

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Unicorn Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	V Elvines-Head
Pupil premium lead	C Bevan -Assistant Head
Governor / Trustee lead	Gail Preston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,165
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,165 increase 11,425 on 24/25)

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of the challenges they face or their backgrounds, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We recognise the importance of children's mental health and we will ensure that the mental wellbeing of all pupils is supported.

With a growing number of children that qualify for Pupil Premium status (exacerbated by the Covid 19 pandemic and the current cost of living crisis) our response continues to be crucial in respect of academic achievement for all. However, it is just as important to provide opportunities for the children to engage in wider aspects of school life and to broaden their experiences through sport, art, music and educational visits.

As a result, key areas that require ongoing attention are:

- Ensuring high standards of quality first teaching. (By all adults)
- Early speech and language assessment and follow up work to address need.
- Targeted intervention to make the access to the wider curriculum easier.
- Emotional and mental health support for children
- Giving children access to opportunities that widen their experiences across the curriculum and beyond – through extra-curricular activities.

We also recognise effective use of pupil premium can encompass and support the needs of vulnerable pupils not eligible for PP funding, and can be effective in the general raising of standards across cohorts.

Challenges

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

Challenge number	Detail of challenge
1	Evidence shows nationally, disadvantaged and vulnerable pupils have a widening gap in attainment, and rate of progress therefore.
2	Continued challenge to recover lost learning experiences due to pandemic and a greater percentage of disadvantaged pupils with specific learning difficulties. In particular key pupils whose writing attainment is consistently below reading attainment.
3	A higher incidence of disadvantaged pupils presenting with mental health problems and reluctance to attend school, exacerbated by difficulties accessing mental health support due to high local pressures on the NHS and family services. High incidence of disadvantaged pupils presenting with concentration and attention differences.

4	Difficulty in accessing resources to support learning at home/ completion of homework.
5	Reduced/low income making some trips and/or extra-curricular activities at school unobtainable.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment for disadvantaged and vulnerable pupils	<p>Teachers evidence children completing Vipers activities for homework tasks.</p> <p>Children talking about their favourite texts and novels.</p> <p>Book scrutiny shows progression in reading comprehension skills acquired, particularly inference.</p> <p>KS2 assessments indicate that more than 70% of disadvantaged pupils meet the expected standard.</p> <p>Progress from prior attainment is in line with or exceeds that of the whole cohort.</p>
Improved writing attainment for disadvantaged and vulnerable pupils as part of a whole school focus.	<p>Evidence of progress in writing portfolios.</p> <p>KS2 assessments</p> <p>KS2 assessments indicate that more than 70% of disadvantaged pupils meet the expected standard.</p> <p>Progress from prior attainment is in line with or exceeds that of the whole cohort.</p>
Improved maths attainment for disadvantaged and vulnerable pupils	<p>KS2 assessments indicate that more than 65% of disadvantaged pupils meet the expected standard.</p> <p>Progress from prior attainment (KS1) is in line with or exceeds that of the whole cohort.</p> <p>Observations and book scrutiny show more disadvantaged children are undertaking 'challenge' questions.</p> <p>KS2 assessments indicate that more than 70% of disadvantaged pupils meet the expected standard.</p> <p>Progress from prior attainment is in line with or exceeds that of the whole cohort.</p>

<p>To achieve and sustain improved wellbeing for all pupils in school</p>	<p>Child/parent feedback and observational evidence in school shows children applying self-regulation skills and strategies learned in mentor/therapy sessions.</p> <p>Confident use of the zones of regulation by children across the school.</p> <p>Pupils showing higher levels of resilience and coping strategies when faced with friendship and behaviour issues.</p> <p>Children using the language of emotions, supported through use of ZoR.</p> <p>Children demonstrate greater levels of engagement and focus in learning time.</p>
<p>To develop resilience and strategies for successful independent engagement.</p>	<p>Classrooms show flexibility in supporting children to develop emotional regulation, sensory control and focused attention.</p> <p>Creative use of individual work stations, flexible seating, soft seating areas, both inside and outside of the classroom.</p> <p>Pupil voice shows evidence of confidence in children in attitude to learning and challenge.</p>
<p>Attendance at all residential trips and participation in (at least one) extra-curricular club by all children regardless of the family income.</p>	<p>Financial circumstances are not a barrier for attendance of residential trips in KS2.</p> <p>Audits show that all children in receipt of PP attend at least one e-c club.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Building on prior training in ADHD, ensuring staff are supported to embed and apply strategies learnt. Training in strategies to support children with emotional regulation and emotional literacy through the Zones of Regulation.</p>	<p>ADHD is one of the most common conditions in children at a prevalence of 1 in 20. Children who have experienced early trauma can exhibit behaviours similar to ADHD. The isolation experienced in the pandemic is an example of a traumatic experience.</p> <p>Strategies and environmental adaptations to support concentration, focus and emotional regulation will</p>	<p>3</p>

In addition training on supporting creating environments that support difference in sensory needs. Developing ordinary Available provision to include all differences.	benefit all learners to develop independent learning skills. There is greater awareness in the diverse sensory needs of learners. At Unicorn every member of staff is increasing their awareness and knowledge of embedding ordinarily available support cross the curriculum and school day. The latest research shows that the ethos necessary for some, useful for all supports all pupils progress.	
PIXL – staff attendance at conferences and webinars – followed by dissemination to other teaching staff.	Previous success with progress and attainment for identified pupils – using ideas, strategies and resources gained from attending PiXL conferences/ watching recorded seminars.	1, 2
Staff working with PIXL associate to identify ways of supporting pupils using PIXL resources.	Previous success with progress and attainment for identified pupils – using ideas, strategies and resources gained from work with PiXL associate in f2f and remote visits.	1, 2
Bug Club – setting home learning tasks. Tracking pupil’s usage. Supporting parents with access.	Provides access to a wider range of reading material for pupils not accessing another way. Teacher can monitor child’s use and progress easily and therefore provide support and feedback to both child and parent.	1, 2, 4

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

Budgeted cost: £24,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support of Y6 cohort with specific focus on identified small groups. (22/23)	Highly experienced TAs deployed where need identified have good impact on attainment and progress. (EEF research backs up this approach) Small group teaching and also short targeted 1-1 support interventions to address gaps in learning in Reading, writing and Maths.	1,2

Specialised TA support for children with specific learning difficulties.	Highly experienced TAs deployed where need identified have good impact on attainment and progress. (EEF research backs up this approach)	1, 2
TA support for key year groups to support transition – Y2, 3 and Y6	Highly experienced TAs deployed where need identified have good impact on attainment and progress. (EEF research backs up this approach)	1, 2
SENCO Assistant supporting emotional resilience of children, both directly with the child or supporting staff with strategies for children.	Children are progressing in seeking out calm spaces and key adults for support in self-regulation of emotions. Pupils are making progress in describing their emotions and show empathy in their understanding of others. Staff who work closely with children with emotional and sensory needs feel supported and part of a team around the child.	4,5

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

Budgeted cost: £15,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution made towards 'board and lodging' costs of Y4, Y5 and Y6 residential trips	Providing experiences that children may not have access to otherwise – as per personal development curriculum intent of school. Research for and on Ofsted Personal development criteria evidences broadening children's experiences as essential.	2,5
Continue to encourage attendance of one extra-curricular club or music tuition by covering costs.	Providing experiences that children may not have access to otherwise – as per personal development curriculum intent of school. Research for and on Ofsted Personal development criteria evidences broadening children's experiences as essential.	2, 5

Providing play therapy and mentor support for identified children.	Growing need identified. (in some cases exacerbated by Covid). Advised support for children that has experienced trauma and/or challenging family circumstances. (ACES). Evidence shows support can reduce the ongoing impact.	2, 3
Providing identified children with intervention to support emotional regulation – including training for TA in ‘Zones of Regulation’.	Growing need identified. (in some cases exacerbated by Covid). Evidence of success with ZoR work in other year groups - specific difficulties for one cohort this year will make them a focus group.	2, 3
<p>SENCO Assistant pastoral Support for children with anxiety, emotional based school reluctance. Soft Starts to the day for key children and assistance to families to support with developing children’s resilience.</p> <p>SENCO Assistant to be trained in therapy that supports emotional resilience, and greater engagement in the whole school experience.</p>	<p>Attendance of targeted pupil premium children is rising. Punctuality consistent and fully engaged in all school routines such homework, home reading and awareness of school events.</p> <p>Training for an evidence based company and therapy- Drawing and Talking, to initially work with pupils one-to one, leading to further training for group therapy.</p>	4,5,6

Total budgeted cost: £ £46,165

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

There are very low numbers of pupil premium children at Unicorn School so statistical comparison to the school is not mathematically appropriate.

However, a narrative of the good progress of pupil premium children at Unicorn from R to Year 6 can be shown.

There are 28 children eligible for pupil premium 2024-2025. 38% of these children have a SEND need. 5 pupils in Year 6 are pupil premium, 40% of whom are SEND.

At the end of Year 6 for all pupils:

In Reading 77% reached at least expected standards for their age group, with 47% working at greater depth.

100% PP children met or exceeded the standard for Reading-teacher assessment - three PP children achieving GD and one with SEND achieving age expectations.

In Writing 75% reached at least expected standards for their age group with 17% working at greater depth in English.

75% PP children met the standard with 25% making significant progress towards their own targets.

In Maths 80% reached at least expected standards for their age group with 36% working at greater depth. 50% PP children met the standard with 50% making significant progress towards their own targets.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Speech and Language	Love to Communicate-private therapist
Speech and Language (EYFS language screener)	Love to Communicate-private therapist
Zones of Regulation	Advice and training-Social Eyes
Play Therapy	Private Therapist

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

At Unicorn we have a number of children who we are working with who may not reach the criteria for pupil premium as they do not receive the appropriate government benefits. However, these families are often on minimum wage or have had hours cut in the past year and are having to decide how to spend their income carefully.

Many more families have come forward for support in food vouchers. We consider these children within the provision we consider these children and monitor their progress carefully alongside identified Pupil premium children.