



## **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, explicit instruction, trauma-informed / ACES / SEMH).
- 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.
- Offer extended school time (e.g. after-school catch-up/booster).

#### **Social, Emotional & Mental Health Support**

- Provide access to counselling, individual support (e.g. bereavement counselling), or mental health services.
- Train staff in trauma-informed and effective communication strategies.
- 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 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 home visits or family support, where needed, for example through our own Early Help offer.

#### Cultural Capital and Enrichment

- Support access to trips, clubs, music lessons, and cultural experiences.
- Careers education at an age-appropriate level.
- Provide opportunities to visit theatres, and museums.
- Invite aspirational speakers and role models into school.

#### Transition Support

- Offer enhanced transition programmes, recognising the importance of a sense of belonging from KS1 to KS2 and also to secondary school.
- Use pupil voice and personalised plans to ease transitions, e.g. parental involvement.

#### Basic Needs Provision

- Ensure access to free school meals and breakfast clubs.
- Provide uniform, PE kit, and essential school supplies.
- 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).
- Offer group-based activities and mentoring tailored to looked-after children.

### **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 (Helen Laydon) 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):**

<b>Priorities/challenge detail for PP+:</b>	<b>Intended outcome:</b>	<b>Success criteria:</b>
Strengthen academic progress for PP+ pupils	PP+ pupils make accelerated progress in reading, writing and maths so that the attainment gap between PP+ and non-PP+ pupils significantly narrows, with double-disadvantaged pupils showing sustained improvement from their starting points.	<ul style="list-style-type: none"> <li>• Termly assessment data shows the gap between PP+ and non-PP+ pupils narrowing across all year groups.</li> <li>• PP+ pupils show secure knowledge and recall through high-quality teaching, formative assessment and targeted interventions.</li> <li>• Increased proportion of PPP pupils achieving EXS or above by end of Year 6.</li> <li>• Evidence in books and observations shows improved subject-specific vocabulary.</li> </ul>
Improve attendance and reduce PA for PP+ pupils	PP+ pupils' attendance improves, and persistent absence reduces so that their attendance is at least in line with national averages and no longer a barrier to progress.	<ul style="list-style-type: none"> <li>• PA among PP+ pupils shows a downward trend term-on-term.</li> <li>• PP+ attendance moves closer to or meets national averages.</li> <li>• Attendance action plans are individualised and show impact (monitoring, parent meetings, targeted support).</li> </ul>

		<ul style="list-style-type: none"> <li>• Increased engagement in enrichment and wider school life improves motivation and reduces barriers to attendance.</li> </ul>
Enhance SEMH, pastoral engagement and family support for PP+ pupils	PP+ pupils demonstrate improved wellbeing, resilience, and readiness to learn. Families of PP+ pupils engage more effectively with school, enabling more consistent support and improved learning behaviours.	<ul style="list-style-type: none"> <li>• Pastoral Liaison Group (PLG) reports demonstrate improved family engagement and earlier, more effective support.</li> <li>• PP+ pupils show improved engagement, behaviour and resilience (observations, pastoral records).</li> <li>• Increased participation of PP+ pupils in enrichment, leadership, and cultural capital opportunities.</li> <li>• Evidence from counselling/early help referrals shows timely and effective support.</li> </ul>