching for all' is 1 of the 7 key building blocks for successful support of DA children.</p> <p>EEF Toolkit Predicted Impact: Teaching Assistants +1 month EEF</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p> <p>High-quality materials are available for ECTs linked to the ECF</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>The Education Endowment Foundation (EEF) highlights that well-designed professional development can have a significant impact on pupil outcomes, with effective CPD adding up to two months of additional progress per year.</p>	1,2,5



<p>membership to access CPD for staff at all levels across school</p> <ul style="list-style-type: none"> • Purchase of standardised diagnostic assessments- Training for staff to ensure assessments are interpreted and administered correctly. (GL Assessment, Boxall) • Lumio subscription, staff CDP and upgrades on linked technology (e.g. Ipad) 	<p>The Education Endowment Foundation (EEF) highlights that technology can improve learning when effectively integrated into teaching, particularly by enhancing the quality of explanations and providing opportunities for practice and feedback.</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	
<p>Focus strategies for tracking</p> <ul style="list-style-type: none"> • PP – data analysis, 3x a year pupil progress meeting with senior leaders focused on PP • Ongoing CPD for staff in the effective use of Sonar • Release teachers as a cohort to enable planning for interventions and combined outcomes for PP at ARE and GDS. Supply teachers to cover teachers to access this • IASEND (including staff CPD) to monitor and plan for those achieving significantly below ARE, to identify small step progress to close gap 	<p>EEF guide to Pupil Premium highlights that teaching is the top priority and using a tiered approach to the implementation of strategies is highly effective</p>	1,2,5,7
<p>Enhance provision to embed the reading culture and accelerate language acquisition across school:</p> <ul style="list-style-type: none"> • Purchase of books appropriate to ages, stages and interest across school (including the Story Project) • Reading areas enhanced within 	<p>Improving Literacy in KS1 / 2 EEF 2017</p> <p>Developing pupils speaking and listening skills and wider understanding of language including the active and repeated exposure to new vocabulary has convincing evidence for improving attainment in Literacy</p> <p>The importance of motivation and engagement and a wide range of literacy experiences in improving literacy has compelling evidence</p>	1,2,5,7



<p>classrooms across school</p> <ul style="list-style-type: none"> Accelerated reader used across school Y2 - Y6 Lunch time Library Club- PP children library monitors 	<p>The EEF lists Accelerated Reader as a promising programme for use during the transition between primary and secondary school. EEF- Accelerated Reader</p> <p>EEF Toolkit Predicted Impact:</p> <ul style="list-style-type: none"> Oral Language interventions +4 months Early Years interventions +5 months Teaching Assistants +1 month <p>Parental Involvement +3 month</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Gaps in learning, including those in Phonics and early reading are addressed:</p> <ul style="list-style-type: none"> Deploy Associate Staff to provide effective support to targeted individuals/key groups KS1 and KS2 – same-day interventions – maths Catch up Phonics sessions held in pms – KB/AM/LD UH- targeted phonics teaching Additional staff placed in EYFS to deliver communication & interaction sessions (Bucket Time) RWI comprehension scheme (Year 2 & 3) Subject leads and teachers identify gaps in Foundation subjects and changes made to LTP to gap fill key concepts in subsequent years (informed by exceptions grids) 	<p>There are many pupils who are currently in receipt of PP funding and are also on the SEND register – these pupils are particularly vulnerable in terms attainment and progress and are below ARE.</p> <p>Many PP pupils rely on additional TA support to access tasks. They may have limited access to language, extra-curricular experiences and / or emotional / behaviour needs.</p> <p>The Education Endowment Fund tool kit highlights high cost/low impact of TA's in general. However, there is clear case study/data evidence that investment in precision teaching training and training on learning continuum for TA's for identified groups/individuals is impacting positively on pupil progress.</p> <p>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: Phonics Teaching and Learning Toolkit EEF</p> <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 and in small groups.</p>	1,5,6



<ul style="list-style-type: none"> • KS2 targeted interventions each afternoon • Times tables • Early language teaching, resources 		
<p>Associate staff trained, and delivering, nationally available/recognised intervention strategies.</p> <p>Interventions for pupils who have been identified as not making expected progress for reading, writing, maths and the prime areas of the EYFS curriculum</p> <ul style="list-style-type: none"> - Talking Partners - Launch Pad for Literacy - Drawing Club/ Scribble Pad 	<p>The Education Endowment Fund tool kit highlights moderate cost/medium impact of small group tuition. There is evidence that intervention grouping is impacting positively on pupil progress.</p> <p>EEF Toolkit Predicted Impact: Feedback +8 months One to one tuition +4 months Learning Styles +2 months</p>	1,2,5
<p>Gaps in early reading and Phonics are addressed:</p> <ul style="list-style-type: none"> • RWI Phonics taught into Year 3 and additional sessions in Year 1 and 2. Taught by Associate Staff • TAs unfamiliar with RWI Phonics delivering within year group receive RWI training and have access to training videos (January '25) • RWI development days purchased • X3 a year progress meetings • Training for ECT and new staff in Accelerated Reader • UH – Phonics groups (pm) 	<p>The Education Endowment Fund tool kit highlights moderate cost/medium impact of small group tuition. There is clear evidence that providing intervention grouping is impacting positively on pupil progress and ensures catch up. See also EEF toolkit for feedback (+8 months) and individualised learning (+3 months).</p> <p>Feedback + 8 months One to one tuition +5 months (EEF Toolkit) EEF Toolkit Predicted Impact: Reading +3 months (other pupils) Reading +5 months (PP)</p>	1, 5
<p>Gaps in communication and early language addressed by:</p> <ul style="list-style-type: none"> • Launch Pad for Literacy • UH game play • Early language 	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF</p>	1,5



<p>Address gaps in early reading and phonics:</p> <ul style="list-style-type: none"> • RWI Phonics taught into Year 3 & 4 and additional sessions in Year 1 and 2 • TAs unfamiliar with RWI Phonics delivering within year group receive RWI training and have access to training videos • RWI development days purchased • Accelerated reader to be used from Y2 upwards. • Training for ECT staff in RWI and / or Accelerated Reader • Catch Up Phonics sessions- afternoons- KB/AM/LD • UH targeted interventions 	<p>The EEF toolkit highlights how a focus on small group tuition has a 'moderate impact for low cost based on moderate evidence'. It details how small group tuition has a positive impact overall (+ 4 months). Research suggest that small group tuition is effective and that the smaller the group the better.</p>	1,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the updated 2024 DfE's guidance on working together to improve school attendance. Challenging and supporting families with attendance issues and those at risk of persistent absence:</p> <ul style="list-style-type: none"> • External services used to support attendance procedures <p>Regular attendance meetings complemented by weekly attendance reports</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The severe negative effect of absence poses a particularly high risk for disadvantaged pupils, who typically have lower rates of attendance and whose families have indicated that they would be substantially less likely to send their child back to school if given the choice.</p> <p>The EEF Toolkit highlights a focus on parental engagement has 'moderate impact for very low cost based on extensive evidence.' It details how it has a positive impact overall (+4 months)</p>	3,4
<p>Disadvantaged pupils are funded for all curriculum events, music tuition, trips</p>	<p>Many PP Pupils do not have access to music lessons or club membership. Physical activity is key for good mental health and many pupils find a new hobby having been given opportunity to try clubs at school.</p>	2,3,7



<p>and activities that enhance their educational provision:</p> <ul style="list-style-type: none"> • Year group budgets used to subsidise class visits so all pupils can access out of school opportunities • Enrichment for PP pupils: music therapy, music tuition • School residential – cost covered for PP pupils • Identified children receive music therapy • Extra-curricular activities • Cultural capital opportunities: after school clubs, residential, pre-learning visits, cinema • Sports clubs • Play mentors • Turner Prize visit <p>Disadvantaged pupils receive financial support with school uniform - £30 per family vouchers</p>	<p>Many PP Pupils do not have access to residential and day trips due to lack of funding. These visits are integral to pupils' learning experiences in order for learning to be 'brought to life'. Residential give pupils an opportunity to be more independent and build relationships with their peers. Physical activity is key for good mental health and many pupils find a new hobby having been given opportunity to try clubs at school.</p> <p>EF Toolkit Predicted Impact:</p> <p>Outdoor Adventure Learning +4 months</p> <p>Learning Styles +2 months</p> <p>Arts Participation +2 months</p>	
<p>Increased parental engagement is encouraged by:</p> <ul style="list-style-type: none"> • increased support with homework completion, home reading, staff-ed clubs • Purchase of RWI phonic video links for parents. • Parental workshops in each year group • Subscriptions for parents and pupils to access at home- My Maths. TT Rock stars and Spelling Shed 	<p>EEF Toolkit Predicted Impact:</p> <p>Parental Involvement +3 months</p> <p>Primary Homework +2 months</p>	6
<p>Address social and emotional difficulties:</p> <ul style="list-style-type: none"> • Small group intervention and targeted nurture support provided by the Pastoral team • Zones of Regulation • Emerge • Room and resources to support MHST working in one day a week 	<p>EEF Toolkit Predicted Impact:</p> <p>Behaviour interventions +3 months</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): Improving Social and Emotional Learning in Primary Schools EEF Values Based Education</p>	2,4



<ul style="list-style-type: none"> • Calm Corners in each classroom, Regulation Rooms, Sensory Rooms/spaces • Regulation resources (e.g. fidget tools) • Development of a Sensory Room on the main school site (including bubble tube/fibre optic lights etc) • Story Project (SP) • Addition pastoral staff- Mr N to provide wellbeing and behaviour support (Autumn Term) • Development of Forest School- adaptations to outdoor environment 		
<p>Staff are equipped to support pupils with more frequent SEMH difficulties:</p> <ul style="list-style-type: none"> • CPD for staff – from Mental Health Lead and SEMH Specialist Teacher – Emotion coaching; De-escalation, Zones of Regulation, positive handling & de-escalation • Family and home related issues are mitigated in-school by sign-posted support and do not contribute to reduced learning. Pupils come to school ready to learn • Educational Psychologist commissioned hours (£6065) • Increased Pastoral capacity (SR, Mr N- Autumn Term) • AW- Parental Involvement Officer 	<p>EEF Toolkit Predicted Impact:</p> <p>Behaviour Interventions +3 months</p>	2,4
<p>Build on the positive learning behaviour and increased participation in lessons and readiness to learn by:</p>	<p>Many PP pupils have poor attendance. Breakfast Club attendance enables them to have a calm start to the day and supports attendance.</p> <p>EEF Toolkit Predicted Impact:</p>	2, 3



<ul style="list-style-type: none">• Purchase of BLP resources £155• Play mentors and enhanced lunch and playtime provision• Breakfast Club attendance paid for vulnerable PP pupils Lunch staff CPD on behaviour support & resources	Meta Cognition and self regulation +8 months Collaborative learning (BLP link) +5 months	
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Total budgeted cost: £ 328,185



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had in the 2024-2025 academic year

Impact of PP funding on GLD	2023	2024	2025
% GLD – whole cohort	70.8%	63.2%	64.4%
% GLD- National	67.2%	67.7%	68.3%
% GLD- Disadvantaged	52.4%	47.6%	50%

Impact of PP funding on Y1 Phonics	2023	2024	2025
% achieving standard- whole cohort	80.0%	75.6%	88.6%
% achieving standard- National	78.9%	80.2%	80%
% achieving standard- Disadvantaged	70.8%	66.7%	77.3%

Impact of PP funding on Y2 Phonics	2023	2024	2025
% achieving standard- whole cohort	88.9%	94.4%	88.2%
% achieving standard- National	58.7%	54.6%	89%
% achieving standard- Disadvantaged	92.3%	85.7%	77.8%



Impact of PP funding on Y6 Outcomes	2023			2024			2025		
	Whole Cohort	PP Children	National	Whole Cohort	PP Children	National	Whole Cohort	PP Children	National
% achieving standard-Reading	72.7%	64.7%	73.2%	71.1%	58.8%	74.8%	70%	59%	75%
% achieving standard-Writing	70.5%	61.8%	71.9%	64.4%	55.9%	72.1%	83%	77%	72%
% achieving standard-Maths	69.3%	51.4%	73.3%	72.2%	58.8%	73.5%	73%	64%	74%
% achieving standard-Combined	55.7%	38.2%	60.0%	56.7%	47.1%	61.0%	60%	46%	62%

Aim	Outcome
<p>Accelerated progress in reading resulting in improved levels of attainment to narrow gaps in learning.</p> <p>Accelerated progress in writing resulting in improved levels of attainment to narrow gaps in learning.</p>	<p>EYFS</p> <p>At the end of Reception, pupil premium (PP) children attained less well than their peers, and the gap between PP and non-PP pupils increased slightly compared to the previous year. Despite this, our results remain broadly in line with the national average for disadvantaged pupils achieving a Good Level of Development (GLD), which stands at 52.1%. Our overall GLD outcomes were 3.9% lower than the national average, reflecting the challenges faced this year, including a further increase in pupils with Special Educational Needs and Disabilities (SEND), many with complex learning and physical needs (from 9.2% 2023-24 to 18.2% in 2024-25), alongside a rise in EAL learners.</p> <p>To address these needs, provision was carefully tailored, including the creation of 'The Nest', a smaller space designed to deliver targeted interventions such as Attention Autism and early language acquisition.</p>



<p>Accelerated progress in maths resulting in improved levels of attainment to narrow gaps in learning.</p>	<p>Additionally, a Sensory Room was introduced to support sensory diets and emotional regulation.</p> <p>Launchpad for Literacy continues to play a key role in quickly identifying literacy gaps and tracking pupil progress, enabling timely and focused support for early reading and writing development.</p> <p>Phonics</p> <p>The percentage of disadvantaged pupils achieving the required standard in Year 1 has increased by 10.6% on the previous year. Increases in attainment were seen across the whole cohort. Work in placing phonic-based activities within outdoor provisions has proved to be a successful strategy. Analysis of progress from pupils who achieved a Good Level of Development (GLD) in 2024 to their Year 1 phonics outcomes in 2025 shows a significant improvement, with a 25% increase in the proportion achieving the expected standard. Notably, within our disadvantaged cohort, there was a 30% uplift, demonstrating the positive impact of targeted support and interventions on closing attainment gaps.</p> <p>In Year 2, phonics attainment data this year shows a dip compared to the previous year, largely due to a small group of pupils with Education, Health and Care Plans (EHCPs) who were disapplied from the phonics screening check, accounting for 11.8% of the cohort. These pupils have significant and complex needs, and while they are not included in statutory phonics outcomes, they are receiving highly personalised support from school staff and external professionals to meet their bespoke learning goals.</p> <p>Key Stage 2</p> <p>The gap between disadvantaged and non-disadvantaged pupils was smaller in reading (12.3% to 11%), writing (8.5% to 6%) and maths (13.4% to 9) from 2023/24 to 2024/25. Disadvantaged pupils achieving the expected standard combined was broadly in line with national results (47%).</p>
<p>Pupils engage in a range of diverse cultural activities.</p>	<p>17 PP pupils attended Grinton Lodge residential trip (59% of PP children in the cohort) each place fully funded at a cost of £3,400. This showed an increase on attendance by PP pupils than in the previous year.</p> <p>Our extra-curricular clubs offer extended to include more variety (e.g. wider sports, music, mindfulness, crafting). Clubs are now delivered by a larger pool of staff and offered at various times, including before school, lunchtimes, and after school. Additional staff are funded and</p>



	attend to support the attendance of those pupils who require adapted provision. Targeted efforts to increase participation among disadvantaged pupils have been successful. We hope to continue this trend in 2025/26.
Through rigorous approaches to persistent absence, extended leave and long-term absence, pupils' attendance is improved and no longer limits access to learning.	The attendance of all pupils is monitored, including PP children. School commission work with BCL School Attendance Team to support this work alongside the Attendance, Pastoral and Safeguarding teams in school. Work includes developing support plans, family meetings, panel meetings and referrals to wider services for support, such as Early Help.

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
TT Rockstars	TT Rockstars
Dyslexia Screener	GL Assessment
Phonics	Read Write Inc
Lumio	Smart Technologies
Music Tuition	Bradford Music and Arts Service
Spelling Shed	Education Shed