

PUPIL PREMIUM STRATEGY STATEMENT – MIDHURST COFE 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 | 185 |
| Proportion (%) of pupil premium eligible pupils | 25.41% (47 pupils) |
| 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) | 2025-26 2026-27 2027-28 |
| Date this statement was published | 3/04/2026 |
| Date on which it will be reviewed | 1/04/2027 |
| Statement authorised by | Mark Jefferson |
| Pupil premium lead | Mark Jefferson |
| Governor | Sarah Lavender |

FUNDING OVERVIEW

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £65,950 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £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> | £65,980 |

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At Midhurst CofE Primary School, we are committed to ensuring that all pupils, regardless of background or starting point, achieve well and flourish both academically and personally.

Although the proportion of disadvantaged pupils is relatively low compared to national averages, our internal data and identification of our true disadvantaged shows that this group faces a range of complex and varied barriers, often less visible within our semi-rural context. As a result, our strategy is highly individualised, responsive, and rooted in strong relationships with children and families.

Our approach is guided by:

- The EEF tiered approach (teaching, targeted support, wider strategies)
- A strong emphasis on early reading, language development, and inclusion
- A belief that high-**quality first teaching** is the most important factor in raising attainment

We aim to ensure disadvantaged pupils:

- Achieve outcomes in line with or above national expectations
- Develop strong language, reading, and learning behaviours
- Have full access to the wider life of the school
- Feel confident, supported, and ready to succeed

Midhurst CofE Primary School is an active participant in West Sussex's **Everyone Achieves** Project, which has strengthened our approach to identifying and supporting disadvantaged pupils. Through this work, the school has moved beyond reliance on statutory indicators alone (such as Free School Meal eligibility) to develop a more nuanced understanding of disadvantage. We systematically consider a wider range of factors, including family circumstances, pupils known or previously known to social care, and other vulnerabilities that may impact learning and wellbeing. This has enabled us to identify a broader, yet more precisely targeted, group of pupils who require additional support. As a result, our strategy is underpinned by a "first and best" approach to teaching, ensuring that high-quality, inclusive classroom practice meets the needs of all pupils from the outset, alongside carefully targeted interventions where required.

CHALLENGES

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Ensuring high-quality teaching consistently identifies and addresses gaps for disadvantaged pupils</p> <p>Despite improvements in identifying a broader group of disadvantaged pupils through our work with the <i>Everyone Achieves Project</i>, there remains a need to ensure that high-quality teaching consistently identifies and addresses gaps in knowledge, understanding, and vocabulary for these pupils. Due to the varied and often complex nature of our “true disadvantaged” cohort, gaps can be less visible and more nuanced, particularly in mixed-attainment classes and small cohorts. Without precise and responsive teaching, these gaps can widen over time, especially in upper KS2, leading to variability in outcomes.</p> |
| 2 | <p>Lower levels of cultural capital and enrichment experiences</p> <p>Disadvantaged pupils have fewer opportunities to access enrichment (e.g. trips, clubs, wider experiences), limiting background knowledge and their ability to engage fully with the curriculum.</p> |
| 3 | <p>Variability in reading development and home reading support</p> <p>Disadvantaged pupils are less likely to engage in regular reading at home and may have reduced access to books, impacting fluency, comprehension, and progress in literacy.</p> |
| 4 | <p>Attendance and punctuality gaps</p> <p>Attendance for disadvantaged pupils is typically lower than that of non-disadvantaged peers, reducing learning time and negatively affecting attainment and progress over time.</p> |
| 5 | <p>Social, emotional, and mental health (SEMH) needs</p> <p>Some disadvantaged pupils experience increased levels of anxiety, lower resilience, and reduced self-confidence, which can impact behaviour, engagement, and readiness to learn.</p> |
| 6 | <p>Barriers to parental engagement with learning</p> <p>Some parents of disadvantaged pupils face challenges engaging with school or supporting learning at home, limiting reinforcement of key skills and knowledge.</p> |

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 |
|---|
| <p>By 2028, we aim to achieve:</p> <p>Academic Outcomes</p> <ul style="list-style-type: none"> • The proportion of disadvantaged pupils achieving: <ul style="list-style-type: none"> ◦ Expected standard in reading, writing, and maths is in line with or above national averages • Disadvantaged pupils make at least good progress from their starting points • Phonics outcomes for disadvantaged pupils are in line with non-disadvantaged peers |

Attendance

- Attendance for disadvantaged pupils is **at least 96%**
- Persistent absence is **significantly reduced** and in line with national

Wider Outcomes

- All disadvantaged pupils participate in:
 - At least one **extracurricular activity per term**
 - A full range of **curriculum enrichment opportunities**
- Pupils demonstrate improved:
 - **Confidence and resilience**
 - **Engagement with learning**
- Increased levels of **parental engagement in reading and school life**

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: **£28,500**

| Activity | Success Criteria | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|---|-------------------------------|
| <p>Quality First Teaching</p> <p>Objective: Ensure consistently strong teaching that meets the needs of disadvantaged learners.</p> <p>To ensure all disadvantaged pupils access consistently high-quality teaching that closes attainment gaps, we will prioritise <i>first and best teaching</i> across all classrooms. High-quality teaching is the most effective way to improve outcomes for disadvantaged learners.</p> <p>Key Actions:</p> | <p>Through this strategy, we aim to:</p> <ul style="list-style-type: none"> • Improve the consistency and quality of teaching across all classrooms • Ensure disadvantaged pupils have equitable access to high-quality teaching • Strengthen pupil knowledge retention and understanding | <p>1. Agree & Create a QFT Framework (clear outcomes, modelling, scaffolding, retrieval, formative assessment, questioning)</p> <ul style="list-style-type: none"> • The EEF identifies high-quality teaching as the most important lever for improving outcomes, particularly for disadvantaged pupils. • Evidence highlights the importance of explicit instruction, scaffolding and | 1, 3, 6 |

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| <p>1. Establishing a Consistent QFT Framework</p> <p>We will implement a whole-school Quality First Teaching framework that clearly defines the essential components of effective classroom practice. This includes:</p> <ul style="list-style-type: none"> • Clear learning objectives and success criteria • Explicit modelling and explanation • Structured scaffolding that is gradually removed • Regular retrieval practice to strengthen long-term memory • Formative assessment and adaptive questioning <p>This framework is informed by evidence from cognitive science and research-informed principles of instruction, which highlight the importance of modelling, guided practice, questioning, and review in improving pupil outcomes.</p> <p>2. Baseline Diagnostic and Ongoing Evaluation</p> <p>A programme of learning walks and book scrutiny will be used to establish a baseline of current classroom practice and identify areas for development. This aligns with evidence emphasising the importance of diagnostic assessment and responsive teaching in meeting pupil needs.</p> <p>Findings will be used to inform targeted professional develop-</p> | <ul style="list-style-type: none"> • Improve attainment and progress for disadvantaged pupils, narrowing the attainment gap over time | <p>adaptive teaching within strong classroom practice.</p> <ul style="list-style-type: none"> • Rosenshine's Principles (widely used across Research Schools) show that clear explanations, modelling, guided practice, questioning and review underpin effective teaching and improved attainment. • Cognitive science evidence shows retrieval practice strengthens long-term memory and learning retention. • Formative assessment has strong causal evidence of impact, with programmes improving attainment by ~2 months, especially for lower prior attaining pupils. <p>Implication: A shared QFT framework rooted in these principles is strongly evidence-informed and particularly impactful for disadvantaged learners.</p> <p>2. Baseline Audit (learning walks + book scrutiny)</p> <ul style="list-style-type: none"> • The EEF emphasises that effective implementation begins with diagnostic assessment and understanding current practice and pupil needs. • High-quality teaching relies on identifying misconceptions and | |
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| <p>ment and will be regularly revisited to evaluate progress and impact.</p> <p>3. High-Quality Professional Development</p> <p>A structured programme of professional development will be delivered across the year, focusing on key elements of effective teaching, including:</p> <ul style="list-style-type: none"> • Designing effective learning objectives • Explicit modelling • Formative assessment strategies • Adaptive questioning • Effective feedback • Scaffolding and the deployment of teaching assistants <p>The programme will follow a cyclical model of building knowledge, developing techniques, and embedding practice, supported by external expertise (e.g. Local Authority and Research School input) and internal exemplification.</p> <p>Evidence suggests that sustained, focused professional development improves teaching quality and, in turn, pupil outcomes, with teacher effectiveness identified as a key driver of attainment.</p> <p>4. Instructional Coaching and Collaborative Practice</p> <p>All teachers will engage in a structured programme of coaching, peer observation, and feedback. This will involve:</p> | | <p>gaps through formative and diagnostic approaches.</p> <p>Implication: Baseline audit activity aligns with implementation science—ensuring improvement is targeted and responsive.</p> <p>3. Targeted CPD Programme (build knowledge → develop techniques → embed practice)</p> <ul style="list-style-type: none"> • The EEF highlights that professional development is most effective when sustained, iterative and focused on classroom practice (not one-off sessions). • Effective CPD builds knowledge, models strategies, and provides opportunities for practice and feedback, which mirrors your “build–develop–embed” model (aligned with DfE/EEF PD guidance principles). • Evidence shows that teacher quality has a greater impact on pupil outcomes than structural changes (e.g. class size). <p>Implication: A structured CPD programme with expert input (WSCC, Research School) is strongly aligned with evidence on improving teaching quality.</p> | |
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| <ul style="list-style-type: none"> • Lesson study and paired observations • Regular, focused feedback linked to the QFT framework • Opportunities to observe expert practice <p>Coaching is used to support the consistent implementation of evidence-informed strategies, with feedback identified as a high-impact approach to improving both teaching and learning</p> <p>5. Embedding Formative Assessment</p> <p>Whole-school formative assessment routines will be established to ensure teaching is responsive and adaptive. These include:</p> <ul style="list-style-type: none"> • Retrieval practice activities and low-stakes quizzing • Exit tickets to assess understanding • Regular checks for understanding during lessons • Simple tracking systems to identify gaps by class and pupil group <p>Evidence demonstrates that embedding formative assessment can lead to measurable improvements in attainment, particularly for lower prior attaining pupils.</p> <p>6. Effective Deployment of Teaching Assistants</p> <p>Teaching assistants will be trained and deployed to support high-quality teaching, rather than replace it. This includes:</p> <ul style="list-style-type: none"> • Providing scaffolding that promotes independence | | <p>4. Coaching & Peer Observation Cycles</p> <ul style="list-style-type: none"> • Research shows that instructional coaching and feedback loops are among the most effective ways to improve teacher practice (linked to sustained CPD models). • The EEF toolkit identifies feedback as a high-impact, low-cost strategy (+6 months progress) when applied effectively. • Observation and coaching linked to a clear framework improves consistency and fidelity of implementation. <p>Implication: Regular, structured coaching cycles are evidence-informed and essential for embedding QFT.</p> <p>5. Formative Assessment Routines - (retrieval starters, exit tickets, low-stakes quizzing, tracking gaps)</p> <ul style="list-style-type: none"> • Formative assessment is proven to improve attainment and close gaps, particularly for disadvantaged learners. • Retrieval practice and low-stakes quizzing improve long-term retention and learning durability. • EEF guidance stresses the importance of | |
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| <ul style="list-style-type: none"> • Supporting deliberate practice and pupil participation • Using assessment information to respond to pupil needs <p>This approach reflects EEF guidance, which emphasises that teaching assistants are most effective when they supplement teacher instruction and focus on scaffolding learning</p> | | <p>checking understanding, identifying misconceptions and adapting teaching in real time.</p> <p>Implication: Whole-school routines ensure consistency and strengthen responsive teaching.</p> <p>6. Teaching Assistant Training & Role Clarity</p> <ul style="list-style-type: none"> • EEF guidance (based on 50+ studies) shows TAs are most effective when they: <ul style="list-style-type: none"> ○ Supplement, not replace, the teacher ○ Provide scaffolding that promotes independence ○ Deliver structured, evidence-based interventions] • Poor deployment (e.g. replacing teacher instruction) can reduce impact, particularly for disadvantaged pupils. • Scaffolding has strong evidence of impact, particularly when gradually removed to promote independence. <p>Implication: Training TAs to support QFT (rather than replace it) is a key equity strategy.</p> <p>7. Scaffolding, Adaptive Teaching & Questioning</p> | |
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| | | <ul style="list-style-type: none"> • Scaffolding is a core element of effective teaching, providing temporary support that enables success and independence. • Evidence shows scaffolding has consistently strong effects across student groups, including those with additional needs. • Effective questioning is central to: <ul style="list-style-type: none"> ○ Checking understanding ○ Supporting retrieval ○ Addressing misconceptions (Rosenshine principles) <p>Implication: Adaptive questioning and scaffolding directly support disadvantaged pupils to access the same ambitious curriculum.</p> | |
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TARGETED ACADEMIC SUPPORT (FOR EXAMPLE, TUTORING, ONE-TO-ONE SUPPORT, STRUCTURED INTERVENTIONS)

Budgeted cost: **£18,200**

| Activity | Success Criteria | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|-------------------------------|
| <p>Targeted Academic Support</p> <p>Objective: Provide timely and effective interventions to accelerate progress.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Deliver targeted phonics and reading interventions (1:1 and small group) • Provide additional daily reading support for disadvantaged pupils • Use structured programmes to develop: <ul style="list-style-type: none"> ○ Reading fluency ○ Comprehension • Deploy staff strategically to support pupils with the greatest need • Monitor impact regularly and adapt provision | <p>Gaps in phonics and reading close rapidly</p> <p>Disadvantaged pupils make accelerated progress</p> <p>Increased confidence and independence in learning</p> | <p>The EEF identifies targeted academic support as a key component of an effective Pupil Premium strategy, particularly when informed by accurate assessment and delivered in structured ways.</p> <p>Evidence from the Teaching and Learning Toolkit shows that:</p> <ul style="list-style-type: none"> • Phonics (+5 months) is particularly effective in early primary • 1:1 tuition (+5 months) and small group interventions can accelerate progress • Reading comprehension strategies (+7 months) significantly improve understanding <p>This supports our emphasis on early intervention, especially in reading and phonics, where gaps emerge early and can widen over time.</p> | <p>1, 3, 6</p> |

WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)

Budgeted cost: **£19,280**

| Activity | Impact | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|-------------------------------|
| <p>Attendance</p> <ul style="list-style-type: none"> • Robust tracking and monitoring systems • Early identification of concerns • Strong communication and support for families • Use of incentives and targeted interventions | <p>Improved attendance and reduced persistent absence</p> | <p>Improving attendance is critical, as poor attendance is strongly associated with lower academic outcomes and wider vulnerabilities.</p> <p>EEF evidence indicates that effective strategies are:</p> <ul style="list-style-type: none"> • Targeted and responsive to individual barriers • Built on strong relationships with families • Combined with robust monitoring systems <p>This underpins our approach of early identification, close family engagement, and tailored support to improve attendance and reduce persistent absence.</p> | <p>2, 4, 5</p> |
| <p>Social, Emotional, and Mental Health</p> <ul style="list-style-type: none"> • Provide pastoral support and interventions • Access to emotional well-being provision • Promote positive relationships and resilience | <p>Improved engagement, behaviour, and readiness to learn</p> | <p>Evidence shows that social and emotional learning approaches can improve outcomes by an average of +4 months, particularly when embedded within a whole-school approach.</p> <p>Developing pupils' self-regulation, resilience, and</p> | |

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| | | <p>emotional awareness is also closely linked to the high-impact strand of met-acognition and self-regulation (+8 months).</p> <p>This supports our focus on:</p> <ul style="list-style-type: none"> • Pastoral provision • Emotional wellbeing support • Building confidence and readiness to learn | |
| <p>Enrichment and Cultural Capital</p> <ul style="list-style-type: none"> • Subsidise trips, visits, and residential • Provide access to clubs and extracurricular activities • Ensure pupils experience a broad and ambitious curriculum | <p>Increased participation and broader experiences</p> | <p>While enrichment alone has a moderate impact (e.g. arts participation +3 months), evidence suggests its greatest value comes from:</p> <ul style="list-style-type: none"> • Supporting engagement and motivation • Broadening pupils' background knowledge and cultural capital • Enhancing access to the full curriculum <p>The EEF also emphasises that wider strategies are essential in addressing non-academic barriers to success.</p> <p>This justifies our investment in trips, clubs, and wider experiences to ensure equitable access.</p> | |

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| <p>Parental Engagement</p> <ul style="list-style-type: none"> • Strengthen communication with families • Provide workshops and support for reading at home • Offer flexible opportunities for engagement | <p>Increased parental involvement in learning</p> | <p>Parental engagement has a moderate positive impact (+4 months) on pupil progress when focused on supporting learning at home.</p> <p>Evidence suggests the most effective approaches include:</p> <ul style="list-style-type: none"> • Providing parents with practical strategies to support learning • Encouraging regular reading and learning routines at home • Maintaining clear, positive communication between school and families <p>This aligns with our approach to strengthen partnerships with parents, particularly around reading and home learning.</p> | |
| <p>Access and Inclusion</p> <ul style="list-style-type: none"> • Provide support for: <ul style="list-style-type: none"> ○ Resources (e.g. books, uniform) ○ Technology where needed • Remove financial barriers to participation | <p>Equal access to learning and opportunities</p> | <p>The DfE guidance emphasises that schools should use Pupil Premium funding to address wider barriers that prevent pupils from attending, participating, and achieving.</p> <p>The EEF highlights that an effective strategy must combine:</p> <ul style="list-style-type: none"> • High-quality teaching | |

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| | | <ul style="list-style-type: none"> • Targeted support • Wider strategies that remove practical and social barriers to learning <p>This supports our work to remove financial, digital, and participation barriers so that disadvantaged pupils can fully access school life.</p> | |
|--|--|---|--|

TOTAL BUDGETED COST

| CATEGORY | TOTAL |
|---------------------------|----------------|
| High-Quality Teaching | £28,500 |
| Targeted Academic Support | £18,200 |
| Wider Strategies | £19,280 |
| TOTAL | £65,980 |

IMPLEMENTATION AND MONITORING

The strategy will be led by the Headteacher and Pupil Premium Lead

Progress will be reviewed termly using:

- Attainment and progress data
- Attendance data
- Pupil voice and engagement

Interventions will be adapted in response to need

Governors will receive regular reports and provide challenge

PART B: REVIEW OF THE PREVIOUS ACADEMIC YEAR

OUTCOMES FOR DISADVANTAGED PUPILS

1. Oral Language and Vocabulary

Evidence from assessment, book scrutiny, and classroom observations indicates that disadvantaged pupils have made clear improvements in oral language and vocabulary, particularly in KS1 and lower KS2. Pupils demonstrate increased confidence in discussion and improved use of vocabulary.

However, a proportion of pupils in upper KS2 still require targeted support, indicating that gaps remain and need sustained focus.

Outcome: Partially achieved

2. Attainment in Reading, Writing and Maths

Phonics: Year 1 phonics outcomes show accelerated progress, indicating strong early reading provision.

Reading: 72% of disadvantaged pupils achieved ARE

Reading remains a strength, reflecting the impact of focused teaching.

Maths and English:

- Year 4 outcomes strong (92% ARE)
- Year 5 and Year 6 outcomes significantly lower (33% and 12.5% ARE)

This demonstrates:

- Significant variability between cohorts
- Ongoing gaps in upper KS2, particularly in writing and maths

Outcome: Partially achieved

3. Pastoral Support and Wellbeing

Pupils report feeling well supported and safe, supported by:

- Positive pupil and parent feedback
- Reduced behaviour incidents
- Increased engagement in learning

Enrichment participation has improved:

48% of disadvantaged pupils accessed extracurricular activities

However, participation is not yet universal.

Outcome: Largely achieved

4. Attendance (Disadvantaged)

| Measure | 2022-23 | 2023-2024 | 2024-2025 |
|--------------------|---------|-----------|-----------|
| Attendance | 89.2% | 90.9% | 91.9% |
| Persistent Absence | 24.3% | 30.8% | 19.51% |

Overall attendance is improving

- Persistent absence has increased significantly
- Gap between disadvantaged and peers remains

Outcome: Partially achieved

Summary of Key Challenges

1. Language and vocabulary gaps on entry
2. Slower progress in reading for some pupils
3. Inconsistent attainment across KS2
4. Lower attendance and rising persistent absence
5. SEMH needs affecting engagement
6. Barriers to parental engagement
7. Limited access to enrichment for some pupils
8. Financial and access barriers
9. Small cohort variability
10. Lower starting points

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 |
|-----------|----------|
| | |
| | |

Further information (optional)

KS1 Treehouse Inclusive Provision IN PLACE (Not reliant on Pupil Premium Grant)

KS2 Treehouse Inclusive Provision COMMENCING SEP 2026 (Not reliant on Pupil Premium Grant)

Overview

Our KS1 Treehouse Inclusive Provision is a targeted, school-funded initiative designed to support pupils who face significant barriers to learning within a mainstream classroom environment. While the provision is not funded through the Pupil Premium grant, it plays a vital role in improving outcomes for disadvantaged pupils by addressing their individual social, emotional, and learning needs.

The Treehouse provides a structured, nurturing environment with a high staff-to-pupil ratio, enabling tailored interventions, consistent routines, and personalised support. This ensures that pupils are equipped with the foundational skills required to access learning successfully in the classroom and beyond.

Key Features of the Provision

- **Small Group Setting:** Pupils benefit from reduced class sizes, allowing for targeted teaching and increased adult interaction.
- **Specialist Support:** Staff are trained in supporting children with SEMH (Social, Emotional and Mental Health) needs, communication difficulties, and early developmental delays.
- **Flexible Curriculum Delivery:** Learning is adapted to meet pupils at their point of need, prioritising communication, emotional regulation, and early literacy and numeracy skills.
- **Nurture-Based Approach:** The provision is grounded in nurturing principles which promote safety, belonging, and emotional wellbeing.
- **Integration Opportunities:** Pupils maintain links with their mainstream classes where appropriate, supporting inclusion and reintegration.

Impact on Disadvantaged Pupils

Although not funded by Pupil Premium, the Treehouse provision significantly enhances the life chances of disadvantaged pupils in the following ways:

1. Improved Access to Learning

Many disadvantaged pupils enter school with lower starting points. The Treehouse provides early, intensive support that helps close developmental gaps more effectively than mainstream provision alone.

2. Strengthened Social and Emotional Skills

Disadvantaged pupils are statistically more likely to experience social and emotional challenges. The provision explicitly teaches self-regulation, resilience, and communication skills, enabling pupils to engage more positively with learning.

3. Increased Engagement and Attendance

A nurturing, personalised environment reduces anxiety and school avoidance. As a result, pupils often demonstrate improved attendance, engagement, and readiness to learn.

4. Improved Behaviour and Reduced Exclusions

Through consistent routines and skilled adult support, pupils develop strategies to manage their behaviour. This reduces the likelihood of exclusions and supports long-term inclusion in mainstream settings.

5. Long-Term Academic Outcomes

By addressing barriers early in KS1, pupils are better prepared for future learning. This early intervention increases the likelihood that disadvantaged pupils will meet age-related expectations by the end of KS2.

Strategic Value

The Treehouse Inclusive Provision reflects the school's wider commitment to equity and inclusion. While it is not directly funded through Pupil Premium, it complements Pupil Premium strategies by:

- Removing barriers to learning that disproportionately affect disadvantaged pupils
- Supporting early intervention, which is known to have the greatest long-term impact
- Ensuring that disadvantaged pupils receive highly personalised support where universal provision is insufficient

Conclusion

The KS1 Treehouse Inclusive Provision is a crucial element of our inclusive practice. It ensures that vulnerable and disadvantaged pupils receive the support they need to thrive academically, socially, and emotionally. By investing in this provision, the school strengthens outcomes for some of its most at-risk learners and enhances their long-term educational prospects.