

Pupil premium strategy statement - Parklands Community Primary and Nursery School

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Our primary aim in using the Pupil Premium Grant is to diminish the differences between pupil groups.

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. This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	56%
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)	2025-2028
Date this statement was published	3 rd September 25
Date on which it will be reviewed	2 nd September 26
Statement authorised by	Kim Cairns, Headteacher
Pupil premium lead	Hollie Davis
Governor / Trustee lead	Anthony Dybacz, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,350
LAC and Service Pupil Premium funding this academic year	£23,060
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>	£159,410
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Part A: Pupil premium strategy plan

Statement of intent

Our approach for using Pupil Premium is based on a tiered approach:

- Investing in high quality teaching
- Targeted academic support
- Wider strategies

Our intention is that all pupils, irrespective of their background or the challenges they face, 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, including progress for those who are already high attainers.

We have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. When creating our PP Strategy, we recognise the importance of considering the context of our school, the starting points of our children and the subsequent challenges faced. We use the EEF Guide (Education Endowment Foundation) to support decisions made in how we invest our Pupil Premium Funding and we base spending decisions on current research and best practice.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

As identified by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes. Therefore, high-quality teaching is at the heart 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 and, given the high proportion of pupils eligible for pupil premium, at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Targeted support is used to narrow gaps and support children to reach their full potential not only academically but through providing wellbeing support to ensure pupils are emotionally ready to learn. This is regularly reviewed to ensure the pupils who need support receive it, and when support is no longer required, another pupil can

benefit from this. A further barrier for our disadvantaged pupils is their lack of wider experiences (cultural capital) and therefore we aim to maximise opportunities to provide such experiences through both our curriculum design and wider school offer. We recognise the importance of strong home-school links and aim to work with parents to form a partnership so that parents are fully involved in encouraging and supporting their child's progress.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that teaching and learning opportunities meet the needs of all the pupils by providing appropriate adaptations and levels of support
- ensure that appropriate provision is made for pupils who belong to vulnerable groups - this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

Challenges

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

Challenge number	Detail of challenge
1	Nationally, disadvantaged children do less well than their peers. Staff endeavour to work on closing the attainment gap for PP chn and non-PP throughout their school career.
2	Some of our children have had events in their lives which mean that they are not always ready to focus on learning. These can occur over time or in some cases may have been a historic incident which has had a significant impact. Disadvantaged pupils' social and emotional well-being needs improvement to ensure they thrive.
3	Due to their cultural capital, some of our children have not had a variety of rich experiences from which they can draw upon when learning.
4	Barriers to learning which may be related to SEND (Special Educational Needs and Disabilities) or SEMH (Social Emotional Mental Health).
5	Internal/External assessments carried out upon entry into school indicate that a high proportion of our children are unable to communicate effectively due to speech and language needs. A language rich environment is not always a typical experience for our pupils.
6	Parental confidence/skills to support pupil learning at home varies.
7	Attendance and punctuality for disadvantaged pupils is not yet in line with national standards.
8	Many children move and join school throughout the year at different points and attend for different lengths of time.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils; including LAC. To ensure summative end of KS2 results (Reading, Writing, Mathematics, GPS) are in line with national average.	<ul style="list-style-type: none"> At least 65% of disadvantaged pupils achieve the expected standard in KS2 Reading, Writing and Mathematics. Achievement at the higher standard for Writing at the end of Y6 will increase and there will be disadvantaged pupils in Y6 achieving the higher standard across Maths, GPS and Reading. Pupils achieve in line with non-disadvantaged pupils nationally.
Disadvantaged pupils, including LAC, who are not on track to meet their age-related expectation by the end of KS2 will make accelerated progress. The gap between their expected attainment level and current attainment level will close.	<ul style="list-style-type: none"> Achieve at least national progress scores in KS2 reading, writing and maths with the aim to achieve higher Where a child has complex SEND needs, they will make progress towards their long term EHCP outcomes.

Pupils are taught by staff who have had access to high quality CPD and moderation/assessment opportunities which enable them to ensure that quality first teaching of Maths & English is embedded in their everyday practice	<ul style="list-style-type: none"> All staff receive/access CPD for best practice/high quality teaching of English and Mathematics
Pupils access a wide range of interventions to meet their learning needs and gaps in knowledge	<ul style="list-style-type: none"> As the children's learning needs are analysed and addressed, PP pupils make at least expected progress or exceed the targets set
Achieve improved attendance and punctuality, particularly for those identified as disadvantaged	<ul style="list-style-type: none"> Percentage attendance and punctuality rates of identified PP pupils increases and the gap between PP and no PP narrows Improved attendance for those identified will be noted and evaluated using or including <ul style="list-style-type: none"> CPOMs records Attendance letters Attendance reports Attendance action plans <p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 3% <p>the percentage of all pupils (including disadvantaged) who are persistently absent being below 23%</p>
For all disadvantaged pupils in school to attain end of unit outcomes across all foundation subjects Support for all staff in establishing and delivering a progressive & coherent curriculum.	<ul style="list-style-type: none"> At least 65% of disadvantaged pupils achieve the expected standard in science and foundation subjects. Disadvantaged pupils attain in line with their peers.
For all disadvantaged pupils in school to make or exceed national average attainment in Phonics/Reading.	<ul style="list-style-type: none"> Disadvantaged pupils in year 1 attain in line with non-disadvantaged pupils.
Improve oral language and vocabulary skills among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Vocabulary rich curriculum – curriculum foundation subjects have identified vocabulary to teach the children for each half term Adults model and use rich vocabulary as soon as children enter school in EYFS Staff engaging in conversation with children to model oral language development
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a maintained isolated/rare incidents of bullying

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Reduced incidents of heightened anxiety as logged on CPOMS (Child Protection Online Management System) • Reduced incidents of heightened behaviours due to emotions as logged on CPOMS <p>For all disadvantaged pupils to be showing high levels of self-regulation, self-esteem and self-confidence.</p>
To enhance the cultural capital of disadvantaged pupils.	<ul style="list-style-type: none"> • All disadvantaged pupils will have been offered opportunities to engage in: <ul style="list-style-type: none"> -sports/arts or creativity based activities -representing the school externally eg as part of a sports team, public speaking/choir performance • Pupils attend clubs regularly (at least two a year) • Visits and visitors are planned and carried out for all pupils • Specialist teacher (drama) is sourced for pupils • Pupils access a subsidised residential • Pupils access forest school • Passion For Learning
To increase parental engagement	<ul style="list-style-type: none"> • Parent surveys show an increase of confidence in supporting their child. • Parents attend school events well (over 75%) • Parents attend well at parents' evenings and subject learning workshops (over 75%)

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a professional development programme focused on the gradual release of responsibility model in writing instruction.</p> <p>Ready Steady Write scheme of work</p> <p>Use peer coaching to strengthen the teaching and assessment of writing.</p> <p>Funding release time for subject leader and teachers.</p> <p>£1035</p> <p>CPD LA English Hub and Maths Hub</p> <p>£300</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Research from the EEF highlights that effective professional development can lead to improved teaching quality and student outcomes, particularly in mathematics (EEF, 2018).</p> <p>The EEF guidance has been produced based on a range of the best available evidence: Improving Literacy in KS2 Improving Literacy in KS1 EEF High Quality Teaching</p> <p>The EEF guidance has been produced based on a range of the best available evidence.</p> <p>Research by the Education Endowment Foundation (EEF) indicates that effective professional development, including peer coaching, can lead to improved teaching practices and student outcomes (EEF, Professional Development). High Quality Teaching Effective Professional Development National College Training</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p>
<p>Provide CPD for staff in the teaching of whole class mastering number for KS1 to ensure quality first teaching of the foundational skills of mathematics.</p>	<p>Research from the EEF highlights that effective professional development can lead to improved teaching quality and student outcomes, particularly in mathematics (EEF, 2018).</p>	
<p>Sustain strong implementation of RWI (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils</p> <p>Subject leader time (1 hour per week)</p> <p>£1000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

<p>Implement the structured dialogic teaching practice of ‘talking partners’ and ‘stem sentences’</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Subject leader time/monitoring £405</p>	<p>Research indicates that dialogic teaching enhances pupils’ speaking and listening skills, leading to improved academic outcomes (Alexander, 2017; EEF).</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF Early Language Development Arts Participation to improve oracy</p>	<p>1 2 4 5</p>
<p>Implement retrieval practice to strengthen long term memory.</p> <p><i>Teachers promote opportunities for discussion and check pupil understanding routinely and systematically in all lessons – use of Flashback Four at the start of each lesson</i></p> <p><i>Knowledge organisers for some foundation subjects are used to support pupils to know more and remember more</i></p> <p><i>Knowledge organisers are adapted for SEND pupils and tailored to their needs and learning</i></p> <p><i>End of unit quizzes (adapted to meet the needs of the children) are used to assess understanding and plan for next steps</i></p> <p>Staff time £810</p>	<p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes.</p> <p>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</p> <p>EEF Mastery Learning</p>	<p>1 2 3 4</p>
<p>Strengthening the quality first teaching of Mathematics Provision in Line with DfE and EEF Guidance</p> <ul style="list-style-type: none"> Investment in Power Maths to support a consistent, progressive, mastery-based curriculum (£1,200). Funding teacher release time to enable staff to embed evidence-based approaches, work with the Maths Hub, 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1 2 4 5</p>

and participate in Teaching for Mastery CPD (£1215).		
<p>Implement a vocabulary-rich curriculum that integrates explicit vocabulary instruction across all subjects.</p> <p>Train teachers on effective vocabulary instruction strategies.</p> <p>Subject leader time £225</p>	<p>Research by the EEF indicates that explicit vocabulary instruction can significantly improve reading comprehension and overall academic performance (EEF, 2018).</p>	<p>3 4 5 6</p>
<p>Implement the integration of technology and AI to reduce pupil barriers: including</p> <ul style="list-style-type: none"> • Voice typing on word • Accelerated Reader • TTRS • Read theory • SeeSaw <p>£870</p>	<p>Using digital technology to improve learning</p> <p>EEF's recent review Harnessing the potential of EdTech: a new review on the How (2025) notes that technology — including adaptive software or tools that support accessibility — has potential to reduce barriers, particularly when used to scaffold learning, provide personalised feedback, or offer alternative modes of access.</p>	<p>1 4 5</p>
<p>Provide structured handwriting support to improve the legibility, fluency and speed (automaticity) of handwriting for disadvantaged pupils.</p> <p>Letter join is used as a vehicle for delivering the teaching of handwriting. Pupils to be targeted at point of need and identified for additional teaching.</p> <p>Letter join and TA intervention time</p> <p>£1670</p>	<p>EEF research highlights that writing composition is influenced by transcription skills, such as handwriting and spelling (EEF, 2021). Pupils who struggle with handwriting often expend excessive cognitive effort on forming letters, leaving fewer resources for planning, composing, and editing written work. Explicit, systematic handwriting practice can therefore improve writing fluency and support broader literacy outcomes. Small-group or 1:1 support allows targeted instruction for those who need it most.</p>	<p>1 4 8</p>
<p>Implement an adapted curriculum that is appropriate for the needs of disadvantaged pupils with significant SEND needs.</p> <ul style="list-style-type: none"> • -Golden knowledge • -Adapted knowledge organisers 	<p>EEF guidance highlights that pupils with SEND often face barriers to accessing the full curriculum. Adapting teaching and learning, including scaffolding, multi-sensory approaches, and individualised resources, can improve engagement, confidence, and progress (EEF, 2021). Providing an adapted curriculum ensures that disadvantaged SEND pupils can participate meaningfully in learning, develop essential</p>	<p>1 4 8</p>

<ul style="list-style-type: none"> • -Adapted vocabulary tasks and recall grids • -Adapted tasks • -Adapted quizzes <p>Mapped out monitoring cycle including data and pupil voice to be completed termly.</p> <p>Subject leader time</p> <p>£1350</p>	skills, and make measurable progress relative to their starting points.	
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Budgeted cost: £ 64 095

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

Budgeted cost: £ 55 770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide structured small-group support within lessons for Reading, Writing and Mathematics</p> <p>£1000 resources</p> <p>Staffing 30,375</p>	<p>The EEF guidance:</p> <p>Selecting interventions</p> <p>Teaching Assistant Interventions</p> <p>EEF's <i>Improving Literacy in KS1 and KS2</i> guidance emphasises:</p> <ul style="list-style-type: none"> • Explicit vocabulary and comprehension instruction • Dialogic teaching <p>Small-group reading sessions improve:</p> <ul style="list-style-type: none"> • Fluency • Comprehension • Oral language • Confidence <p>Especially for disadvantaged pupils.</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p> <p>8</p>
<p>Provide small group targeted teaching of times tables to support mathematics attainment of pupil premium pupils. (Y3-5)</p> <p>Subject lead provided with leader time to assess and group pupils every half term. Subject lead to provide monitoring and coaching for staff delivering the times table intervention.</p> <p>£2,250</p>	<p>In the EEF's recent review of maths teaching, the EEF recommends that teachers help pupils to "use a range of mental and other methods and be able to recall number facts efficiently and quickly." EEF+1</p> <p>The EEF argues that being unable to recall number facts fluently can hinder pupils' ability to tackle more complex mathematics later on. EEF</p> <p>In early years contexts (pre-school, early primary), EEF's Early Mathematics evidence summary notes that <i>effective early numeracy approaches</i> typically lead to a +7 months gain — which suggests that developing number sense and early arithmetic fluency</p>	<p>1</p> <p>4</p> <p>8</p>

	(foundational to times-tables) can have substantial impact.	
<p>Targeted Year 6 booster group interventions delivered by teaching staff to close attainment gaps.</p> <p>-Mathematics</p> <p>-Grammar</p> <p>Delivered with bought CPG resources and focusing on core subjects English and Mathematics.</p> <p>£1500 resources</p> <p>£7,800</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>EEF Targeted Support</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>6</p>
<p>Termly Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place</p> <p>£810</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>EEF Teaching Assistant Interventions</p>	<p>1</p> <p>4</p>
<p>Additional 1-1 and small group phonics sessions targeted at disadvantaged pupils (including LAC) who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>Staff release and training time/supply cover</p> <p>£14 000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
<p>WellComm speech and language intervention (pre-school within play specific targets)</p> <p>£4600 staff time</p>	<p>There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p> <p>EEF Communication and Language Approaches</p> <p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p> <p>6</p>

	<p>with the aim of providing easy to use support for everyone involved with children.</p> <p>Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p> <p>Once a profile has been drawn up for each child, The Big Book of Ideas provides focused teaching and intervention activities to meet individual needs.</p> <p>Wellcomm Speech and Language</p>	
<p>Purchasing of Widgit to continue to support staff implementing dual coding and adapted resources for pupils requiring these.</p> <p>£200</p> <p>Widgit champion time: £450</p>	<p>According to the EEF, the use of carefully designed visual supports and dual coding strategies can enhance pupils' understanding by reducing cognitive load and making curriculum content more accessible (EEF, 2021). The EEF's guidance on SEND also highlights that adapting teaching with clear visual scaffolds and structured resources is an effective way to support learners with additional needs, particularly when these resources are used consistently and are closely matched to pupils' levels of need (EEF, 2020). This evidence supports the use of tools such as Widgit to provide high-quality visual resources and dual-coded materials for pupils who require adapted support.</p>	<p>1 4 5</p>
<p>Reading interventions for targeted pupils</p> <ul style="list-style-type: none"> ● Read Theory ● Reading Lab ● Action tutoring ● Additional 1-1 reading ● Fluency Rubric (EEF) assessments <p>£1400</p> <p>Action tutoring £480</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF Reading Intervention</p>	<p>1 4 5</p>
<p>Accelerated Reader</p> <p>Pupils to access AR to quiz on books which supports reading for meaning and comprehension</p> <p>Pupils to access STAR reader each half term to complete a reading age test.</p>	<p>EEF's Teaching and Learning Toolkit shows that feedback interventions can have a very high impact on pupil outcomes, based on extensive evidence.</p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. Develop pupils' fluency through:</p>	<p>1 4 5</p>

£790	<p>guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and</p> <p>repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.</p> <p>EEF Literacy KS2</p>	
<p>Targeted sensory circuits used as part of pupil planned sensory diets across the day delivered by teaching assistants.</p> <p>£3000 staff time</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Physical development approaches may be more effective when educators thoughtfully vary the difficulty of tasks, provide feedback to children, combine instruction with active play, provide a range of resources and environments, including outdoors, for physical activities, and draw on theories of learning to design activities.</p> <p>EEF Physical Development</p>	2 3 4
<p>Provide Speech and Language therapy for pupils with speech and language difficulties.</p> <p>SALT TA to plan and deliver speech interventions and TA time to deliver in class.</p> <p>£8000 staff time and resources</p>	<p>EEF – oral language interventions consistently show positive impact on learning.</p> <ul style="list-style-type: none"> • High quality small group interventions • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. <p><i>EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</i></p> <p>EEF Oral Language Interventions</p>	1, 3, 5
<p>Provide structured Bucket Therapy sessions to support the emotional well-being, resilience, social skills, speaking and listening skills for disadvantaged pupils.</p> <p>Use of the leuven scale to track pupil well being and involvement.</p> <p>£2000</p>	<p>EEF research on social and emotional learning (SEL) shows that targeted interventions can improve attitudes to learning, social-emotional skills, and academic outcomes, with an average impact of +4 months progress (EEF, 2021). Programs that focus on emotional regulation, self-awareness, and coping strategies are particularly beneficial for disadvantaged pupils, helping them to engage more fully with classroom learning.</p>	2 3 4 5
<p>Provide 1:1 precision teaching of spellings to support the accuracy and fluency of spelling patterns and year group spelling word lists.</p>	<p>EEF guidance highlights that explicit teaching of transcription skills, including spelling, supports writing composition by reducing cognitive load and enabling pupils</p>	1 4 5

<p>Pupils to have bespoke spelling cards to address the learning of identified spelling gaps.</p> <p>£1080</p>	<p>to focus on planning and structuring their work (EEF, 2021). Phonics and early literacy interventions, which underpin spelling, have been shown to produce measurable gains, particularly for disadvantaged pupils. Systematic small-group or 1:1 support allows targeted teaching for those who require additional scaffolding.</p>	
<p>Provide targeted small group mastering number sessions as an intervention in KS2 for pupils who are working below age-related expectations in Mathematics.</p> <p>£1080</p>	<p>EEF research highlights that targeted small-group tuition typically leads to an average of +4 months progress for pupils, particularly when groups are small, structured, and led by trained staff (EEF, 2021). Mastering Number approaches, which focus on number sense, fluency, and mental arithmetic, are designed to strengthen foundational mathematical skills that underpin later learning. Focusing on disadvantaged pupils ensures that gaps in basic number skills are addressed early, supporting confidence and long-term attainment in mathematics.</p>	<p>1 4</p>
<p>Pupil premium pupils with identified SEND needs are supported by the school's SENDCo. Interventions are planned and delivered based on support plan.</p> <p>SENDCo time £3600</p>	<p>EEF guidance for mainstream schools emphasises the importance of adaptive, evidence-informed teaching strategies (explicit instruction, scaffolding, flexible grouping, use of technology, metacognitive support) for pupils with SEND. It recommends that these practices be overseen by senior leaders — including the school's SENDCo — to ensure consistent implementation and monitoring. (EEF, 2025)</p>	<p>1 4</p>
<p>Mobility plan in place for those pupils who join mid year.</p> <p>Week 1 and 2 – standardised diagnostics (Phonics screen, star reading, arithmetic, times tables)</p> <p>Week 3-6 Pupil progress checkpoint</p> <p>Mobility KPIs eg first 20 day attendance %, reading age at 6 weeks, repeated both at 1 full term</p> <p>Pastoral support offered in week 1 with pupil and parents; follow up sessions weekly for 4 weeks with pupil. (Additional support offered if needed)</p> <p>For nursery pupils, home visits to be carried out prior to starting.</p> <p>Attendance leader time £900</p>	<p>High levels of pupil mobility can present significant challenges for schools, particularly in terms of continuity of learning and pastoral care. Effective strategies are needed to support pupils who join school part-way through the year. (Gov.uk: managing pupil mobility through EEF)</p> <p>The EEF identifies “three major challenges faced by learners transferring from primary to secondary school,” including breaks in curriculum continuity and adapting to new routines. (Bell Foundation)</p>	<p>1 8</p>

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

Budgeted cost: £ 57 695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Readiness to learn: effective pastoral & safeguarding support provided by Pastoral support and safeguarding lead and specific interventions delivered.</p> <p>£40 000 staff employment</p> <p>-Butterfly Room available for children to access at break and lunchtimes for drop in sessions; mental health and well-being support; friendship support. Sensory circuits and nurture groups, support provide time for children to settle at key parts of the day.</p> <p>Passion for Learning also work with identified pupils.</p> <p>£1650</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Improving Social and Emotional Learning in Primary Schools</p> <p>Improving Behaviour in Schools</p> <p>social and emotional learning</p>	<p>2</p> <p>3</p> <p>4</p> <p>6</p> <p>7</p> <p>8</p>
<p>Provide a range of rich experiences including trips, visitors and residential stays to broaden children's cultural capital.</p> <p>Subsidising year 2 and year 5/6 residential.</p> <p>Track the attendance/take up of the trips and experiences offered.</p> <p>Gather pupil views</p> <p>£10 000</p>	<p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>Physical Activity</p> <p>Arts Participation</p> <p>Outdoor Adventure Learning</p>	<p>2</p> <p>3</p> <p>6</p>
<p>Offering a wide range of extra-curricular activities Disadvantaged pupils (including LAC) will be encouraged and supported to participate.</p> <p>Attendance of PP pupils to be tracked.</p> <p>Clubs coach £2880</p>		

PP leader time £270		
<p>Use of a drama specialist to enhance cultural capital in all year groups termly to further enhance the teaching and learning of oracy and drama.</p> <p>£2500</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>EEF Participation In The Arts</p>	<p>2 3 4 5</p>
<p>Attendance Support</p> <ul style="list-style-type: none"> Individual targets set for pupils identified as having below national attendance and those who are persistently absent Analysis of punctuality and attendance Meet with parents of families identified Monitoring the attendance of LAC pupils Analyse attendance over time (including morning club) to identify PP pupils and evaluate improvements Analyse attendance of persistent absentees <p>Breakfast provided for all pupils to ensure all have access to a nutritious breakfast and to encourage pupils to arrive in good time for the start of lessons.</p> <p>£800</p>	<p><i>perPupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</i></p> <p><i>As many as 1.8 million school age children in the UK are at risk of hunger in the morning. A hungry pupil cannot concentrate.</i></p> <p>Sutton Trust</p> <p><i>Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 per cent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 per cent of sessions.</i></p> <p><i>We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.</i></p> <p>EEF Improving Attendance for Disadvantaged Pupils</p>	<p>1 7 8</p>
<p>Wrap around care, breakfast club and meal provision.</p> <p>£1000 catering £2000 staff</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p> <p>Breakfast for all pupils</p>	<p>2 3 7</p>
<p>Communicating with, and supporting, parents to engage in their child's education and support family well-being.</p> <p>The use of school spider translation tool to support communicating with</p>	<p>The EEF Teaching and Learning Toolkit has a strand on Parental Engagement Working with parents to support Children's learning</p>	<p>3 6</p>

<p>parents who have English as an additional language.</p> <p>Continue use of CPOMS to record safeguarding information relating to parent communication and logging of behaviours.</p> <p>£700</p>		
<p>Increase parental engagement through the following</p> <ul style="list-style-type: none"> -on site school workshops -on site school performances -home learning guidance -building positive attitudes to reading <p>Track the attendance of parents at such events.</p> <p>Gather parent views following these events.</p> <p>Pupil Premium leader time: £270</p>	<p>EEF evidence shows that parental engagement can improve pupils' academic outcomes, with an average impact of +3 months' progress (EEF, 2021). Engaging parents in their child's learning is particularly beneficial for disadvantaged pupils, helping to reinforce learning at home, improve motivation, and build confidence. Effective approaches include:</p> <ul style="list-style-type: none"> • Supporting parents to understand curriculum expectations and learning strategies. • Providing guidance on how to help with reading, homework, and basic numeracy skills. • Structured home-school partnerships and workshops. 	<p>3 6</p>
<p>Provide targeted ELSA sessions for identified pupils needing additional support in emotional wellbeing.</p> <p>Track pupil engagement and well being through the Leuven Scale</p> <p>£6000</p>	<p>ELSA interventions provide targeted support for the social and emotional development of disadvantaged pupils. By improving emotional regulation, resilience, and self-confidence, these sessions help pupils overcome barriers to learning. This aligns with EEF guidance on social and emotional learning, which shows an average gain of +4 months progress when implemented effectively (EEF, 2021).</p>	<p>2 3 4</p>

Total budgeted cost: £ 177,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data.

The End of KS2 (Y6) data for 2024-2025:

	Pupils in receipt of PP who achieved EXS	Pupils in receipt of PP who achieved the higher standard	Non-disadvantaged pupils achieving the expected standard	Non-disadvantaged pupils achieving the higher standard
Reading	35%	18%	69%	23%
Writing	41%	6%	85%	8%
Mathematics	35%	24%	69%	31%
GPS	41%	12%	77%	54%
RWM Combined	47%	6%	85%	0%

The End of KS2 (Y6) data for 2023-2024:

	Pupils in receipt of PP who achieved EXS	Pupils in receipt of PP who achieved the higher standard	Non-disadvantaged pupils achieving the expected standard	Non-disadvantaged pupils achieving the higher standard
Reading	56%	22%	44%	11%
Writing	72%	6%	67%	0%
Mathematics	67%	17%	56%	11%
GPS	56%	44%	33%	33%
RWM Combined	61%	0%	56%	0%

	2023-2024		2024-2025		2025-2026	
	PP	Not PP	PP	Not PP	PP	Not PP
GLD	38% (8)	64% (11)	73%	47%		
Phonics	86% (12)	93% (14)	67% (11)	100% (11)		
Multiplication Check (out of 25 marks)	20% (3)	44% (4)	47% (8)	90% (9)		

Barriers (Challenges)

- Nationally, disadvantaged children do less well than their peers. Staff endeavour to work on closing the attainment gap for PP chn and non-PP throughout their school career.
- Some of our children have had events in their lives which mean that they are not always ready to focus on learning. These can occur over time or in some cases may have been a historic incident which has had a significant impact. Disadvantaged pupils' social and emotional well-being needs improvement to ensure they thrive.
- Due to their cultural capital, some of our children have not had a variety of rich experiences from which they can draw upon when learning.
- Barriers to learning which may be related to SEND (Special Educational Needs and Disabilities) or SEMH (Social Emotional Mental Health).
- Internal/External assessments carried out upon entry into school indicate that a high proportion of our children are unable to communicate effectively due to speech and language needs.
- A language rich environment is not always a typical experience for our pupils.
- Parental confidence/skills to support pupil learning at home varies.
- Attendance and punctuality for disadvantaged pupils is not yet in line with national standards.
- Many children move and join school throughout the year at different points and attend for different lengths of time.

Barrier (challenge)	Action – Tier 1	Impact
1, 4, 5	Sustain consistently strong teaching and learning to ensure all pupils access quality first teaching and make good progress from their starting points.	<ul style="list-style-type: none"> • Learning walks completed across the year have shown evidence of high quality teaching across all classes. • End of year data at Key Stage 2 is in line with national: pupil premium RWM combined - 47% (National at 47.4%).
1,3, 4, 5	Sustain strong implementation of RWI (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils Subject leader time (1 hour per week) £1000	Phonics subject leadership time has ensured that outcomes in Phonics are strong. Monitoring teaching and learning through regular learning walks, lesson observations and pupil book looks have allowed for timely feedback and targeted support. Phonics lead has used assessment data effectively to identify pupils at risk of falling behind and swift intervention strategies have been implemented. High-quality CPD and coaching for staff has ensured consistency in phonics delivery across all phases.

		67% of pupil premium pupils met the expected standard in the Phonics Screening Check. This is in line with National (67%).
1,3, 5, 8	Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	Our pupil premium strategy has had a positive impact on outcomes, with dialogic activities embedded across the curriculum helping disadvantaged pupils to articulate ideas more confidently, consolidate their understanding, and develop subject-specific vocabulary. This approach has strengthened engagement and improved attainment, while also supporting wider skills such as collaboration and resilience. Continued focus on structured dialogue will ensure sustained progress and narrow gaps further. Examples: STEM sentences are used in Science. After an experiment, pupils use these stems to explain cause-and-effect, reinforcing scientific reasoning and vocabulary. In Maths, they are used to explain "The answer makes sense because..."
1, 2, 4	Support staff employed and reorganised to allow more targeted support of pupils in years 4, 5 and 6. Staffing cost £ 23 000 TA Specialist SEND teacher in Y4 1 day per week £14 000 Deputy head time 1 day per week £16 000	Additional member of staff employed in Year 6 to target pupil premium children, especially those who were assessed as Below or Just Below. This had a positive impact on end of year attainment which is reflected in the data below. Y6 Autumn: Reading - 35% below, 29% just below Writing - 71% below Maths - 29% below, 29% just below Y6 Summer: Reading - 24% below, 24% just below Writing - 53% below Maths - 24% below, 18% just below SENCO teacher timetable adapted to ensure high quality teaching in Y4 one day a week due to the high percentage of pupils who are pupil premium and also have SEND. Y4 Autumn: Reading - 41% below, 24% just below Writing - 59% below, 12% just below Maths - 35% below, 24% just below Y4 Summer: Reading - 35% below, 29% just below Writing - 59% below, 6% just below Maths - 18% below, 29% just below Y6 targeted support from DHT in year 6 - reading, writing and mathematics

1, 3, 4, 5	<p>CPD opportunities for all subject leads: Subject leader training for curriculum subject leads</p> <p><i>CPD LA English and maths</i> £300</p> <p><i>National College</i> £1600</p>	<p>English subject lead and 2 teachers attended English hub training. Mathematics subject lead - attended all Maths hub training, 1 ECT, 1 KS2, 1 EYFS teacher</p> <p>Subject leader training for Music, DT and SLT was attended by those leads.</p>
1, 4, 5	<p>All pupils can evidence that they know more and remember more in all subjects, embedding concepts in their long-term memory.</p> <p><i>Teachers promote opportunities for discussion and check pupil understanding routinely and systematically in all lessons – use of Flashback Four at the start of each lesson</i></p> <p><i>Knowledge organisers for some foundation subjects are used to support pupils to know more and remember more</i></p> <p><i>Knowledge organisers are adapted for SEND pupils and tailored to their needs and learning</i></p> <p>Staff time £1000</p>	<p>Staff meeting x 2 - Assessment for learning strategies. Lesson observations demonstrate that 100% of staff use these strategies. Staff then ensure that gaps in knowledge are identified and taught to ensure rapid progress.</p> <p>End of unit quizzes are completed by all children. This includes adapted quizzes for PP children with SEND. Quiz assessments are analysed by subject leaders and teachers. Recall grids are then used at the start of all lessons to ensure taught 'sticky facts' are retained by all children.</p>
1,3,4,5	<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>-Power Maths £1200</p> <p>We will fund teacher release time to embed key elements of guidance in school and to</p>	<p>Power Maths implemented across all classes. Pupil premium children (without SEND): Y3 - 100% PP v 75% non PP Y6 - 50% higher standard PP v 33% non PP</p> <p>Subject lead attended all Maths Hub training.</p> <p>New times tables initiative implemented.</p>

	<p>access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£1500</p>	<p>Multiplication check results improved in 2025 from 2024: increase from 20% to 47% of pupil premium children achieving full marks.</p>
1,3,5	<p>Embed strategies for English (reading and writing) teaching and curriculum planning in line with DfE and EEF guidance through the use of Ready Steady Write scheme of work</p> <p>£625</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English training and CPD.</p> <p>£1000</p>	<p>Ready Steady Write used across all classes. Through lesson observations and book looks, subject leaders have been able to ensure that planning and teaching is of a high quality and the impact on children's attainment and progress is strong.</p> <p>Improved teacher confidence and subject knowledge, measured through pre- and post-training surveys.</p> <p>Increased implementation fidelity of English curriculum guidance, tracked via lesson observations or planning audits.</p> <p>Higher participation rates in CPD, with a target of 90% of English staff attending at least one training session per term.</p> <p>Reduction in attainment gaps, especially for disadvantaged pupils, tracked through subgroup analysis.</p> <p>PP Pupils in Y2 and Y6 (excluding SEND) are working in line with non PP pupils. Y2 - 58% Y6 - 84%</p> <p>The number of PP children achieving EXP has increased across the year: Y1 - 22% in autumn to 44% in summer Y2 - 20% in autumn to 47% in summer Y3 - 11% in autumn to 37% in summer Y4 - 24% in autumn to 35% in summer Y5 - 11% in autumn to 53% in summer Y6 - 24% in autumn to 47% in summer</p>
1,2,3,5	<p>Providing CPD to staff based on quality first teaching across the curriculum.</p> <p>Funding release time for subject leaders and teachers.</p> <p>£1000</p>	<p>Providing CPD focused on quality first teaching has strengthened classroom practice, with staff reporting increased confidence in adapting lessons to meet the needs of disadvantaged pupils. Lesson observations and pupil voice indicate that strategies introduced through CPD are being embedded consistently, leading to improved engagement and progress. Funding release time for subject leaders and teachers has enabled more effective monitoring, coaching, and curriculum development, ensuring that interventions are targeted and responsive. Together, these measures have contributed to narrowing attainment gaps, with internal data showing improved outcomes in core subjects for pupil premium cohorts.</p>

		See results table at the start of the document!
1	Recruitment and retention of staff – providing cover time to undertake professional development: NPQTL, NPQH, RWI lead £1000	1 member of SLT achieved NPQH 1 member of staff achieved NPQTL 1 member of staff completed NPQEY (awaiting assessment result)
1,2,3,4,5,8	Sourcing technology and other resources to support high quality teaching and learning. Auditing of technology and iPad apps. Accessing training based on the use of ICT to enhance teaching and learning through a subject specialist. £870	CPD training - use of technology to support writing; to support learning across the school. Seesaw rollout across the school has been completed. Pupils are able to access learning on Seesaw and record their ideas as well as outcomes of lessons. The systematic auditing of devices and iPad apps ensured that provision was purposeful and aligned with curriculum needs, reducing barriers to access. Training delivered by a subject specialist has increased staff confidence in using ICT to support pedagogy, with lesson observations evidencing more interactive and engaging approaches. Internal monitoring shows improved pupil outcomes, including greater independence in learning and stronger progress in digital literacy skills, contributing to the narrowing of attainment gaps. 90% of staff reported increased confidence in using ICT following training.

Barrier (challenge)	Action – Tier 2	Impact
1, 2, 3, 4, 5	Structured 1-1 or small group interventions using up-to-date assessment information and responsive to the changing emotional needs of pupils to meet the needs of disadvantaged pupils with SEND. £1000 resources	Through Pupil Progress Meetings and timely interventions, the proportion of PP pupils achieving expected standards rose by an average of 22 percentage points across core subjects between Autumn and Summer. Writing improved by 23 points, maths by 30 points, and reading by 12 points — equating to 11 more pupils meeting expectations.”
1, 3, 4	Targeted Year 6 booster group interventions delivered by teaching staff to close attainment gaps. Delivered with bought CPG resources	Use of CPG resources supported booster group interventions. Reading Autumn: 7/ 17 41% Expected Summer: 9/17 53% Expected

	<p>and focusing on core subjects English and Mathematics.</p> <p>£500</p>	<p>Writing Autumn: 4/17 24% Expected Summer: 8/17 47% Expected</p> <p>Maths Autumn: 5/17 29% Expected Summer: 10/17 59% Expected</p>
1, 3, 4, 5	<p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place</p> <p>£500</p>	<p>100% Pupil Premium pupils were discussed at Pupil Progress meetings. Needs identified including Reading intervention. Y5 pupils were added to Reading Lab intervention</p> <p>Pupil progress meetings supported the proportion of PP pupils achieving expected standards rose by an average of 22 percentage points across core subjects between Autumn and Summer. Writing improved by 23 points, maths by 30 points, and reading by 12 points — equating to 11 more pupils meeting expectations.”</p>
1, 2, 4, 5	<p>Wider resources: 1:1 class set of Chromebooks (used to support focused reading and writing)</p> <p>£12 000</p>	<p>Focused use in reading and writing sessions has supported improved engagement, with pupils demonstrating greater independence and confidence in drafting, editing, and researching. Monitoring shows increased completion rates of extended writing tasks and measurable gains in reading comprehension, with pupil premium cohorts making accelerated progress compared to previous years. This investment has reduced barriers to learning, ensuring equitable access to digital resources and contributing to the narrowing of attainment gaps.</p> <p>Reading comprehension scores for pupil premium pupils improved by 12% following the introduction of Chromebooks.</p> <p>Reading data Y6 Autumn: 7/ 17 41% Expected Summer: 9/17 53% Expected</p>
1,5	<p>Additional 1-1 and small group phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. Staff release and training time/supply cover</p> <p>£14 000</p>	<p>9 PP pupils accessed 1-1 tutoring 5 PP pupils attended targeted intervention clubs after school.</p> <p>Phonics subject lead attended all training sessions put in place by the English Hub.</p> <p>3 development days with Read Write Inc supported the teaching of phonics.</p> <p>67% of PP pupils achieved the EXS PSC which is line with national</p>

1, 2, 3, 4, 5, 6	WellComm speech and language intervention (pre-school within play specific targets) £4600 staff time	Wellcomm is delivered 3 x 1hour per week by a TA 5 Reception pupils were targeted with wellcomm intervention. $\frac{3}{5}$ pupils reached the expected level 9
1,5	Providing small group interventions for disadvantaged pupils, new to the country pupils and those with English as an additional language to support language development and literacy skills. £9000 staff time Assessment gap analysis for those pupils with EAL completed by teachers during assessment time.	Y1: Reading: 1/1 EAL EXP Autumn Writing: 1/1 EAL EXP Autumn Reading: 1/1 EAL EXP Summer Writing: 1/1 EAL EXP Summer Y2: No EAL PP pupils in this cohort Y3: Reading: 1/1 EAL EXP Autumn Writing: 1/1 EAL EXP Autumn Reading: 1/1 EAL EXP Summer Writing: 1/1 EAL EXP Summer Y4: No EAL PP pupils in this cohort Y5: Reading: 1 / 2 EAL EXP Autumn Writing: 0/2 EAL EXP Autumn Reading: 1 / 2 EAL EXP Summer Writing: 1/2 EAL EXP Summer Y6: Reading: 2/2 EAL EXP Autumn Writing: 2/2 EAL EXP Autumn Reading: 2/2 EAL EXP Summer Writing: 2/2 EAL EXP Summer Assessment gap analysis for EAL pupils has provided clear diagnostic information, enabling teachers to plan precise interventions.
1, 2, 3, 4	Purchasing of Widgit to continue to support staff implementing dual coding and adapted resources for pupils requiring these. £300	Staff have been able to implement dual coding strategies and adapt resources to support pupils with PP. Staff report increased confidence in pupils ability to access Writing lessons and work with greater independence.
1, 4, 6	Reading program Lexplore used to assess reading and eye	The whole school were screened on Lexplore twice.

	tracking in order to support progress of reading skills. £680	Screening results from Lexplore were used to provide a baseline for reading age, reading speed and eye tracking. All teachers used this data to inform teacher planning. This supported Y6 statutory test access arrangements.
1, 2, 3, 4, 5	Reading interventions for targeted pupils - Reading Plus and read theory. £1400	Reading data Y6 Autumn: 7/ 17 41% Expected Summer: 9/17 53% Expected The implementation of targeted reading interventions through Reading Plus and ReadTheory has had a measurable impact on disadvantaged pupils' literacy outcomes. Diagnostic data from both platforms has enabled teachers to identify individual needs and tailor support effectively.
1, 4, 5	Accelerated Reader assessment £790	Average increase in reading age across the year: Year 3: 1 year 1 month Year 4: 1 year 2 months Year 5: 11 months Year 6: 1 year 5 months
2, 3, 4, 7	Targeted sensory circuits used as part of pupil planned sensory diets across the day delivered by teaching assistants. £3000 staff time	Sensory circuits are attended daily by pupil premium pupils who require a sensory diet Y6: 3 PP pupils Y5: 5 PP pupils Y4: 8 PP pupils Y3: 8 PP pupils Y2: 4 PP pupils Y1: 9 PP pupils
1, 3, 5	Use of Speech and Language supports language development and progression. SALT TA to plan and deliver speech interventions and TA time to deliver in class. Bucket Therapy £8000 staff time and resources	11 pupils access bucket therapy daily which enables them to TA delivery of SALT weekly for all pupils receiving 22 Pupils have received SALT across the year.
Barrier (challenge)	Action – Tier 3	Impact

2,3,4	<p>Readiness to learn: effective pastoral & safeguarding support provided by Pastoral support and safeguarding lead and specific interventions delivered.</p> <p>£40 000 staff employment</p> <p>-Butterfly Room available for children to access at break and lunchtimes for drop in sessions; mental health and well-being support; friendship support. Sensory circuits and nurture groups, support provide time for children to settle at key parts of the day.</p> <p>Passion for Learning also work with identified pupils.</p> <p>£1650</p>	<p>15 pupils attend lunch club for drop in sessions.</p> <p>Sensory circuits* see above</p> <p>6 PP pupils attended Passion For Learning sessions weekly which supported their engagement in lessons.</p> <p>4 pupils graduated from Passion For Learning.</p> <p>4 pupils individually supported by a football coach.</p>
6	<p>Provide a range of rich experiences including trips, visitors and residential stays to broaden children's cultural capital.</p> <p>Subsidising year 2 and year 5/6 residential.</p> <p>£10 000</p>	<ul style="list-style-type: none"> • Y6 residential - 34 PP pupils attended • Y2 residential 15 PP pupils attended • Young Voices - 65% of Pupils who attended were PP • 100% of PP pupils in year 3 and year 5 attended Liverpool Cathedral and a Mosque - fully paid for by school • 100% of PP pupils in year 5/6 attended safety central. • 100% of PP pupils in year 6 attended the Primary College Taster Day. • 100% of PP pupils in year 6 were involved in a Science URENCO workshop • 100% of PP pupils in Y5 attend an experience day at the local high school • 100% of PP pupils in Y6 attend a rewards based trip in July • 100% of PP pupils in Y5 attend a music concert at a local high school • Y1-Y6 attended Theatre Porto to watch a show at Christmas • 100% of PP pupils in Y6 attended New Brighton to study art.
6	<p>Offering a wide range of extra-curricular activities</p> <p>Disadvantaged pupils will be</p>	<p>Pupil voice highlights that involvement in clubs and activities has enhanced enjoyment of school and strengthened social relationships, while staff</p>

	encouraged and supported to participate.	<p>observations indicate positive impacts on engagement and behaviour in lessons.</p> <p>Club uptake by PP children to be a focus in the next strategy.</p>
3, 4, 6	<p>Use of a drama specialist to enhance cultural capital in all year groups termly to further enhance the teaching and learning of oracy and drama.</p> <p>£1545</p>	<p>The termly involvement of a drama specialist has had a positive impact on pupils' cultural capital and the development of oracy across all year groups. Disadvantaged pupils in particular have benefited from structured opportunities to practise speaking, listening, and performance skills in a supportive environment. Teacher observations and pupil voice highlight increased confidence, creativity, and willingness to participate in class discussions, with many pupils demonstrating improved vocabulary and expression. The sessions have also enriched the wider curriculum by embedding drama techniques into everyday teaching, leading to greater engagement and deeper understanding of subject content. This provision has therefore contributed to both academic progress and the personal development of disadvantaged learners, ensuring equity of access to high-quality cultural experiences.</p> <p>All classes accessed two sessions of 'Play in a Day' across the year.</p> <p>Y6 were supported in their end of year play by a drama specialist which was performed at Theatre Porto.</p>
7	<p>Attendance Support</p> <ul style="list-style-type: none"> • Individual targets set for each identified pupils • Analysis of punctuality and attendance • Meet with parents of families identified • Analyse attendance over time (including morning club) to identify PP pupils and evaluate improvements <p>Breakfast provided for all pupils to ensure all have access to a nutritious breakfast and to encourage</p>	<p>Targeted attendance support has had a positive impact on disadvantaged pupils by addressing barriers to punctuality and consistent attendance. Individual targets set for identified pupils provided clear expectations and accountability, while regular analysis of attendance data enabled staff to monitor progress and intervene promptly. Meetings with parents of families identified for support strengthened home-school partnerships, ensuring that strategies were consistent and collaborative. Tracking attendance over time, including participation in morning club, shows improved punctuality and reduced absence rates among pupil premium cohorts. These measures have contributed to greater engagement in learning, improved readiness for lessons, and a narrowing of the attendance gap between disadvantaged pupils and their peers.</p>

	<p>pupils to arrive in good time for the start of lessons.</p> <p>£800</p>	<p>Pupil premium children’s attendance has increased from 90.2% in the autumn term to 92.8%.</p> <p>35% of PP children were persistently absent and this decreased to 24.5% in the summer.</p> <p>The attendance gap between PP and non decreased from 3.9% to 3.5%.</p>
6, 7	<p>Wrap around care, breakfast club and meal provision.</p> <p>£1000 catering</p> <p>£2000 staff</p>	<p>Providing wrap-around care, breakfast club, and meal provision has had a significant impact on disadvantaged pupils by removing barriers to learning and ensuring equitable access to support. Attendance at breakfast club has improved punctuality and readiness to learn, with staff reporting that pupils are more settled and engaged in morning lessons. Consistent access to nutritious meals has supported wellbeing and concentration, contributing to better behaviour and learning outcomes across the school day. Wrap-around care has also increased opportunities for enrichment and supported families by reducing financial pressures, leading to higher participation rates among pupil premium pupils. Internal monitoring shows improved attendance and engagement, with positive feedback from parents highlighting the value of these provisions in supporting both academic progress and wider personal development.</p>
6	<p>Communicating with, and supporting, parents to engage in their child’s education and support family well-being.</p> <p>Continue use of CPOMS to record safeguarding information relating to parent communication and logging of behaviours.</p> <p>£700</p>	<p>Parental feedback is positive.</p> <p>94% of parents that responded report that the agree or strongly agree about their child’s happiness in school.</p> <p>100% of parents have had concerns address or not raised any concerns.</p> <p>Cpoms is used as needed from all school staff.</p>

1) Disadvantaged pupils attend less and are not always punctual.

Attendance is an area to continue to improve across the school.

	Attendance PP	Attendance non-PP	Unauthorised absences PP	Unauthorised absences non-PP	Persistent absence PP	Persistent absence non-PP
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22-23	90.36%	93.88%	4.46%	1.6%	24%	16%
23-24	91.35%	92.73%	3.11%	1.97%	32.53%	23.76%
24-25	92.8%	96.3%	3%	1.4%	24.5	11%

Overall, attendance and unauthorised absences has improved since last year for PP children as well as non-disadvantaged attendance. Persistent absentee attendance has reduced since last year. Staff and SLT continue to make this a priority for next year and have identified further support that can be offered to help children improve their punctuality and attendance. Staff will work closely with parents and families to facilitate this.

Externally provided programmes

Programme	Provider
Music curriculum	Charanga ltd £200
Writing Scheme – Ready Steady Write	Literacy Counts
Power Maths	Pearson £1200
Accelerated Reader	Renaissance £790
Symbol based language tool	Widgit £300
Lexplore reading assessment tool	Lexplore Analytics £680
Play in a Day	Rebecca Courtney £1600
Nurture Support	Passion For Learning £1700
Read Write Inc phonics	Ruth Miskin RWI £2600
Extra-curricular activities	Vara Sports £23 500
Times Table Rockstars	Times Table Rockstars £175
Data analysis/demographic analysis/assessment	Insight £720
PFI charge for free school meals	Edsential £6500