

Pupil Premium Plus

This section of our pupil premium strategy focused on those pupils eligible for PP+ funding and is rooted in our moral imperative to close the attainment gap for our most vulnerable learners, particularly those who are looked after or have been previously looked after.

We recognise that children eligible for Pupil Premium Plus funding often face complex and intersecting barriers to success, including disrupted education, emotional trauma, and reduced access to enrichment opportunities. Our intent is to provide a nurturing, inclusive, and aspirational environment that actively removes these barriers and enables every child to flourish, building on those strategies already outlined above.

This strategy is not static; it is a fluid document, reviewed annually and adapted responsively to meet the evolving needs of our pupils. We are accountable to our pupils, their families, and our community, and we will rigorously monitor the impact of our actions to ensure that every child in our care is empowered to succeed.

As a Trust, and as an individual school, we will adopt and implement the following – adapting as and when necessary for individual pupils.

Our Approach:

High-Quality Teaching

- Invest in evidence-based CPD for staff (e.g. feedback, metacognition, explicit instruction).
- Use diagnostic assessments to identify learning gaps and tailor teaching.
- Embed mastery learning and scaffolding techniques.
- Implement curriculum planning that prioritises knowledge-rich content and accessibility.

Tutoring and Academic Support

- Provide structured 1:1 or small group tuition.
- Use targeted literacy and numeracy interventions.
- Deploy staff to deliver structured academic support.

Social, Emotional & Mental Health Support

- Provide access to counselling or mental health services.
- Train staff in trauma-informed and emotionally literate practices.
- Create accessible spaces for pupils when they need additional help and support.

Behaviour and Well-being

- Implement restorative practices and positive behaviour curriculum.
- Use behaviour 'mentors' or pastoral staff to support regulation and relationships.
- Offer structured routines and consistency for pupils with challenging behaviours.
- Implement Pastoral Intervention Programmes (P.I.P.s) to support behaviour and well-being both pro and reactively.

- Train staff in emotionally literate behaviour and well-being support – informed by a trauma awareness.

Attendance and Engagement

- Monitor attendance closely and intervene early with mentoring or family or multi-agency support.
- Use incentives and personalised plans to improve punctuality and school belonging.
- Collaborate with families to address barriers to regular attendance.

Parent/Carer Engagement

- Run workshops and events to involve parents/carers in learning.
- Use flexible communication methods (e.g. texts, translated materials).
- Provide Home Intervention Programmes (H.I.P.S) to support collaborative pupil interventions.
- Offer family support, where needed.

Cultural Capital and Enrichment

- Support access to trips, clubs, music lessons, and cultural experiences.
- Invite aspirational speakers and role models into school, e.g. NHS / police / engineers.

Transition Support

- Offer enhanced transition programmes, recognising the importance of a sense of belonging.
- Use pupil voice and personalised plans to ease transitions.

Basic Needs Provision

- Ensure access to free school meals and breakfast clubs.
- Provide uniform and PE kit.
- Refer families to food banks or community support services, if needed.

Exclusive support for PP+ Pupils

- Collaborate with Virtual School Heads (VSH) to align PP+ funding with Personal Education Plans (PEPs).
- Use trauma-informed approaches and multi-agency working (e.g. CAMHS, social care).

Allocation of funding

As stipulated in statutory guidance, this school manages the PP+ allocation for the benefit of the **cohort** of looked after or previously looked after children and according to children's needs. It is not a personal budget for individual children; however, both VSHs and school may choose to allocate an amount of funding to an individual to support their needs. The school's designated teacher (Jemma Smith) has a key role in ensuring the specific needs of looked-after and previously looked-after children and ensuring that this is reflected in how pupil premium plus is allocated.

[Promoting the education of looked-after children and previously looked-after children](#)

School specific (£15,420):

Priorities/challenge detail for PP+:	Intended outcome:	Success criteria:
<p>Some PP+ pupils have poor early language, communication and school readiness, stemming from disrupted early attachment and developmental experiences and reduced access to language-rich environments.</p>	<ul style="list-style-type: none"> • Pupils will have stronger speech, language and communication skills enabling them to access the curriculum. 	<ul style="list-style-type: none"> ✓ Adults deliver high-quality, well-planned, language-rich interactions, including modelling, recasting and extending vocabulary. ✓ Linking with below, the EYFS profile data will show improved outcomes in communication and language and PSED with PP+ pupils, in-line with their peers. ✓ Appropriate and targeted early language programmes show measurable progress in receptive and expressive language.
<p>Some PP+ pupils have social, emotional and mental health (SEMH) needs impacting engagement and progress.</p>	<ul style="list-style-type: none"> • Pupils with SEMH needs receive effective support so they can engage positively with learning and make improved progress across the curriculum. • Pupils will access a wide range of enrichment opportunities and raised aspirations. 	<ul style="list-style-type: none"> ✓ Targeted SEMH interventions show clear, positive, impact on pupils' engagement, regulation and attainment across the curriculum. ✓ Multi-agency involvement is effective and supports pupils' individual plans, as and when appropriate. ✓ PP+ pupils demonstrate improved self-regulation, reduced behaviour incidents and increased participation in learning. ✓ Increased enrichment participation, children access clubs, trips, visitors and character-building activities. ✓ Aspirations raise: pupils talk with confidence about their future possibilities.

Early Years Pupil Premium

The early years lay the foundation for a child’s future. High-quality early education and care are not only support academic success but also lead to better health and employment outcomes later in life.

The additional EYPP finding gives us a valuable opportunity to narrow the learning gap in the early years through evidence-informed approaches, including professional learning opportunities. Early identification and intervention, before gaps grow, is crucial to ensuring every child gets a fair start.

School specific (£0):

Priorities/challenge detail for EYPP:	Intended outcome:	Success criteria:
There are some children who enter Nursery with low baseline communication and language skills, including limited vocabulary, reduced ability to express needs, and reduced listening/attention skills. This affects access to learning, early social interaction, self-regulation, and readiness for phonics.	<ul style="list-style-type: none"> • Children make rapid progress in the prime area of communication and language, developing secure listening, attention, understanding and speaking, enabling them to participate confidently in learning and social interactions. • EYPP children close the gap with the non-disadvantaged peers by the end of Nursery, in readiness for Reception. 	<ul style="list-style-type: none"> ✓ Assessment information will demonstrate that children below ARE will be working towards or at age-related expectations by the end of the year. ✓ Children will demonstrate increased expressive vocabulary, and confidence will using full sentences. ✓ Children will show improved listening and attention, sustaining focus for age-appropriate periods of time and during adult-led activities. ✓
There are some children who enter Nursery with a limited ability to share, take turns and/or build peer relationships. Some struggle to manage their feelings and self-regulate.	<ul style="list-style-type: none"> • Children demonstrate that they can turn take, share and interact with other children appropriately. • Linked to the previous area, children make rapid progress in the prime area of communication and language, developing secure listening, attention, understanding and speaking, enabling them to participate 	<ul style="list-style-type: none"> ✓ Children show the ability to manage their own emotions and feelings. They can self-regulate. ✓ Children can manage themselves with growing independence. ✓ Children show persistence and resilience in their learning and in their daily activities, e.g. zipping up their coats.

	confidently in learning and social interactions.	<ul style="list-style-type: none">✓ Children can take turns and share resources with minimal adult support.✓ Children show positive social behaviours.
--	--	---