

Pupil premium strategy statement – Paddox 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	665
Proportion (%) of pupil premium eligible pupils	12.78%
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 first published	December 2025
Date on which it will be reviewed	July 2025, July 2026, 2027
Statement authorised by	Miss Victoria O'Dell Head Teacher
Pupil premium lead	Mrs Stephanie Ayris
Governor / Trustee lead	Kathy Doughty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-2026	£148,080
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>	£148,380

Part A: Pupil premium strategy plan

Statement of intent

At Paddox Primary School, we aspire to excellence for all, celebrating the strengths and unique qualities of every member in our school community. Our school is a place where everyone is valued and cared for. We are committed to providing an environment and culture that allows all children to succeed and make good or accelerated progress across all subject areas, irrespective of their individual challenges or background. Our school vision is to foster and promote a love of learning so each child aspires to be the best they can be and reach their full potential. The aim of our Pupil Premium Strategy is to support our most vulnerable learners to achieve these goals.

Quality first teaching is the foundation of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, whilst at the same time, benefiting the non-disadvantaged pupils in our school. The intended outcomes of our approach will sustain the attainment of non-disadvantaged pupils whilst improving the progress that our disadvantaged learners make.

Our Pupil Premium strategy is rooted in robust diagnostic assessment about the impact of disadvantage and is responsive to common challenges and individual needs. The approaches we will adopt, complement each other so that our most vulnerable learners will be supported to excel in terms of attainment, academic progress, well-being and wider social, enrichment experience. To ensure they are effective we will:

- Adopt a whole school approach in which all staff will take responsibility for the attainment outcomes and progress of disadvantaged pupils
- Ensure that disadvantaged pupils are provided with appropriate high-quality provisions which meet their individual needs
- Ensure early identification of disadvantaged learners who have multi-vulnerabilities for example, SEND to ensure appropriate support is provided
- Provide well targeted pastoral support in terms of SEMH needs and family support as soon as the need is identified

Challenges

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

Challenge number	Detail of challenge
1	On average, disadvantaged pupils (PP) have lower attainment and make slower progress than their non-disadvantaged (non-PP) peers • Although improvements have been made in academic outcomes since the start of the previous Pupil Premium Strategy three-year cycle, non-PP children continue to outperform PP children across the curriculum. Below is a summary of the outcomes for the end of academic year 2023-2024 • In EYFS 71% of PP were working at ARE+ in Reading; 57% of PP were working at ARE+ in Writing and 57% of PP were working at ARE+ in Maths. When compared to

	non-PP 81% were working at ARE+ in Reading; 77% were working at ARE+ in Writing and 84% were working at ARE+ in Maths, it is evident that there is a disadvantaged attainment gap. • End of KS1 data shows 55% of PP were working at ARE+ in Reading; 45% of PP were working at ARE+ in Writing and 45% of PP were working at ARE+. When compared to non-PP, 81% were working at ARE+ in Reading; 66% were working at ARE+ in Writing and 76% were working at ARE+ in Maths, it is evident that there is a disadvantaged attainment gap with a significant gap in maths outcomes. • End of KS2 data shows 69% of PP were working at ARE+ in Reading; 50% of PP were working at ARE+ in Writing and 44% of PP were working at ARE+ in Maths. When compared to non-PP, 84% were working at ARE+ in Reading; 69% were working at ARE+ in Writing and 69% were working at ARE+ in Maths, it is evident that there is a disadvantaged attainment gap with a significant gap in maths outcomes. • At the end of academic year 2024-2025, in EYFS 29% of PP are working at ARE+ in Word Reading, 29% of PP are working at ARE+ in Writing and 29% of PP are working at ARE+ in Number. Non-PP children are outperforming PP children by 52%. This attainment gap is impacted by the high needs SEND within the cohort (3 EHCP children out of 7) and the persistent absence of another child. As this cohort move into KS1, they will be targeted for intervention • End of KS1 data shows 47% of PP children are achieving ARE+ in Reading, 35% of PP children achieving ARE+ in Writing and 35% of PP children achieving ARE+ in Maths. Non-PP children are outperforming PP children by 29% in Reading, 25% in Writing and 38% in Maths. The outcomes for the PP cohort are impacted by the large percentage of children with the additional multi-vulnerability of SEND (41% of the PP cohort) including 3 EHCP children who are assessed using PIVATS in our resourced provision. This cohort of PP children will be targeted for continued intervention as they move into Kay Stage 2 and are the focus cohort for the RADY project as the attainment gap has widened. • End of KS2 data shows 54% of PP children are achieving ARE+ in Reading with a 26% attainment gap compared to non-PP children. The gap has widened to 28% between their non-PP peers achieving the GDS standard. 54% of PP children achieving ARE+ in Writing with the attainment gap closing between their non-PP peers to within 3% at GDS level. This is comparable to the previous year. Non-PP children are outperforming PP children by 24% in Writing. 54% of PP children are achieving ARE+ in Maths with an attainment gap of 25% compared to their non-PP peers. The gap has widened to 23% between their non-PP peers achieving the GDS standard. • Refer to Summer Data documents for more information about class and year group data • At the end of academic year, 2025-2026, in EYFS, 50% of PP are working at ARE+ in Word Reading, 50% of PP are working at ARE+ in Writing and 50% of PP are working at ARE+ in Number. This has improved by 21% from the previous year however, non-PP children are consistently outperforming their disadvantaged peers. Whilst the attainment gap is closing to within 36% in Word Reading, 30% in Writing and 37% in Number, it is still present. As the cohort move into KS1, they will be targeted for intervention and will continue to be a focus in the RADY project. • End of KS1 data shows 50% of PP children are achieving ARE+ in Reading, 63% of PP children achieving ARE+ in Writing and 76% of PP children achieving ARE+ in Maths. This data shows a great improvement on the previous summer and the attainment gap compared to non-PP children is closing to 26% in Reading and 25% in Writing. The attainment gap in Maths has effectively closed with both PP and non-PP children achieving 76% at ARE+. There will be continued focus on closing the attainment gap for disadvantaged children through the RADY project with a particular focus on the greater depth standard. Currently, no PP child in this cohort achieved
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	GDS in Reading or Writing, but they do outperform their non-PP peers by 17% in achieving GDS in Maths. - End of KS2 data shows 38% of PP children are achieving ARE+ in Reading with a 43% attainment gap compared to non-PP children. The gap has closed to 19% between their non-PP peers achieving the GDS standard. 44% of PP children achieving ARE+ in Writing with a 33% attainment gap compared to their non-PP peers. The attainment gap between PP and non-PP children has closed to 1% in achieving the GDS standard. 44% of PP children are achieving ARE+ in Maths with an attainment gap of 30% compared to their non-PP peers. This gap has widened from previous year. The gap has maintained at 22% between their non-PP peers achieving the GDS standard. The outcomes for this PP cohort are severely impacted by the large percentage of children with the additional multi-vulnerability of SEND (69% of the PP cohort) which includes 3 EHCP children in main school and 4 EHCP children (44% of the PP cohort) who are assessed at achieving well below the expected standard through PIVATS in our Brambles resourced provision. For comparison, if the Brambles children assessed using PIVATS are removed from main site data, the PP attainment gap in Reading, Writing and Maths has closed significantly and is an improvement of previous end of year data. - Refer to Summer Data documents for more information about class and year group data
2	Internal assessments indicate that Maths and Writing attainment amongst disadvantaged pupils is below that of non-disadvantaged pupils. Whilst the attainment gap has lessened in Reading, there is still discrepancy in academic outcomes for disadvantaged learners - See above for detailed information at key assessment points. - In summary, the attainment gap between PP and non-PP in EYFS achieving ARE is closing more rapidly in writing than in maths. From Baseline data where 100% of PP children were working below ARE in writing and maths, significant progress was made. - In summary, the attainment gap between PP and non-PP in KS1 achieving ARE in Reading has closed to within 2% but there continues to be a 20% differential between PP and non-PP achieving ARE in writing and Maths. However, progress from the previous year, shows the gap is beginning to close - In summary, the attainment gap between PP and non-PP in KS2 achieving ARE in Reading has closed to within 1% and in Maths has closed to within 6%. However, there is a 15% differential in PP and non-PP achieving ARE in Maths. - The percentage of DAP children achieving greater depth in Reading, Writing and Maths is much lower than non-PP - During the last academic year, 32 children were identified as both Pupil Premium and on the SEND register (approximately 1/3 of children registered as PP). When comparing children without SEND, Pupil Premium and Non-Pupil Premium attainment gaps are much lower. The disproportionate number of SEND PP versus SEND non-PP does skew data analysis when exploring PP attainment gaps. - See above section for more in-depth analysis - In summary at the end of 2024-2025, the attainment gap between PP and non-PP in EYFS achieving ARE+ has widened to 52% in Word Reading, 52% in Writing and 55% in Number. These results are impacted highly by 43% of the PP cohort having high needs EHCP. - In summary the attainment gap between PP and non-PP at the end of KS1 achieving ARE+ has widened to 29% in Reading, 35% in Writing and 38% in Maths. This shows the gap is closing more rapidly in Reading than in Writing and Maths. These results are impacted by 41% of the PP cohort having the multi-vulnerability of high needs SEND - In summary, the attainment gap between PP and non-PP at the end of KS2 achieving ARE+ has widened to 26% in Reading, 24% in Writing and 25% in Maths. The gap

	between PP and non-PP achieving GDS standard has closed to 3% in Writing but widened to 28% in Reading and 23% in Maths. - During the academic year 2024-2025, 36 PP children have a multi-vulnerability of SEND. This equates to 39% of the PP cohort and is impacting the attainment gap. There are 23 PP children who have high needs SEND with an EHCP which equates to 25% of the whole PP cohort and there are an additional 13 PP children being on the register for SEND support which equates to 14% of the whole PP cohort. - See above section 1 for more in-depth analysis - In summary at the end of 2025-2026, the attainment gap between PP and non-PP in EYFS achieving ARE+ has closed to 36% in Word Reading, 30% in Writing and 37% in Number. This is an improvement on the previous year when the cohort was impacted by a large proportion of SEND children. - In summary the attainment gap between PP and non-PP at the end of KS1 achieving ARE+ is closing to 26% in Reading and 25% in Writing. In Maths, the attainment gap has effectively closed between PP and non-PP achieving ARE+. This is an improvement on previous year's data as the cohort is not as significantly impacted by a large proportion of SEND. - In summary, the attainment gap between PP and non-PP at the end of KS2 achieving ARE+ has widened to 43% in Reading, 33% in Writing and 30% in Maths. The gap between PP and non-PP achieving GDS standard has closed to 1% in Writing, has improved by 9% in Reading but remained static at 22% in Maths. - During the academic year 2025-2026, 36 PP children have a multi-vulnerability of SEND. This equates to 42% of the PP cohort and is impacting the attainment gap. There are 22 PP children who have high needs SEND with an EHCP which equates to 26% of the whole PP cohort and there are an additional 14 PP children being on the register for SEND support which equates to 16% of the whole PP cohort. - It is important to note that the multi-vulnerability of SEND within our Brambles resourced provision is having a negative impact on our data due to the high number of PP children within the base. Currently there are 14 children in the base, all with EHCPs and 10 of these children have the multi-vulnerability of PP. This equates to 71% of the Brambles cohort. When looking at PP attainment as a whole, it is important to bear this factor in mind.
3	Attendance of disadvantaged pupils is below their peers and below the national average. Although the percentage of disadvantaged pupils with persistent absence has improved since the start of the previous Pupil Premium Strategy, this is still a concern - In summary, at the end of academic year 2023-2024, PP had 1.48% unauthorised absence compared to 0.66% of non-PP (whole school cohort had 0.70%). The average attendance for PP was 92.88% compared to 95.44% for non-PP (Whole school cohort was 95.08%). This shows PP are falling below the 95% national attendance target. 19 PP (20% of PP) and 37 non-PP (6% of non-PP) were persistently absent from school (10% or more sessions missed). - At the end of the academic year 2024-2025, the following numbers of children had attendance that was severely absent (50% sessions missed) 1 PP child (1% of cohort) and 1 non-PP child (0.3% of cohort) - At the end of the academic year 2024-2025, the following numbers of children had attendance that was persistently absent (10% or more sessions missed)-21 PP children (23% of cohort) and 29 non-PP children (4% of cohort) - At the end of the academic year 2024-2025, the following numbers of children had attendance that was at risk of persistent absence (5-10% sessions missed)-23 PP children (25% of cohort) and 129 non-PP children (19% of cohort) - At the end of academic year 2024-2025, the following numbers of children had attendance that had good attendance (95-99%)- 34 PP children (37% of cohort) and 321 non-PP children (48% of cohort).

- At the end of the academic year 2024-2025, the following numbers of children had **excellent attendance (99+%)**- 12 PP children (13% of cohort) and 94 non-PP children (14% of cohort).
- Data below shows that the average attendance for PP is 91.31% which falls 4% below the national target of 95% attendance and below the average attendance for non-PP children of 95.99%. The school is benefiting from the work of our School Attendance Officer who is challenging and supporting persistent absence alongside the pastoral team.

2024-2025	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
ALL	94.19%	95.29%	94.66%	95.70%	96.06%	95.75%	95.50%	95.34%
Male	93.57%	96.11%	93.75%	95.70%	95.92%	95.39%	94.61%	95.08%
Female	94.58%	94.41%	95.78%	95.69%	96.17%	96.13%	96.13%	95.59%
Pupil Premium	81.87%	90.46%	91.03%	91.54%	94.52%	91.98%	91.05%	91.31%
Not Pupil Premium	95.31%	95.70%	95.45%	96.34%	96.45%	96.51%	96.07%	95.99%

- Detailed analysis of the impact of persistent attendance on the attainment gap can be found in the Analysis of SEND and Attendance document. However, in summary, analysis shows that persistent absence is having a negative impact on the attainment of Pupil Premium pupils with and without SEND compared to their non-Pupil Premium peers. In addition, there is a much larger proportion of Pupil Premium children with and without SEND who are persistently absent from school compared to their non-Pupil Premium peers
- At the end of the academic year 2025-2026, the following numbers of children had attendance that was **severely absent (50% sessions missed)** 4 PP child (4,7% of cohort) compared to no non-PP child.
- At the end of the academic year 2025-2026, the following numbers of children had attendance that was **persistently absent (10% or more sessions missed)**-17 PP children (20% of cohort) and 48 non-PP children (8.3% of cohort)
- At the end of the academic year 2025-2026, the following numbers of children had attendance that was **at risk of persistent absence (5-10% sessions missed)**-18 PP children (21% of cohort) and 141 non-PP children (24% of cohort)
- At the end of academic year 2025-2026, the following numbers of children had attendance that had **good attendance (95-99%)**- 39 PP children (46% of cohort) and 308 non-PP children (53% of cohort).
- At the end of the academic year 2025-2026, the following numbers of children had **excellent attendance (99+%)**- 7 PP children (8% of cohort) and 83 non-PP children (14% of cohort).
- Data below shows that the average attendance for PP is 90.55% which falls 4.5% below the national target of 95% attendance and below the average attendance for non-PP children of 95.80%. The school is benefiting from the work of our School Attendance Officer who is challenging and supporting persistent absence alongside the pastoral team. At the end of academic year 2025-2026, PP had 2.09% unauthorised absence compared to 0.79% of non-PP (whole school cohort had 0.96%). The PP cohort had 7.31% authorised absence compared to 3.40% for non-PP (whole school cohort had 3.89%). Part of the authorised absence for PP children can be accounted for in terms of children on specialised timetables and others in need of medical appointments

2024-2025	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
ALL	94.54%	94.83%	95.46%	94.77%	95.82%	95.23%	95.26%	95.14%
Male	94.74%	94.30%	96.37%	93.86%	95.39%	95.83%	94.28%	94.94%
Female	94.33%	95.22%	94.56%	95.98%	96.42%	94.74%	96.32%	95.34%
Pupil Premium	89.67%	87.22%	89.26%	85.93%	92.81%	93.00%	92.67%	90.55%
Not Pupil Premium	94.77%	95.47%	96.08%	96.51%	96.25%	95.80%	95.75%	95.80%

	Detailed analysis of the impact of persistent absence on the PP attainment gap can be found in the Analysis of SEND and Attendance document. However, in summary, analysis shows that persistent absence is having a more detrimental impact on the attainment of Pupil Premium pupils with and without SEND compared to their non-Pupil Premium peers. In addition, there is a much larger proportion of Pupil Premium children with and without SEND who are persistently absent from school compared to their non-Pupil Premium peers.												
4	From internal observations, there has been an increase in the number of disadvantaged pupils being referred to our pastoral support team for SEMH support. This is supported by national studies - In summary, at the end of academic year 2023-2024, 36 PP children were being supported by the pastoral team through 1:1 session, counselling, play therapy, Lego therapy, Saplings and targeted SEMH interventions through Food Tech, Forest School and sports coaching. This accounted for 38% of the PP cohort which is a significant increase from the start of the previous strategy document - In summary, at the end of academic year 2024-2025, 36 PP children have been supported by the pastoral team (see SEMH intervention planning for more detail) which accounts for 39% of the PP cohort. 9 PP children are accessing multiple SEMH interventions and the establishment of The Den for lunch times is having a positive impact of wellbeing of 13 PP children which accounts for 50% of the attendance rate. - My Happy Mind programme has been launched across all year groups and will continue to be a focus as we move into the next academic year. Data from teacher voice about the impact of the programme is as follows <table border="1"> <tr> <td>100% of teachers said their class are now able to talk about their character strengths</td><td>94% of teachers said they have seen the self-esteem and confidence of their children improve</td></tr> <tr> <td>76% of teachers said they are now using character- based praise</td><td>86% of teachers said they are noticing more gratitude in the classroom</td></tr> <tr> <td>93% of teachers said they have seen children expressing gratitude for people around them and for experiences</td><td>78% of teachers have noticed a difference in the children's Active Listening skills</td></tr> <tr> <td>100% of teachers said their children have a better understanding of the importance of positive relationships and how to build them.</td><td>100% of teachers said they are integrating the 'Stop, Understand and Consider' approach in learning and teaching.</td></tr> <tr> <td>100% of teachers say their children understand how their brain works</td><td>89% of teachers said 'Happy Breathing' has benefitted their class</td></tr> <tr> <td>100% of teachers are now having at least one conversation about children's mental wellbeing each week.</td><td></td></tr> </table> - In the next academic year, training is being funded for a pastoral TA to complete a Lego Therapy course and for a member of the Pastoral Team to be trained in Play Therapy. This will widen the level of SEMH support we are able to give our most vulnerable learners. - In summary, at the end of academic year 2025-2026, 37 PP children have been supported by the pastoral team (see SEMH intervention planning for more detail) which accounts for 44% of the PP cohort. 21 PP children are accessing multiple SEMH interventions for example, 1:1 sessions with pastoral team, Saplings, Food Tech, Forest school, counselling. The Den for lunch times has continued to see a positive impact on the wellbeing of 15 PP children who attend the drop- in sessions which accounts for 44% of all children who attend. - The pastoral team have continued to develop the intervention they are able to put in place. This year has seen the successful training and implementation of 'Draw and Talk' sessions run both individually and as small groups and the introduction of 'Sand Play'. One SEND TA has nearly completed their Lego Therapy training, so sessions	100% of teachers said their class are now able to talk about their character strengths	94% of teachers said they have seen the self-esteem and confidence of their children improve	76% of teachers said they are now using character- based praise	86% of teachers said they are noticing more gratitude in the classroom	93% of teachers said they have seen children expressing gratitude for people around them and for experiences	78% of teachers have noticed a difference in the children's Active Listening skills	100% of teachers said their children have a better understanding of the importance of positive relationships and how to build them.	100% of teachers said they are integrating the 'Stop, Understand and Consider' approach in learning and teaching.	100% of teachers say their children understand how their brain works	89% of teachers said 'Happy Breathing' has benefitted their class	100% of teachers are now having at least one conversation about children's mental wellbeing each week.	
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	can be introduced within the next academic year. The Pastoral manager has completed her Level 2 and 3 Counselling qualifications. Children and families have also benefited from Separated Families workshops and Worry Workshops. My Happy Mind has had a second year of implementation and has continued to have a positive impact on the wellbeing of our children. Data from teacher voice at the end of the academic term, shows the following: <table border="1"> <tr> <td>100% of teachers said their class are now able to talk about their character strengths</td><td>94% of teachers said they have seen the self-esteem and confidence of their children improve from using My Happy Mind so far</td></tr> <tr> <td>68% of teachers said they are now using character-based praise through their regular teaching</td><td>86% of teachers said they are noticing more gratitude being shared in their classroom</td></tr> <tr> <td>79% of teachers said they have seen children expressing gratitude for people around them and for experiences</td><td>81% of teachers have noticed a difference in the children's Active Listening skills</td></tr> <tr> <td>100% of teachers said their children have a better understanding of the importance of positive relationships and how to build them.</td><td>100% of teachers said they are integrating the 'Stop, Understand and Consider' approach in learning and teaching.</td></tr> <tr> <td>100% of teachers say their children understand how their brain works and are aware of the factors that contribute to their wellbeing</td><td>96% of teachers said 'Happy Breathing' has benefitted their class as a method to self-regulate during times of stress or worry</td></tr> <tr> <td>92% of teachers are now having at least one conversation (formal or informal) about children's mental wellbeing each week.</td><td>84% of teachers said they have introduced an Attitude of Gratitude into their classrooms</td></tr> <tr> <td>83% of teachers have seen their children getting more excited about setting goals for themselves</td><td>83% of teachers have seen an improvement in children's resilience and perseverance when trying to achieve their goals</td></tr> <tr> <td>67% of teachers are now using the My Happy Mind goal setting framework in their regular teaching and learning.</td><td></td></tr> </table> The information listed above is taken from the My Happy Mind Impact Data report. This summarises the impact of the programme from the baseline data that was collected at the start of the academic year. Within this report, it demonstrates that in all cases, the end data has shown improvement from the baseline percentages. Pupil Voice within the Impact Report, noted that children are effectively employing 'Happy Breathing' to calm themselves and that they have taught the technique to their families as well as the importance of learning about neural pathways to help them understand why they need to keep trying.	100% of teachers said their class are now able to talk about their character strengths	94% of teachers said they have seen the self-esteem and confidence of their children improve from using My Happy Mind so far	68% of teachers said they are now using character-based praise through their regular teaching	86% of teachers said they are noticing more gratitude being shared in their classroom	79% of teachers said they have seen children expressing gratitude for people around them and for experiences	81% of teachers have noticed a difference in the children's Active Listening skills	100% of teachers said their children have a better understanding of the importance of positive relationships and how to build them.	100% of teachers said they are integrating the 'Stop, Understand and Consider' approach in learning and teaching.	100% of teachers say their children understand how their brain works and are aware of the factors that contribute to their wellbeing	96% of teachers said 'Happy Breathing' has benefitted their class as a method to self-regulate during times of stress or worry	92% of teachers are now having at least one conversation (formal or informal) about children's mental wellbeing each week.	84% of teachers said they have introduced an Attitude of Gratitude into their classrooms	83% of teachers have seen their children getting more excited about setting goals for themselves	83% of teachers have seen an improvement in children's resilience and perseverance when trying to achieve their goals	67% of teachers are now using the My Happy Mind goal setting framework in their regular teaching and learning.	
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67% of teachers are now using the My Happy Mind goal setting framework in their regular teaching and learning.																	
5	Although there has been significant improvement in the last academic year, there is a discrepancy between the participation in a wide range of enrichment activities, including student leadership roles, of disadvantaged pupils compared to their non-disadvantaged peers - In summary, at the end of academic year 2023-2024, 59% of PP children were accessing at least one extra-curricular club which is a significant increase from the 15% at the start of the previous pupil premium strategy. This is a reflection of the wide variety of clubs available at school. In the last year, school have offered funding for PP children to participate in one term of fully funded extra-curricular clubs run by external providers however as this initiative is relatively new, this is an area for development during the next cycle of provisions. - Although some enrichment opportunities were available last year e.g. Year 6 residential, Year 4 and 5 Akers trip, we need to widen the opportunities available for PP children to specifically extend their social and cultural experiences e.g. theatre trips, museum trips, library visits, council offices																

	• In the last academic year, we supported 8 PP (8% of PP) with access to peripatetic music lessons which is less uptake than the previous year. We need to develop this offering in conjunction with Warwickshire music to capture more PP children as they move into the Year 3 cohort where these lessons become available. • At the end of academic year 2024-2025, 43% of PP children have accessed an extra-curricular club run either by school staff or external agencies. Whilst this is lower than the previous year, we have offered additional enrichment opportunities specifically for the PP cohort e.g. Christmas cake baking, a fully funded pantomime trip and funding 30 places on the Rock Steady Workshops. We have also funded 47 PP children to access a wide range of school trips, swimming lessons, peripatetic music lessons and residential. All 92 children in the PP cohort have received either a fiction or non-fiction book at the end of the year to promote reading for pleasure. • The next academic year will see invitation only clubs offered to the PP cohort and siblings to improve the uptake of extra-curricular activities. These will be run throughout the year by the PP Champion and are in addition to the universal offer of school clubs. The completion of Pupil Voice indicates that the majority of children would like to attend Art, Cookery and Science clubs. • At the end of academic year 2025-2026, 51% of PP children have accessed at least one extra-curricular club this academic year run either by school staff or external agencies. This is an improvement from previous year and has been encouraging to see children taking part in more than one club. One initiative introduced this year based on Pupil Voice, was to invite all PP children to attend an Art club run by the PP Champion with each term, dedicated to a different year group. This was an opportunity offered in addition to the other extra-curricular clubs offered to all pupils. The largest uptake seen was in the term where siblings across the school were invited to participate in the same club on the same day. It was great to witness the collaboration of the children with their younger/older siblings. • We have continued to offer a wide range of additional enrichment opportunities for the PP cohort including funding for school trips, residential trip, peripatetic music lessons and funding to participate in extra-curricular clubs run by external agencies. In addition, 39 children have benefited from a fully funded opportunity to take part in Rock Steady workshops. This operates on a two-year cycle to ensure all PP children wanting to take part, have the opportunity to do so. All 85 Pupil Premium children and children in most need of pastoral support, have had the opportunity to take part in fully funded Gardening Nurture sessions as a means of promoting social and emotional wellbeing and promoting collaboration with peers. This has been a huge success with the children eager to participate each week and have the opportunity to take part in a wide variety of tasks from planting radish species to see which grows quickest, to making bird feeders, to identifying plants and treasure hunts! At the end of the academic year, all 85 children in the PP cohort have received either a fiction or non-fiction book to promote reading for pleasure which was chosen in conjunction with the class teachers. • Throughout the RADY project, a greater focus has been placed on meeting proportional representation for PP children taking part in leadership opportunities within school. This has been achieved in our WOW Ambassador and Makaton Ambassador teams. Proportional representation has also been achieved in the range of stretch and challenge events which have taken place this year including Taskmaster, Junior Maths Challenge, Quiz Club and events planned with local secondary schools. This has enabled us to raise the aspirations of our disadvantaged cohort and will continue to be a focus throughout the next academic year.
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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
1. Disadvantaged pupils make at least expected progress, from their individual starting point, across all areas of the curriculum, but more specifically in Reading, Writing and Maths The gap is narrowed in the progress and attainment of disadvantaged and other learners, both in school and nationally	• Quality of teaching is consistent to provide equality of good opportunities for all vulnerable learners • The percentage of disadvantaged pupils achieving ELGs in Word Reading, Writing and Number is at least in-line with all other areas of the EYFS curriculum • The gap in phonics attainment between disadvantaged and other pupils is closing and is below the national gap • By the end of KS1, the gap between disadvantaged pupils and other pupils (in school and nationally) is closing rapidly in Reading, Writing and Maths • By the end of KS2, the gap between disadvantaged pupils and other pupils (in school and nationally) is closing rapidly in Reading, Writing and Maths • High quality interventions will be delivered to successfully close the attainment gap for vulnerable learners alongside early identification and appropriate support of SEND • Summative assessments will show that disadvantaged pupils are positively impacted by the CPD that adults have received. They have more opportunities, they are understood better and they make good or better progress due to the strategies implemented
2. All disadvantaged pupils will meet at least national expectations for attendance, punctuality and persistent absence	• Attendance and punctuality for disadvantaged pupils is at least in line with national data and other pupils across the school • Percentage of persistent absence is reduced for disadvantaged pupils and is in line with other pupils • Punctuality for disadvantaged is in-line with other pupils in the school
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged learners	• Successful implementation of a mental health programme 'My Happy Mind' through training of staff and weekly sessions for pupils which shows improved wellbeing for pupils • Behaviour and attendance is improved due to policies and rewards systems being consistently applied which eliminates low level disruption so children feel safe and happy and school • Qualitative data from pupil voice, pupil surveys (pre and post modules), and teacher observations will show children have a greater understanding of how to manage their emotions, recognise their strengths and areas of development and an increase in resilience

4. To develop a programme of enrichment opportunities for all pupils with a focus on improved participation for disadvantaged pupils	• A significant increase in participation of enrichment activities for disadvantaged pupils • The percentage of disadvantaged children participating in an extra-curricular club will be in-line or greater than the percentage of disadvantaged children in the school • Analysis of club participation will show increased number of disadvantaged children taking part in sport related activities including participation in extra-curricular clubs run by external providers • Our programme of enrichment opportunities e.g. theatre, science museum, council offices, will see more disadvantaged pupils widening their experiences socially and culturally is evident in pupil voice
5. To further develop student leadership programmes that have a high impact around school and within the wider community	• Disadvantaged pupils will make up 25% of all student leadership roles so that proportional representation is evident at Paddox • Qualitative data from pupil voice, pupil surveys and teacher observations will show an increase in children's leadership skills, independence and oracy skills.

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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all disadvantaged pupils have access to quality first teaching through well targeted CPD. Staff will target DAP for live marking to address misconceptions and to move learning on. DAP will also have access to resources that support learning	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Mastery Learning= +5 months	1, 2
Ensure all new teaching staff have received training to deliver our phonics scheme-Unlocking Letters and Sounds	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Mastery Learning= +5 months Phonics= +5 months	1, 2
Ensure all new teaching staff have received training to	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Mastery Learning= +5 months	1, 2

deliver our maths scheme- Maths Mastery by The Arc		
Ensure teaching assistants receive quality internal CPD by Pupil Premium Champion and SLT to support the needs of disadvantaged pupils	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Mastery Learning= +5 months Small group tuition= +4 months	1, 2, 3, 4
Ensure all new subject leaders are trained by assessment lead on how to monitor and interpret subject data with the focus on disadvantaged groups through Insight	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Mastery Learning= +5 months	1, 2
Ensure all staff complete CPD training in relation to Raising Attainment for Disadvantaged Youngsters (RADY) through Challenging Education	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Metacognition and Self-Regulation= +7 months Mastery Learning= +5 months	3, 4
Ensure all new staff complete the CPD training for 'My Happy Mind' to support all pupils with their emotions, resilience and self esteem	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Metacognition and Self-Regulation= +7 months	3, 4
Ensure PP Champion participates in the national Pupil Premium Conference (and other appropriate courses pertinent to role) to develop CPD and gain useful insights into strategies, research and evidence for promoting the outcomes for DAP	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Mastery Learning= +5 months Small group tuition= +4 months	1, 2, 3, 4

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to pay for membership to 'Nessy' for identified disadvantaged pupils to support reading at home	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Reading Comprehension Strategies= +6 months Phonics= +5 months Parental Engagement= +4 months	1, 2

Ensure that disadvantaged pupils who are below the expected standard in Reading, will read to an adult in school three times weekly	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Reading Comprehension Strategies= +6 months Phonics= +5 months Teaching Assistant Interventions= + 4 months Mastery Learning= +5 months	1, 2
Ensure disadvantaged pupils who are below age related expectations in reading and Maths, have access to high quality, small group interventions with Pupil Premium Champion, HLTA's or Teaching assistants.	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Teaching Assistant Interventions= + 4 months Mastery Learning= +5 months Reading Comprehension Strategies= +6 months	1, 2
Implement a trial cohort of disadvantaged pupils to participate in a Writing intervention to close the attainment gap.	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Teaching Assistant Interventions= + 4 months Mastery Learning= +5 months Phonics= +5 months	1,2
In liaison with SENDCO, ensure disadvantaged pupils with the multi-vulnerability of SEND, have access to targeted support through interventions with HLTAs or Teaching Assistants	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Teaching Assistant Interventions= + 4 months Mastery Learning= +5 months Reading Comprehension Strategies= +6 months	1, 2
Establish stretch and challenge interventions with the Pupil Premium Champion to ensure disadvantaged pupils who are working above age related expectations have appropriate levels of challenge and support in conjunction with the Stretch and Challenge Lead	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Small Group Tuition= + 4 months Mastery Learning= +5 months Reading Comprehension Strategies= +6 months	1, 2

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

Budgeted cost: £54,080

(£17,000 enrichment, cost of reward system, MHM £7194+VAT, Counselling with LH and Play therapy costs, reading texts, Pastoral support, Extra-curricular clubs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the behaviour policy and reward system is consistently applied so that disadvantaged pupils are rewarded fairly for improved or good behaviour as seen through the distribution of class dojo points.	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Behaviour intervention (universal programme)= + 4 months	3, 4

Ensure the monitoring of attendance by the Attendance officer (weekly) and Pupil Premium Lead (half termly) to guarantee disadvantaged pupils' attendance is in-line with non-disadvantaged and reflects national targets. The Pastoral team will continue to support families with attendance difficulties	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Parental Engagement= + 4 months Social and Emotional Learning= + 4 months	3, 4
Continue to provide well targeted and effective SEMH interventions with members of the Pastoral Team, to ensure our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life. This is to include 1:1 sessions, counselling, play therapy, Lego therapy and regular check ins	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Parental Engagement= + 4 months Social and Emotional Learning= + 4 months Metacognition and Self-Regulation= + 7 months	3, 4, 5
Embedding the whole school 'My Happy Mind' programme to support all pupils with their emotions, self-esteem and resilience and continue to provide resources needed	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Social and Emotional Learning= + 4 months Metacognition and Self-Regulation= + 7 months	3, 4
Continuing to offer a structured Nurture provision with members of the Pastoral Team including Saplings, the Den (SEMH group at social times), Forest School and Food Tech intervention groups	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Social and Emotional Learning= + 4 months Metacognition and Self-Regulation= + 7 months Behaviour intervention (universal programme)= + 4 months	3, 4, 5
Provide financial support for disadvantaged pupils to develop a wider experience of enrichment opportunities to include: - Peripatetic music lessons with Warwickshire Music - External trips - Participation in extra-curricular clubs run by external agencies including sports, tutoring and the arts (funding for one full term of fees) Disadvantaged pupils are also prioritised for access to participate in internal extra-curricular clubs run by staff	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Arts Participation = + 3 months Physical Activity = + 1 month	5
Embed a programme of enrichment experiences to ensure disadvantaged pupils are having a wide range of opportunities e.g. theatre trips, Rocksteady Music School, in order to close social and emotional gaps	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Arts Participation = + 3 months	5
Ensure that disadvantaged pupils make up at least 25% of all leadership roles within school e.g. prefects, school council, play leaders, so	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit:	5

that proportional representation is evident at Paddox	Social and Emotional Learning = + 4 months	
Foster a love of reading amongst DAP children by purchasing an age-appropriate text for each DAP child to enjoy at home as evidence from national studies shows that DAP children have less access to books in the home compared to non-DAP children	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Reading Comprehension Strategies= +6 months Phonics= +5 months	5

Total budgeted cost £148,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The academic year 2023 to 2024, marked the end of the previous Pupil Premium Strategy document. In summary, the progress towards our previous intended outcomes showed a positive impact in starting to close the attainment gap between disadvantaged and non-disadvantaged students in Reading, Writing and Maths. However, there still remained a discrepancy particularly in Maths and Writing. The disproportionate number of children with multi vulnerability of SEND and Pupil Premium, skewed data analysis when exploring attainment gaps. Targeted, high-quality interventions in Reading and Maths had a positive impact in moving children into age related expectations but this still remains a focus for the new strategy cycle to ensure as many disadvantaged pupils as possible achieve their potential. A priority for this new strategy will also ensure that SEND pupils with Pupil Premium have access to the correct support and intervention planning alongside the SENDCO to close the gaps for these vulnerable learners.

Prioritising the access to extra-curricular clubs for our most disadvantaged learners enabled 56 children (59% of previous cohort) to attend one or more club. This is something we are particularly proud of achieving. The breadth of the enrichment opportunities we provided the children improved to also providing funding for clubs run by external providers but we want to widen this further by developing an enrichment program which is open specifically for Pupil Premium children to widen their social, cultural and emotional learning experiences.

Strategies that were utilised in the previous academic year were successful in supporting the mental health and well-being of our Pupil Premium children. Our Pastoral Team supported 38% of our Pupil Premium cohort which highlighted the need for this emotional support to be continued into the new cycle. Tracking of the attendance of our Pupil Premium children for each half term, has enabled early identification of children who are at risk of persistent absence and intervention from the pastoral team began to show an impact with more children achieving the national target of 95%. Improving the overall attendance of Pupil Premium children will continue to be a focal point for the new strategy, with the additional employment of a school attendance officer.

Review of Data 2024-2025

<u>Pupil Premium Compared to Non PP Peers Data Analysis</u> <u>End of Key Stage Data</u>					
Key Stage Assessment Point	Subject	Disadvantaged Pupils	ARE+	% of Pupils Above ARE	Not ARE
Reception	Word Reading	PP (7 chn)	29%	0%	71%
		Non- PP (81 chn)	81%	21%	19%
	Writing	PP (7 chn)	29%	0%	71%
		Non- PP (81 chn)	81%	16%	19%
	Number	PP (7 chn)	29%	0%	71%
		Non -PP (81 chn)	84%	7%	16%
	Reading	PP (17 chn)	47%	0%	54%

KS1 (Y2 SATS)		Non- PP (76 chn)	76%	30%	23%
	Writing	PP (17 chn)	35%	0%	65%
		Non- PP (76 chn)	60%	17%	39%
	Maths	PP (17 chn)	35%	0%	65%
		Non- PP (76 chn)	73%	22%	26%
KS2 (Y6 SATS)	Reading	PP (7 chn)	54%	9%	45% (1 child disapplied)
		Non- PP (86 chn)	80%	37%	20%
	Writing	PP (7 chn)	54%	9%	45% (1 child disapplied)
		Non- PP (86 chn)	78%	12%	22%
	Maths	PP (7 chn)	54%	18%	36% (1 child disapplied)
		Non- PP (86 chn)	79%	41%	20%

Pupil Premium Compared to Non PP Peers Data Analysis

Nationally Reported Data

Assessment Point	Disadvantaged Pupils	ARE	Not ARE
Year One Phonics Screen	Whole Cohort (90 chn)	88%	12%
	PP (7 chn)	86%	14%
	Non- PP (83 chn)	88%	12%
		Achieving 25 mark	Not achieving 25 mark
Year Four Multiplication Tables Check	Whole Cohort (101 chn)	40%	60%
	PP (21 chn)	29%	72%
	Non -PP (80 chn)	43%	58%

Currently there are 92 children on the Pupil Premium (PP) register which equates to 13.8% of the whole school cohort (666). These 92 children are split across the year groups as follows- 7 children in Reception; 7 children in Year 1; 17 children in Year 2; 13 children in Year 3; 20 children in Year 4; 17 children in Year 5 and 11 children in Year 6. Of these 92 Pupil Premium children, we have 18 children who qualify as Previous Child in Care; 75 children who qualify for Free School Meals; 3 additional children who qualify as Ever 6 FSM and 1 child who qualifies as Service Pupil Premium. Within the Pupil Premium cohort, we have several children who have multi-vulnerabilities. There are 13 PP children who also have English as a Second Language (EAL). In addition, there are 13 PP children who are on the SEND support register, with a further 23 PP children who have an EHCP for SEND. The large proportion of PP children with the additional multi-vulnerability of SEND (39% of cohort) has a significant impact on attainment. Padox currently has 2 PP children who have both EAL and SEND as multi-vulnerabilities.

At the end of the academic year 2024-2025, the data continues to show that while the percentages of PP achieving ARE+ are showing some signs of improvement, in most core subjects across most year groups, it remains less than their non-PP peers. When analysing the statutory assessment points at the end of key stages the following patterns are evident. The gap between PP and non-PP children in EYFS has widened from the previous year which is mainly due to the impact of high needs SEND. 3 of the 7 PP children in EYFS have EHCPs with a further one child having persistent absence from school with a 50% attendance. The attainment gap between PP and non-PP children achieving ELG is 54% in Word Reading and Writing and 55% in Number. At the end of KS1, there

is still an attainment gap between PP and Non- PP children in all three core subjects with at least 29% in Reading, 25% in Writing and 35% in Maths. The attainment gap is similar in Reading and Writing when compared to the previous academic year, however it has widened significantly in Maths. This will be an area to consider next year when planning interventions for PP children who are out of PAG. At the end of KS2 the gap between PP and non-PP achieving ARE+ in Writing is 24% which has widened by 22% from the previous cohort. The gap between PP and non-PP achieving GDS has closed to within 3% which has improved by 17% from the previous year. In Maths, the gap between PP and non-PP achieving ARE+ is 25% which has widened by 15% from the previous year. The gap between PP and non-PP achieving GDS has closed to within 5%. In Reading, the gap between PP and Non-PP achieving ARE+ is 26% which has widened by 16% from the previous year. The gap between PP and non-PP children achieving GDS in Reading has closed to within 8%. The gap in attainment is closing more quickly at GDS in Reading, Writing and Maths than at the expected standard.

The Phonics screening at the end of Year 1, shows that there is only a 2% attainment gap between PP children and their non-PP peers which is extremely positive as these children move into Year 2 next year. The Year 4 MTC results shows an attainment gap of 14% between PP and non-PP, however, this differential includes 4 PP children who have EHCP and were disapplied due to being educated in our resourced provision and one PP child with an EHCP who is being educated a year below his chronological age. More in depth analysis of data across the year groups has been prepared and is available in the Summer Data Review documents.

Throughout the year, Pupil Premium children from across Year 1 to Year 6 have received small group interventions for Maths and Comprehension with the Pupil Premium Champion. These included targeting 34 PP for Comprehension intervention and 41 PP for Maths intervention in the autumn term; 46 PP for Comprehension intervention and 45 PP for Maths intervention in the spring term and 44 PP for Comprehension intervention and 45 PP for Maths intervention in the summer term. These interventions have had the focus of moving HNM/WTS children closer to EXS and for stretch and challenge interventions, the focus has been on maintaining or striving for GDS. The aim of the EXS comprehension sessions has been to teach specific retrieval skills and how to formulate responses with sufficient detail to gain a range of marks in the mark schemes. The skill sets of the children who have taken part, has improved and over the course of the year, scores in comprehension tasks completed as part of the intervention have improved. The GDS comprehension interventions have been focused on improving inference skills and formulating greater depth in the answers provided by the children.

The EXS Maths sessions have been focused on the four main operations, place value, money, measures, fractions and money. The GDS Maths sessions have been focused on key areas of reasoning and two step problem-solving with a range of formal written methods being recapped. This year, having time available for targeted interventions has allowed 21 PP children to be targeted for GDS Maths (14% of these children improved their attainment level to GDS by the end of the year); 25 PP children to be targeted for GDS Comprehension (20% of these children improved their attainment level to GDS by the end of the year); 31 PP children being targeted for EXS Maths (26% of children improved their attainment by one level by the end of the year) and 27 PP children targeted for EXS Comprehension (23% of these children improved their attainment by one level by the end of the year). In conjunction with phase leaders and the SENDCO, a wide range of whole

school interventions have been implemented including additional comprehension and maths interventions; EPAT resources for reading and spelling and fine and gross motor interventions including Moves and Sensory Circuits. These have been allocated to TAs and HLTAs however, they have at times been impacted by high level of staff absence. These will be closely monitored in the next academic year to improve consistency.

Within the classroom environment, PP children have continued to be targeted for individual reading within their cohort if they are below the expected standard in Reading. The emphasis on these PP children being heard read three times a week by an adult, should continue as a focus next year, to ensure they are getting equality of access as non-PP children do at home. To continue to promote reading for pleasure, we have arranged for each PP child to receive their own fiction or non-fiction book to keep at home. During every lesson, PP children are targeted first by the teacher for live marking, to ensure misconceptions are addressed early and the introduction of Walkthrus have contributed to teachers using a range of strategies to raise expectations, through modelling, questioning and upscaling the use of subject specific vocabulary.

As a school, we have continued to provide a wide range of enrichment opportunities for our most vulnerable learners. As part of our universal offer, we provide funding for school trips, music lessons, access to external clubs and uniform support. During the academic year, we have funded 6 PP children to participate in peripatetic music lessons; 4 PP children in reception to attend the Mini Meadows farm trip; 12 PP children in Year 3 to attend swimming lessons and 3 children to attend the Warwick Arts trip; 12 PP children in Year 4 to attend the Big Sing event and 15 PP children to attend Holdenby House Victorian trip; 2 PP children to attend the Year 5 Space Centre; 7 PP children in Year 6 to attend Pig Heart Boy theatre trip and 6 PP children to attend the Year 6 PGL residential. We have also supported 10 PP children across the school to attend an extra-curricular club run by an external agency. Links to local secondary schools have allowed PP children to access information about 11+ and open evenings. IN addition, 14 PP children have been signposted to Atom Learning for KS2 tuition which is a free resource for PP eligible children.

In addition, this year we have begun to develop a wider programme of enrichment opportunities which are organised specifically for PP children rather than whole school events to develop their social, emotional and wellbeing and widen their experiences. In December, 79 PP children were fully funded to attend the pantomime at Belgrade Theatre which was a huge success. We have also funded 30 PP children across KS1 and KS2 to take part in ten-week blocks of Rock Steady workshops. These will be continued next year with another set of children to enable us to target more children. We have also enabled 17 PP children to take part in gardening workshops and 59 PP children took part in Christmas Cake baking sessions. This programme of enrichment will be built upon in the next academic year.

During the academic year, we have continued to prioritise the uptake of extra-curricular clubs for our most disadvantaged learners which has enabled 43% of PP children to access one or more extra- curricular clubs. These include both extra-curricular clubs run by school staff and clubs run by external agencies e.g. FDS football, 11+ tutoring, Musical Theatre, Jado, Rock Steady. We are continuing to develop a more accurate system for recording participation in external clubs. During the next academic year, the Pupil Premium Champion will be running invitation only clubs targeted specifically at PP children and their siblings with the aim of improving the uptake of PP children in

enrichment activities. The completion of a PP questionnaire will inform the focus for these clubs which will run in Autumn, Spring and Summer terms in addition to the broad range of clubs available to the whole school.

Improving the social, emotional and mental health of our vulnerable learners has continued to be a priority for the school during this academic year. The 'My Happy Mind' programme which is designed to build positive mental health, resilience and wellbeing in children has been successfully launched in every year group. The programme covers a range of modules to empower children with the skills of self-regulation, understanding how their brain works, growth mindset, identifying their strengths, building positive relationships, self-esteem, resilience and goal setting. Teacher voice was taken at the start of the programme and again at the end of the academic year to take into account the progress the children have made. In each module, there has been a positive increase from starting data which shows a positive impact that 'My Happy Mind' has had on the children's mental health, well-being and resilience.

Our Pastoral Support Team have continued their invaluable work with our most vulnerable learners which has seen 36 PP children being supported with their mental health which equates to 39% of the PP cohort. Children have accessed 1:1 targeted intervention with a member of the pastoral team, counselling with a professional counsellor, play therapy and a wide range of nurture provision including Saplings, Food Tech and Forest School interventions to promote collaboration and social skills. The Den has been set up for children to access during lunchtime for those who find navigating this time of day difficult. Over 50% of this provision is made up of PP children.

The introduction of the new behaviour policy and reward shop this year has been supported through PP funding and in general has had a positive impact on behaviour across the school. In summary, both PP and non-PP children have been consistently awarded their bronze and silver awards. Within each class, the highest proportions of positive and 'needs work' points are awarded consistently for the same types of behaviour for both PP and non-PP. In 9 out of 21 classes, the positive points for PP children exceed those of non-PP children and in 12 out of 21 classes, the 'needs work' points are lower for PP children than non-PP children. One area for development, is to ensure that SEND children are not receiving disproportionately more negative points than their non-SEND peers. A more in-depth analysis of the awarding of positive and negative dojo points per class is available in separate documentation.

Proportional representation across school leadership opportunities has improved but is an area for development as we move into the next academic year. In the SDP, we set an ambitious target of 25% of each leadership team having representation from the PP cohort. This target has been met for School Council and Librarians committees however this needs to be a focus next year to ensure there is more representation from the PP cohort in children being chosen for Prefects, Play Leaders and across the sports teams.

The RADY project organised by Challenging Education to close the attainment gap for disadvantaged learners is in the first stages of being introduced at Paddox. The self-evaluation form has been completed to show the current status of provision for PP children and areas to be addressed through the project over the next two to three years. This project aligns closely to the current Strategy document. The PP Champion has attended the initial RADY conference and tutorial and has uplifted Year 2 data in preparation for this cohort to move into the key stage 2. The

new Year 3 team, will launch RADY partners for Reading, Writing and Maths in Autumn 2025, with the remaining teachers being introduced and trained in the concept of uplifting and equalising data at the start of the Spring term to raise expectations for PP children. This project will form parts of the golden threads in the School Development Plan 2025-2026 and will develop the key areas identified in this strategy document.

Review of Data 2025-2026

<u>Pupil Premium Compared to Non PP Peers Data Analysis</u> <u>End of Key Stage Data</u>					
Key Stage Assessment Point	Subject	Disadvantaged Pupils	ARE+	% of Pupils Above ARE	Not ARE
Reception	Word Reading	PP (4 chn)	50%	25%	50%
		Non- PP (85 chn)	86%	11%	14%
	Writing	PP (4 chn)	50%	0%	50%
		Non- PP (85 chn)	80%	13%	20%
	Number	PP (4 chn)	50%	0%	50%
		Non -PP (85 chn)	87%	5%	13%
KS1 (Y2 SATS)	Reading	PP (8 chn)	50%	0%	50%
		Non- PP (82 chn)	76%	17%	23%
	Writing	PP (8 chn)	63%	0%	37%
		Non- PP (82 chn)	88%	13%	31%
	Maths	PP (8 chn)	76%	38%	24%
		Non- PP (82 chn)	76%	21%	23%
KS2 (Y6 SATS)	Reading	PP (16 chn)	38%	19%	38%
		Non- PP (84 chn)	81%	36%	19%
	Writing	PP (16 chn)	44%	6%	50%
		Non- PP (84 chn)	77%	7%	23%
	Maths	PP (16 chn)	44%	13%	37%
		Non- PP (84 chn)	74%	35%	26%

Pupil Premium Compared to Non PP Peers Data Analysis

Nationally Reported Data

Assessment Point	Disadvantaged Pupils	ARE	Not ARE
Year One Phonics Screen	Whole Cohort (90 chn)	89%	11%
	PP (7 chn) 1 child disapplied	57%	43%
	Non- PP (83 chn)	92%	8%
		Achieving 25 mark	Not achieving 25 mark
Year Four Multiplication Tables Check	Whole Cohort (98 chn) 1 child disapplied	39% (38 chn)	60%
	PP (12 chn)	8%	92%
	Non -PP (86 chn)	43%	57%

Currently there are 85 children on the Pupil Premium (PP) register which equates to 12.8% of the whole school cohort (665). These 85 children are split across the year groups as follows- 4 children in Reception; 7 children in Year 1; 8 children in Year 2; 16 children in Year 3; 12 children in Year 4; 22 children in Year 5 and 16 children in Year 6. Of these 85 Pupil Premium children, we have 15 children who qualify as Previous Child in Care; 73 children who qualify for Free School Meals; 1 additional children who qualify as Ever 6 FSM and 1 child who qualifies as Service Pupil Premium. Within the Pupil Premium cohort, we have several children who have multi-vulnerabilities. There are 14 PP children who also have English as a Second Language (EAL). In addition, there are 14 PP children who are on the SEND support register, with a further 22 PP children who have an EHCP for SEND. The large proportion of PP children with the additional multi-vulnerability of SEND (42% of cohort) has a significant impact on attainment. Paddox currently has 2 PP children who have both EAL and SEND as multi-vulnerabilities.

At the end of the academic year 2025-2026, the school data continues to show that while the proportions of Pupil Premium children achieving ARE+ are showing much greater signs of improvement, there still remains an attainment gap to their non-disadvantaged peers. In summary, when analysing the statutory end of key stage assessment points, the gap between PP and non-PP children in EYFS has closed to within 36% in Word Reading, 30% in Writing and 37% in Number. There has been a significant improvement in PP data at the end of KS1 and the attainment gap is closing more readily. The gap between PP and non-PP peers at Year 2 is 26% in Reading and 25% in Writing. The attainment gap has effectively closed in Maths with both cohorts achieving 76%. When analysing the end of KS2 data for PP and non-PP data, it is evident that the high level of SEN needs in the cohort (69% of PP cohort) is having a detrimental impact on PP data. The attainment gap has widened to 43% in Reading, 33% in Writing and 30% in Maths. The most positive impact is seen in the proportion of PP children achieving greater depth standard where the attainment gap to non-PP children has closed to 17% in Reading, 1% in Writing and 22% in Maths. This is a great improvement from the previous Year 6 cohort. More detailed data analysis for all year group data can be found on internal data systems.

The data for the Year 1 Phonics Screening Check, shows a decline in the outcomes for 7 PP children in this cohort and a widening of the gap between non-PP peers. This PP cohort includes one non-verbal EHCP child who was disapplied from the assessment. Of the two children who failed to meet the expected standard, one child has an EHCP with Communication and Interaction needs and the other child was severely absent from school therefore missed the vast majority of the booster sessions and interventions put in place to support him. The Year 4 MTC results shows an attainment gap of 35% between PP and non-PP children which has declined further from the previous year. A third of this PP cohort also have the multi-vulnerability of SEND. More regular practise of multiplication tables is needed in the next academic year to ensure this learning gap is being closed.

Throughout the year, offering targeted intervention sessions for pupil premium children, with the PP Champion, in Year 1 to Year 6 has remained a key priority. Comprehension and Maths interventions have had the focus of improving children's skill sets with the aim of improving attainment to the age-related expectations. The comprehension interventions have focussed on teaching specific retrieval skills and how to formulate responses that hit the criteria of mark schemes. The maths interventions have focussed on improving arithmetic skills across the main operations by teaching children a

range of different calculation strategies that can then be applied to a range of mathematical tasks. The following table shows the impact of these age-related interventions:

Children Targeted for PP interventions who are not meeting age-related expectations

Autumn 2025 PP Children Targeted	Impact	Spring 2026 PP Children Targeted	Impact	Summer 2026 PP Children Targeted	Impact
Comprehension 27 children	78% of children maintained previous level. 15% of children improved by one level. 4% of children declined one level.	Comprehension 29 children	90% of children maintained previous level. 14% of children improved by one level.	Comprehension 29 children	79% of children maintained previous level. 14% of children improved by one level. 7% children declined one level.
Maths 30 children	83% of children maintained previous level 13% of children improved by one level. 3% of children declined one level.	Maths 31 children	81% of children maintained previous level. 13% children improved by one level. 6% of children declined one level.	Maths 31 children	81% of children maintained previous level. 13% of children improved by one level. 6% of children declined one level.

In addition, PP children who were currently working at or who we aspired to reach the greater depth standard were also targeted for intervention with the Pupil Premium Champion. In comprehension interventions, the tasks were aimed at more ambitious texts which required a greater degree of inference and at least two pieces of evidence from the text to meet marking criteria. In these maths interventions, the tasks required more reasoning style questions and a range of formal written methods being recapped. The tasks were largely taken from Testbase site which allowed access to a greater range of SATs style questions. The following table shows the impact of these greater depth interventions:

Children Targeted for PP interventions working at or aspiring to greater depth standard

Autumn 2025 PP Children Targeted	Impact	Spring 2026 PP Children Targeted	Impact	Summer 2026 PP Children Targeted	Impact
Comprehension 24 children	96% of children maintained previous level. 4% of child declined one level.	Comprehension 22 children	73% of children maintained previous level. 23% of children improved by one level. 4% of children declined one level.	Comprehension 21 children	81% of children maintained previous level. 10% children improved by one level. 9% of children declined one level.
Maths 19 children	84% of children maintained previous level. 5% of children declined one level.	Maths 19 children	74% of children maintained previous level. 21% of children improved by one level. 5% of children declined one level.	Maths 18 children	72% of children maintained previous level. 17% of children improved by one level. 11% of children declined one level.

Towards the end of the academic year, both the PP Champion and a HLTA trialled a writing intervention to push children working below age-related expectations, to achieving expected. This will be widened and rolled out to more vulnerable learners in the next academic year, as analysis of internal data shows wider attainment gaps in writing in Year 3.

In conjunction with the SENCO, Assessment Lead and Phase leaders, a wide selection of whole school interventions have been implemented across the whole school. This is a result of careful

analysis of data for the PP cohort and identifying their specific barriers to learning. HLTAs have targeted PP children for additional comprehension and maths interventions alongside identified children from the non-PP cohort. Some of our PP cohort have benefited from EPATT intervention with TAs to target difficulties in spelling and reading and SALT interventions with a specially trained HLTA. Our PP cohort have benefited from targeted SEN interventions using the Moves programme and Sensory Circuits to improve fine and motor skills under the careful tuition of our SEN TA. Lego Therapy and social group interventions begun at the end of the academic year, will be built upon as a key priority moving forwards.

Within the classroom environment, PP children have been prioritised for reading to an adult if they are not meeting the expected standard. As in previous years, we have continued our endeavours to establish an equitable approach to reading, by purchasing each PP child a book of their choice to add to their home libraries. Pupil Voice demonstrates how much the children value this opportunity. Whilst also benefiting from quality first teaching, our PP cohort are prioritised for live marking in lessons. This is to enable staff to address misconceptions early, offer support and guidance through modelling and appropriate scaffolds/resources and to challenge our vulnerable learners to meet aspirational targets. As Walkthru strategies have been embedded in its second year of implementation, we are encouraging more of our PP children to take on active roles in the classroom and challenging them to upscale their subject specific knowledge.

Although our main priority is addressing the attainment gap in our PP cohort, we are also mindful with our strategy to develop the whole child and encourage our disadvantaged children to take part in all aspects of school life. The introduction of the Cornerstones curriculum, has enabled children to take part in a wide variety of 'WOW events' linked to their topics. These have ranged from exploring the life of Stone Age people through a live action history company to experiencing life as a Roman by taking part in teacher led archaeological digs, tasting and making food, producing mosaics and making cave paintings. Children across the whole school have enjoyed experiences including but not limited to a local farm trip; watching eggs hatch into chicks; exploring Victorian toys in a hands-on workshop; Marvellous Monarchs experience day; a visit to the Tutankhamun exhibition in Birmingham; visits to the local allotments to learn about food produce and a visit to the Botanical Gardens. Parents of children in the PP cohort have had financial support, when requested, to enable their children to access these events. We have continued to offer financial support to PP children to encourage participation in Year 3 swimming lessons, the Year 6 residential and peripatetic music lessons with Warwickshire Music School. Throughout the year, 39 PP children have been fully funded to access a term of Rock Steady Workshops. This access is offered on a rolling basis to ensure all children in the cohort receive the opportunity to take part.

Our disadvantaged learners continue to be prioritised for access to teacher-led extra-curricular clubs. The uptake has improved since the previous year, so that over 50% of our PP cohort have taken part in one or more extra-curricular club. We have also continued to offer one term of funding to clubs run by external agencies which has included Jado, Hotshots and Football. Following pupil voice at the end of 2024-2025, all PP children had the opportunity to discuss which types of clubs they would like to attend and analysis showed an art club would be beneficial. The PP Champion ran an invitation only art club, to specifically target children in this cohort throughout the whole academic year with different year groups being invited each half term. This ran alongside other teacher-led clubs, so that children had the opportunity to attend multiple clubs in the year. The

greatest uptake was seen in the sibling art club, where siblings across multiple year groups, were invited to participate together. An updated pupil voice will be completed with the new PP cohort at the start of academic year 2026-2027.

The social, emotional and mental health well-being of our vulnerable cohort is central to what we provide at school and is enhanced through the crucial support of our Pastoral team. During this academic year, 44% of the PP cohort have accessed SEMH support with 25% of these children accessing multiple interventions. This includes, 1:1 check-ins, Saplings, Food Tech intervention, Wild Club (Forest school) interventions, counselling and play therapy. We have continued to provide the Den provision at lunchtimes, for children who find this time-of-day overwhelming. A specially trained member of the pastoral team has continued to offer Drawing & Talking and Sand Play interventions to individuals and small groups of children most in need. For the first time, we have introduced a Gardening Nurture initiative which has allowed the whole PP cohort and 15 non-PP children, in most need of pastoral support, to access termly throughout the year. Pupil and teacher voice, indicates how positively these children have been impacted by these sessions which have developed their understanding of plants but has also encouraged collaboration and social skills through shared tasks.

In the wider context, the whole school cohort, benefits from the 'My Happy Mind' programme which is in its second year of implementation. This programme focuses on empowering children with the skills of self-regulation, self-esteem, building positive relationships and more. When comparing baseline data to the end of year report, teachers have seen a particularly positive impact in terms of improving children's self-esteem and confidence; understanding the importance of building positive relationships and being aware of how the brain works and the factors that contribute to their well-being. For the next academic year, we will continue to embed this programme.

Attendance data for the PP cohort is monitored on a half termly basis by the PP Champion. The school is benefitting from the work of the School Attendance officer in challenging and supporting children who are persistently absent or at risk of being persistently absent from school. Her work is also supported by the pastoral team who are able to provide context for some of our vulnerable children. Detailed analysis shows that persistent absence is having a more detrimental impact on the attainment of pupil premium children with or without SEND compared to their non-PP peers. The focus on improving attendance of Pupil premium children will continue to be a priority as we move into the next academic year.

The awarding of Dojo points and the reward shop has continued to have a positive impact on behaviour at Paddox. Analysis shows that there is no discrepancy between pupil premium and non-pupil premium children being awarded the same category of Dojo points which is a real strength. In 18 of the 20 classes (one class doesn't have a PP child), 100% of PP and non-PP children had achieved their Bronze, Silver and Gold awards. The discrepancy in the remaining classes, is in the proportion of PP children achieving the gold award. 5 out of 20 classes had children achieve their Platinum award (1000 Dojos) with 2 classes having PP children outperforming non-PP children. One area for development from the previous strategy has been addressed, in that internal analysis shows there is no significant differential between the number of negative points being awarded to SEND and non-SEND children. The Pupil Premium fund will continue to support the Dojo Reward Shop to continue to foster positive behaviour. At the end of the academic year, staff have been able

to feedback opinions on the behaviour policy which has now been streamlined to DREAM- Determination, Respect, Empathy, Aspiration, Mindful- for the new academic year. Dojos will be adjusted to recognise these changes in 2026-2027.

The advancement made in proportional representation during Stretch & Challenge events and leadership opportunities for pupil premium children, is a cause for celebration. Within the Makaton ambassador team and the WOW Ambassadors (Active travel) team, we have achieved well above proportional representation. Giving gifted and talented PP children the opportunity to participate in a wide range of activities including Taskmaster, Junior Maths Challenge and Quiz club (including the chance to take part in the final at Oxford university) has enabled us to raise the aspirations of our disadvantaged cohort. We will continue to pursue this as we move into the next year.

On reflection of the whole academic year, many of our key priorities within this strategy document, have aligned closely with our participation in the RADY project- Raising the Attainment of Disadvantaged Youngsters. This project is run by Challenging Education and is funded through Virtual Schools, to address the systemic issue of disadvantaged pupils having lower attainment than their non-disadvantaged peers.

The Pupil Premium Champion attended 6 training sessions to successfully implement the 4 key principles of the RADY project- Uplift, Golden Threads, Equity and Proportional Representation. This training has then been disseminated to staff to implement in their classrooms, so that in our first year of implementation, we are already seeing that our attainment gap is beginning to narrow. The development of one-page profiles for our disadvantaged pupils, has allowed staff to become more knowledgeable about the children's strengths and barriers to learning and has allowed us to track carefully all the provisions that have been put in place to support these children including interventions, pastoral support and enrichment opportunities. We have created aspiring targets for the children in reading, writing and maths through the uplift process and have allocated children a RADY learning partner to model positive learning behaviours. On analysing end of year data, we already have some children who have met their aspirational target:

Number of PP children who met their aspirational target		
Reading	Writing	Maths
20	17	22

Number of PP children who achieved GDS for first time and now need to consolidate		
Reading	Writing	Maths
7	2	8

Through our equitable approach, we ensure that our disadvantaged children are given additional support, guidance and challenge to move their learning on. Staff are being relentless in their expectations and use effective assessment for learning to best support our vulnerable learners. Although academic success is a top priority, both the RADY project and our strategy document, ensures that all disadvantaged children are engaged in all aspects of school life.

As the RADY project continues to be embedded into the new academic year, our teacher champions at Paddox are being relentless in their expectations of our disadvantaged children and are continuing our efforts to close the attainment gap.

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
Unlocking Letters and Sounds	The Arc
Maths Mastery	Maths Circle
Nessy	Nessy Learning
My Happy Mind	
Raising Attainment of Disadvantaged Youngsters (RADY)	Edsential/Challenging Education
Thinking Differently for Disadvantaged Learners	Challenging Education (purchased by WCC for use in all Warwickshire Schools)

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
In the previous strategy cycle, there were no children at Paddox Primary School who are eligible for service pupil premium. As of November 2024, we have one service pupil premium eligible pupil in Reception
The impact of that spending on service pupil premium eligible pupils
N/A

Further Information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.