Pupil premium strategy statement

School overview

Detail	Data
School name	St John the Evangelist Catholic Academy
Number of pupils in school	187 (166 excluding Nursery)
Proportion (%) of pupil premium eligible pupils	32% (excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Dianne Mason
Pupil premium lead	Natalie Meakin
Governor / Trustee lead	Simon Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,012
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	£92,012

Part A: Pupil premium strategy plan

Statement of intent

THE NEWMAN CATHOLIC COLLEGIATE MISSION
"GROWING TOGETHER FOR LIFE"

The Newman Catholic Collegiate is a partnership of nine Catholic academies in North Staffordshire, part of the Archdiocese of Birmingham, under the patronage of Saint John Henry Newman.

Our priority is to help students to know Jesus Christ, his mission and his Gospel, which forms our way of living.
We commit to work together so that each academy, respecting its own unique character, will offer outstanding Catholic education.
Our shared vision of life respects the uniqueness of all students, supporting their families, engaging them in their communities, and offering them unconditional love, so that they may achieve their potential and live life in its fullness.
To achieve this, across our academies, we will know one another, offering each other encouragement and active support.

Our vision for St John the Evangelist Catholic Academy is summed up in the words-

The school welcomes the focus upon 'raising the achievement of disadvantaged children' as part of its commitment to ensuring that all of its pupil premium pupils receive the best teaching, engage safely in school life and make comparable progress to their peers.

We recognise that not all pupils who are eligible for the Pupil Premium are under-achieving and that others may be under-achieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our school is fully committed to ensuring the progress of all pupils and especially those that are disadvantaged.

T**he *ultimate objectives for our disadvantaged pupils***

- Have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils' needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

Key principles of the strategy plan

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy.
- Access to improved educational resources and experiences for all disadvantaged students across all subject areas
- Targeted academic support for disadvantaged students including an academic tutor, intervention, small group tuition, as well as assessment
- Provision of strategies to support disadvantaged students with their attendance, and wellbeing including a breakfast club, after school clubs and instrumental tuition.
- Bespoke support to meet the needs of individual circumstances.

Challenges

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

Challenge number	Detail of challenge
1	Capacity to provide high quality continuous on-going development of the curriculum to ensure that it responds to the needs of all pupils, especially the most vulnerable
2	High quality teacher expertise to support continuous and sustained professional development of all staff including developing a programme of mentoring and coaching
3	Further development of technology to support high quality teaching and learning.
4	Providing high quality continuous professional development to support teachers to meet the specific needs of disadvantaged pupils with SEND
5	Ensuring the interventions that support language development, phonics, reading, literacy and numeracy have a clear impact and are measurable.
6	Further improving the attendance of pupil premium children
7	Support for identified pupils social, emotional and behaviour needs and teachers' expertise in teaching such children
8	Engagement of parents in their child's learning
9	Delivering more structured extended schools programme to foster academic benefits linked to the curriculum and led by well trained staff

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
Intended outcome 1 There is continuous on-going CDP for subject leads which leads to continuous development of the school's curriculum provision in all subjects taught within the school which ensures that a well-developed broad and balanced curriculum that prepares learners for the next stages in their education is in place and is taught well.	A curriculum is in place that is regularly evaluated and amended to meet the needs of all pupils. The well-developed broad and balanced curriculum ensures learners are prepared for the next stages in their education. Teachers' knowledge and pedagogical expertise across the curriculum ensures high quality teaching. Selection and investment in high quality curriculum materials impacts on ensuring the quality of teaching is high. High quality teaching across the curriculum improves pupil premium attainment. The use of standardised assessment supports the identification of areas for development.
Intended outcome 2 A programme of coaching is in place and this is a collaborative process supported by the coach who creates a safe space for exploration with the teacher to create positive and sustainable change.	Continuous and sustained professional development on evidence-based classroom approaches. Continuous professional development includes building knowledge, motivating teachers, developing teacher techniques and embedding practise. Mentoring and coaching approach is in place with leaders identifying which method is appropriate for the subject area and/or teacher.
Intended outcome 3 The further use of technology in the classroom supports all children's learning including PP and SEND children	Teachers use technology, informed by effective pedagogy to improve teaching and learning. Technology is used by the teachers to model worked examples. Technology is used by pupils to help them to learn, to practice and to record their learning. Technology is used successfully to support independent learning. Technology is used successfully to support pupils with SEND
Intended outcome 4 There is a continuous on-going and sustainable CPD to support teachers to meet the specific needs of disadvantaged pupils with SEND	Specific approaches to support disadvantaged pupils with SEND are in place including explicit instruction, cognitive and meta-cognitive strategies, scaffolding and flexible grouping and the use of technology. Refreshing of teachers knowledge of the 5 strategies in the EEF document 'Special Educational Needs in Mainstream) ensures staff are confident in delivering the 5 evidence-based strategies set out to support pupils with SEND. Regular monitoring of SEND provision for those pupils that are Pupil Premium and SEND to see impact of SEND. CPD including the use of pre-teaching, explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible grouping and targeted use of technology are in place so that these pupils can access the full curriculum and have the appropriate level of challenge. Targeted Pupil Progress meetings for PP children with a member of SMT on a termly basis identify and children who may be falling behind so that interventions are implemented and their progress carefully tracked. Monitoring of the use of cognitive and metacognitive strategies used in the classroom with the PP children (with or without SEND) to ensure that all staff working with these children are developing their self-reliance and independence.
Intended outcome 5 Focused teaching sessions, led by experiences staff, are in place for identified children.	Interventions are carefully linked to classroom teaching and matched to specific needs. Pupils access to the full curriculum is not inhibited through the use of interventions. Effective interventions to support literacy and numeracy impact on raising standards in identified children. Interventions support the teaching and learning of language development and literacy and numeracy skills. Interventions are delivered either one-to-one, as a group or within the class setting.
Intended outcome 6 The attendance of pupil premium children, including those that are persistently absent, is above the national average for Pupil Premium children.	A wide range of approaches to improve attendance are in place. Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance.
Intended outcome 7 All teachers and support staff support the social and emotional	Whole class approaches as well as targeted interventions are in place. This includes things like managing difficult emotions, making responsible decisions, handling stress, setting goals, and building healthy relationships.

learning (SEL) of children so that they acquire social and emotional skills.	Monitoring of these approaches and the impact is in place. Family support worker and other agencies heavily involved with the development of social and emotional support.
Intended outcome 8 Parental engagement has a large ad positive impact on children's learning.	A range of practical approaches to support parental engagement are in place. Improved levels of parental engagement support improved academic outcomes.
Intended outcome 9 The extra-curricular activities provided help to boost academic performance and develop valuable skills, knowledge and cultural capital.	The benefits of extracurricular actives are promoted to parents who understand that they can have a positive impact on academic outcomes in other areas of the curriculum Monitoring engagement in extra-curricular activities increases engagement in learning and is translated into improved teaching and learning. Targeted after school programme of tuition, homework and summer school programmes are in place. Extra-curriculum activities are seen by all staff, children and parents as an important part of the schools education and increase engagement in learning.

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £51,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intended Outcome 1: ***There is continuous on-going CPD for subject leads which leads to continuous development of the school's curriculum provision in all subjects taught within the school which ensures that a well-developed broad and balanced curriculum that prepares learners for the next stages in their education is in place and is taught well.*** **Activities:** Foundation Curriculum Continue the curriculum review cycle for each subject to ensure regular updates and responsiveness to pupil needs. Assessment schedule for in Maths, English, Phonics and RE. Subject specific CPD sessions subject leaders attend PLC's within the MAC. Subject leaders continue to work with Vice Principal on their subject medium-term planning. Continue a focus on adaptations within their subject. Subject leaders continue to complete book trawls and pupil voice. Subject leaders to use Plan Bee to support their medium term planning. Provide subject-specific coaching for leaders to strengthen leadership capacity to ensure effective implementation of the school's curriculum across all key stages Continue to invest in curriculum resources so that all teachers use high quality curriculum materials and resources Introduce peer moderation across year groups to ensure consistency in planning and assessment. Continue with the monitoring of curriculum coverage and progression of the Foundation subjects	The EEF's guidance reports. Guidance reports | EEF (educationendowmentfoundation.org.uk) EEF Toolkit: Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk) Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development. Effective Professional Development Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities. Great Teaching toolkit Accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.	1

Core Curriculum Subject specific CPD sessions (PLC's) Focus on teachers' knowledge and expertise in continuing to develop communication and language approaches in the early years with a focus on the teaching and modelling of vocabulary and language. To enhance pupils' communication skills, confidence, and language development through structured oracy activities embedded across the curriculum. **Key Actions:** • Continue to embed the oracy policy across the school. • Continue to embed daily opportunities for structured talk, including paired discussions, debates, and presentations. • Use sentence stems and talk prompts to scaffold pupil responses. • Train staff in dialogic teaching and questioning techniques. • Include oracy objectives in lesson planning for writing. • Monitor impact through pupil voice, learning walks, and assessment of spoken language outcomes. Continue to provide and embed continuous and sustained development to support the delivery of DfE validated phonics programme Phonics Bug Club. Using Bug Club enables: • whole-class teaching with **flexible grouping** for slower learners. • Combines **print and digital resources** for accessibility. • Includes: o Grapheme-sound cards o Digital lessons and games o Decodable readers matched to phonics phases o Built-in quizzes for comprehension and vocabulary Continue to embed the new reading scheme – for guided reading using Bug Club scheme and books. Bug Club Guided Reading includes: • **Banded print texts** for KS1 and KS2. • **Comprehensive teaching notes** for small-group instruction. • **Dialogic, talk-based approaches** at KS2 to promote deeper comprehension. • **Pre- and post-reading activities** to reinforce learning. Continue to build teachers knowledge and pedagogical expertise in the teaching of reading using the high-quality resources to ensure that accuracy through decoding, automaticity and prosody are taught effectively to all children. Continue maths CPD and coaching which focuses on further building teachers' pedagogical knowledge and use of Power Maths which aligns with international best practices in maths mastery: • **Use of manipulatives and visual models** to support conceptual understanding. • **Deliberate variation** in problem types to promote fluency and reasoning. • **Discussion of misconceptions** as a learning tool. • **Same-day intervention** to ensure all pupils keep up with the learning pace Monitoring ensures teachers engage deeply with Power Maths materials to	**Education Endowment Foundation (EEF)** • **Oral language interventions** have a **high impact**: pupils make an average of **+6 months' progress** over a year. **UCL Institute of Education Randomised Control Trial (2015–2016)** • Conducted in **30 UK primary schools** with over **1,500 pupils**. • Pupils using Bug Club made **significantly greater progress** in reading compared to control groups. • After **5.5 months**, pupils were **three months ahead** in word decoding and spelling. • After **12 months**, they were **two months ahead** in reading comprehension. • After **18 months**, they showed **greater gains in vocabulary** and **reading fluency**. • **Pupil Premium children** made statistically significant gains **Conducted by UCL Institute of Education (2015–2016)** • Involved **30 schools** and over **2,700 pupils** in Years 1 and 2. • Pupils using Bug Club made **1.75 more standardised points progress** in reading than control groups over two terms. • After **five terms**, pupils were **11 months ahead**	

• Enhanced **subject knowledge**. • Provide better **lesson planning** and **delivery**. • Have more confidence in **supporting diverse learners**, including those with SEND Standardised assessments in maths, reading and SPAG termly to identify teaching gaps. Monitoring of curriculum coverage of the Core subjects. Continue to provide professional development opportunities such as NPQH, NPQEL, NOQ Well-Being accessed by teachers. Evaluate the effectiveness of all CPD and the high-quality resources provided and the impact on teaching and learning and raising attainment. **Writing** Embed the new writing programme in school to include: **Clear Intent and Purpose** • Define the **vision for writing** across the school. • Ensure alignment with the **National Curriculum** and school improvement priorities. • Include aims for **vocabulary development**, **grammar**, **composition**, and **transcription**. **2. Progression Framework** • Map out **year-by-year expectations** for writing skills. • Include progression in: ○ **Sentence structure** ○ **Text organisation** ○ **Vocabulary and grammar** ○ **Spelling and punctuation** ○ **Editing and redrafting** • Ensure progression is **cumulative and revisited** regularly.	of their chronological age in reading scores. [Evaluation...school ...] • **Pupil Premium children** made statistically significant gains Power Maths Efficacy Study (2019–2022) * Conducted by **Pearson and UCL**, involving **24 primary schools**. * Explored how Power Maths is used in classrooms and its impact on teaching and learning. * Included **teacher and pupil voice**, **lesson observations**, and **focus groups**. * Found that Power Maths: -Improved **consistency and quality of teaching**. -Increased **teacher confidence and pedagogical knowledge**. -Reduced **teacher workload** by providing well-structured planning materials. -Supported **whole-class mastery** and **catch-up learning** post-pandemic. -Was especially valued for its **coherent structure**, **visual representations**, and **same-day interventions** The studies suggest that Power Maths can: • Support **long-term attainment** and **mathematical confidence**. • Be adapted to suit different school contexts. • Help reduce the **attainment gap**, especially post-COVID **DfE Writing Framework (2025)** • Emphasizes that writing must be taught in a **sequenced way** to manage cognitive load and support fluency. • Advocates for: **-Sentence-level instruction** as foundational. **-Oral composition before transcription**. **-Quality over quantity** in early writing. **-Early identification and support** for struggling writers. • Provides detailed guidance on progression from Reception to Year 6, including genre cov-	

3. Genre Coverage and Text Types • Identify key **genres and writing purposes** (e.g. narrative, persuasive, informative, poetry). • Ensure pupils experience a **range of text types** across year groups. • Include **model texts** and **exemplar writing** for each genre. **4. Sequencing of Learning** • Plan writing units so that skills are **taught in a logical order**. • Build from **sentence-level work** to **paragraphs and extended writing**. • Sequence grammar and punctuation teaching to support composition. **5. Vocabulary and Oracy Integration** • Embed **tiered vocabulary** development across subjects. • Link writing to **oracy activities** (e.g. oral rehearsal, debates, storytelling). • Include strategies for **pre-teaching vocabulary** and **language scaffolding**. **6. Assessment and Moderation** • Include **formative and summative assessment points**. • Use **writing rubrics** or success criteria aligned with progression steps. • Plan for **internal moderation** and **pupil conferencing**. **7. Inclusion and Support** • Ensure adaptations for **SEND and EAL pupils** (e.g. scaffolds, visuals, assistive tech). • Include **intervention pathways** for pupils not meeting age-related expectations. • Plan for **writing enrichment** (e.g. competitions, publishing opportunities). **8. Resources and CPD** • Identify **core resources** (e.g. schemes, texts, planning tools). • Include a **CPD plan for staff** on teaching writing, grammar, and feedback. • Provide **exemplar planning and modelled lessons**. Maintain the attainment achieved in phonics, reading and mathematics to be in line with national percentages.	erage, grammar, vocabulary, and composition strategies **EEF Writing Practice Review (2024)** * Identifies current challenges and best practices in teaching writing. * Highlights the need for: **-Cumulative progression** in sentence construction and composition. **-Explicit teaching of writing processes**. **-Integration of grammar and vocabulary instruction** within meaningful writing tasks.	
Intended Outcome 2: ***A programme of coaching is in place and this is a collaborative process supported by the coach who creates a safe space for exploration with the teacher to create positive and sustainable change.*** Leaders continue to embed coaching for RE across all year groups. Power Maths coaching to continue across all year groups. All staff to partake in coaching with staff coaches from other academies. **Activities:** • Continue to expand the coaching programme and develop an instructional coaching cycle to: **1. Improve Teaching Practice** • Coaching leads to **better instructional quality**, especially when focused on classroom strategies and subject-specific pedagogy. • Teachers who receive coaching are more likely to **implement new practices effectively** and **sustain them over time**. **2. Enhance Student Outcomes** • A meta-analysis by Kraft, Blazar & Hogan (2018) found that coaching improves: ○ **Instructional practice** by **+0.49 standard deviations** ○ **Student achievement** by **+0.18 standard deviations**.	Mentoring and coaching of teachers.pdf Effective Professional Development Power Maths/Maths Mastery Improving Maths in the Early Years and Key Stage 1 Improving Maths in Key Stage 2 and Key Stage 3 Bug Club Phonics Phonics Bug Club Reading Reading Fluency • Create a coaching log or portfolio for staff to reflect on progress and set goals.	2, 5

3. Personalise Professional Development • Coaching is **job-embedded**, **ongoing**, and **tailored** to individual teacher needs. • It supports **reflective practice**, **self-efficacy**, and **growth mindset**. 4. **Create a positive School Culture** • Builds **trust**, **collaboration**, and **shared accountability**. • Encourages **peer learning** and **distributed leadership**. **5. Support for Early Career Teachers** • Coaching is a key component of the **Early Career Framework (ECF)** in England. • Helps new teachers **transition successfully**, reducing **attrition rates**. 6. **Leadership Development** • Coaching supports **middle and senior leaders** in developing strategic thinking, emotional intelligence, and team management skills Evaluate the effectiveness of the coaching provided and its impact on teaching and learning	• Schedule termly CPD audits to ensure staff development is aligned with school improvement goals. **EEF Toolkit**: Coaching and mentoring show moderate impact for moderate cost, especially when sustained and well-structured. **National College for School Leadership (NCSL)**: Coaching builds capacity for change and supports collaborative learning. **SAGE Publications**: Coaching frameworks like GROWTH and CLEAR enhance feedback, reflection, and performance. **NCSI Coaching Cycle**: Effective coaching involves pre-observation, in-class support, and post-observation feedback	
Intended Outcome 3: ***The further use of technology in the classroom supports all children's learning including PP and SEND children*** **Activities:** Continue to audit current devices, software and assistive technology. Identify gaps in provision, particularly for SEND and PP pupils. Provide targeted CPD on effective use of technology in teaching and assessment informed by effective pedagogy to improve teaching and learning. Review and if necessary, amend the digital fluency progression map for pupils across year groups. Continue to introduce and embed text-to-speech, speech-to-text, word prediction, screen readers and accessibility tools for pupils who experience barriers to reading and writing. Use carefully selected digital resources to provide additional phonics practice, reading fluency activities and personalised learning opportunities. Continue to implement the use of technology champions in each phase to support staff and share best practice. Teachers use technology for modelling and feedback and to enhance lesson delivery. Teachers and support staff use technology to support SEND and PP children Monitor and evaluate the use and the impact of technology. Is technology improving engagement? Access to learning? Independence? Progress? especially for PP and SEND pupils Support communication needs where needed – provide visual timetables, now and next boards (e.g. with the use of Widgit)	Using digital technology to improve learning **Education Endowment Foundation (EEF) Guidance Report** ***Digital technology can improve learning**, especially when: -It enhances **explanations and modelling**. -Increases the **quality and quantity of pupil practice**. -Improves **assessment and feedback**. • Technology should be introduced **in response to a specific need**, not just because it's available. • **Training and support** for teachers are essential for successful implementation. **2. EEF Evidence Review (Lewin et al., 2019)** *Technology is most effective when it: -**Supports core teaching practices** (e.g., modelling, retrieval, feedback). -Is embedded in a **well-designed learning system**. -Supplements rather than replaces traditional instruction. -Positive impact seen in **maths, literacy, and language learning**.	3

	-Overuse or poorly integrated technology can **negatively affect attainment**.
	
	3. OECD Review (2023)
	• Access to technology alone does **not guarantee educational gain**.
	• Success depends on:
	  ○ **Pedagogical integration**
	  ○ **Teacher training**
	  ○ **Curriculum alignment**
	• Technology should be part of a **broader strategy** for teaching and learning.
	
	EEF – Five-a-Day: Supporting High-Quality Teaching for Pupils with SEND
	
	Key findings:
	
	• The EEF identifies five evidence-informed teaching approaches, one of which is using technology.
	• Technology can support pupils to access learning, record their understanding and practise skills.
	• Digital tools should complement explicit instruction, scaffolding and other effective teaching approaches.
	
	UNESCO – Global Education Monitoring Report: Technology in Education (2023)
	
	Key findings:
	
	• Assistive technology can reduce barriers to learning and communication for pupils with disabilities.
	• Unequal access to devices and digital resources can increase educational disadvantage.
	• Teacher preparation, accessibility and appropriate implementation are essential.	

	• Technology should enhance, rather than replace, teacher-pupil interaction.	
Intended Outcome 4: ***There is a continuous on-going and sustainable CPD for teachers which improves the teaching and learning provision for disadvantaged pupils with SEND*** **Activities:** Continue to develop adaptive teaching. Deliver regular CPD on the EEF's five-a-day principles. Coaching and modelling – provide opportunities for staff to observe effective adaptive teaching in practice. Collaborative planning – provide opportunities for teachers and teaching assistants to plan appropriate adaptations, pre-teaching, vocabulary support and scaffolding for identified pupils. Sharing good practice – introduce short briefings during staff meetings where teachers share effective strategies and resources. Carry out an annual staff audit to identify gaps in knowledge and use findings to plan a targeted programme of CPD. Embed SEND strategies into lesson planning and monitoring processes. Teachers to use explicit instruction and scaffolding, flexible grouping and adaptive teaching. Pre teaching and targeted support for identified PP and SEND Continue to create case studies of successful adaptive teaching to share across staff. Develop a SEND CPD pathway for all staff, including TA's. Provide CPD on specific areas of need, including cognition and learning, communication and interaction, SEMH, and sensory/and/or physical needs. Use learning walks, work scrutiny, pupil voice and progress data to evaluate whether CPD is improving classroom practice and outcomes for disadvantaged pupils with SEND. Targeted Pupil Progress meetings for PP children and PP with SEND with a member of SMT on a termly basis to identify and children who may be falling behind and to carefully track their progress. Monitor the use of cognitive and metacognitive strategies with the PP children (with or without SEND) to ensure that all staff working with these children are developing their self-reliance and independence.	EEF Effective approaches to support Literacy Literacy | EEF (educationendowmentfoundation.org.uk) Oral language interventions To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing. Phonics approaches – as part of a balanced approached – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read. Reading comprehension strategies Mathematics | EEF (educationendowmentfoundation.org.uk) EEF guidance report on SEND in Mainstream Education Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk) These strategies are shown to reduce the attainment gap between SEND pupils and their peers, which is typically **twice as wide** as the gap for pupils eligible for free school meals. Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £33,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intended Outcome 5: ***Focused teaching sessions, led by experiences staff, are in place for identified children.*** **Activities:** Continue to improve the GLD of PP pupils at the end of Reception by July 2027. Maintain the phonics data in Year 1 for PP pupils by July 2027 so that it is in line with National averages. Continue to improve the attainment of PP pupils in reading, writing and maths at the end of KS1 (focus on writing). Maintain the average MTC score at the end of Year 4. Continue to improve reading, writing, SPaG and maths attainment for PP pupils in KS2 by 2027. **Language, Literacy, Phonics & Numeracy Interventions** • Introduce impact tracking for each intervention to monitor progress over time.	**The Reading Framework – Department for Education** * Covers Reception to Year 9. * Emphasizes **systematic synthetic phonics (SSP)**, fluency, comprehension, and reading for pleasure. * Offers practical advice on assessment, teaching strategies, and leadership of reading. **Improving Literacy in Key Stage 2 – EEF** * Seven evidence-based recommendations for ages 7–11. * Vocabulary, reading comprehension, writing composition, and oral language. * Includes downloadable posters and tools for classroom use. **The Writing Framework – Department for Education** * Offers guidance from Reception to Year 6. * Covers transcription, sentence mastery, grammar, and feedback. * Includes strategies for pupils who need the most support and writing across the curriculum. **Phonics Toolkit – EEF** * Shows phonics yields **+5 months progress** on average. * Highlights the importance of explicit, systematic instruction. * Offers guidance on matching teaching to pupil skill level. **Improving Mathematics in Key Stages 2 and 3 – EEF** * Eight recommendations including: -Use of manipulatives and representations. - Teaching problem-solving strategies. - Diagnostic assessment and feedback. - Designed for subject leaders and classroom teachers. Education Endowment Foundation (EEF) Teaching & Learning Toolkit **High-impact interventions** include:	5

• Expand intervention training for support staff to ensure consistency and quality. • Deliver regular and consistent one-to-one and group interventions Targeted academic support to assist language development, literacy and/numeracy are carefully linked to classroom teaching and matched to specific needs Specific language interventions to address specific issues with language development and comprehension in place. Monitor to ensure that classroom teaching is closely connected to the planning and delivery of academic interventions. This involves using assessment data and curriculum objectives to inform targeted support strategies for pupils who require additional help. **Eg:** • Use formative and summative assessment data to identify pupils needing intervention. • Plan interventions that directly reinforce or pre-teach classroom content. • Coordinate with support staff to ensure consistency between classroom and intervention sessions. • Monitor pupil progress to adjust both teaching and intervention approaches. • Include intervention planning in curriculum team meetings and subject leader reviews. • Classroom curriculum and practice is linked to intervention planning • Timetabled intervention slots • Staff training on intervention delivery • Use of evidence-based programmes **Targeted Writing Groups**: Small group sessions focusing on grammar, sentence construction, and editing. **Pre-teaching Vocabulary**: Introduce key words before lessons to support comprehension and writing fluency. **Writing Boost Programmes**: **One-to-One Conferencing**: Provide individual feedback and goal setting for writing improvement. **Use of Technology**: Tools like Clicker, Grammarly, or speech-to-text software to support writing for SEND/PP pupils	• **Metacognition and self-regulation**: +7 months' progress • **Reading comprehension strategies**: +6 months • **Oral language interventions**: +6 months • **Feedback and collaborative learning**: +5–6 months • **Small group tuition**: +4 months' progress for moderate cost **Teaching assistant-led interventions**: +4 months when targeted and structured EEF guidance report 'Using Teaching Assistants.' EEF Early Literacy EEF KS1 and KS2 Literacy guidance. Nuffield EEF Oral Language Interventions Oral language interventions | EEF (educationendowmentfoundation.org.uk) EEF Early Years Guidance Report Early Year Interventions Validated Systematic Synthetic Programme EEF reports for: Early Literacy - preparing for Literacy Improving maths in EYFS and KS1 Use of Teaching Assistants EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months. EEF Selecting Interventions Selecting Interventions (d2tic4wvo1iusb.cloudfront.net) EEF Effective approaches to support Literacy Literacy | EEF (educationendowmentfoundation.org.uk) Oral language interventions To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing. Phonics approaches – as part of a balanced approached – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read. Reading comprehension strategies	

To monitor and track the progress of PP pupils and the effectiveness of interventions
• **Data collection**: Termly assessments, attendance records, behaviour logs
• **Review points**: Mid-year and end-of-year evaluations
• **Stakeholder involvement**: Governors, parents, pupils
 	
Set Clear, Measurable Outcomes
• Use **SMART targets** (Specific, Measurable, Achievable, Relevant, Time-bound) within Individual Education Plans (IEPs).
• Align targets with EHCP outcomes (if applicable) and curriculum goals.
Baseline Assessment
Establish a clear starting point using:
• Standardised tests (e.g. phonics screening, reading age assessments).
• Observational checklists.
• Teacher assessments and pupil voice.
Regular Review Cycles
• Implement **termly or half-termly reviews** of progress.
• Use **Provision Maps** to track interventions, frequency, and pupil outcomes.
• Hold **Pupil Progress Meetings** with SENCO, class teacher, and support staff.
 	
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	Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)
	
	Maximising the Impact of Teaching Assistants - trial | EEF (educationendowmentfoundation.org.uk)
	
	EEF guidance report on SEND in Mainstream Education
	Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)
	
	School Monitoring Handbook – GOV.UK
	This Ofsted handbook outlines how inspectors monitor schools to determine whether they are making sufficient progress. It includes:
	• Principles of monitoring schools under Section 8 of the Education Act 2005.
	• Processes for schools with serious weaknesses or requiring special measures.
	• Guidance for leaders, governors, and trustees on improvement planning and inspection readiness.
	
	Measuring Progress in Primary Schools – Department for Education
	This document explains how progress is measured from Reception to Key Stage 2:
	• Introduction of the Reception Baseline Assessment (RBA).
	• Plans to make Key Stage 1 assessments non-statutory.
	• Long-term accountability arrangements for infant, junior, and all-through primary schools.
	
	EEF Guidance Reports – Education Endowment Foundation
	The EEF provides a series of evidence-based reports focused on improving educational outcomes. Key reports relevant to intervention monitoring include:
	• **A School's Guide to Implementation** Offers a step-by-step framework for planning, delivering, and evaluating interventions. It emphasizes:
	  ○ Defining clear success criteria.
	  ○ Collecting and analyzing impact data.
	  ○ Adjusting strategies based on feedback.
	• **Deployment of Teaching Assistants** Explains how to monitor the effectiveness of TA-led interventions using structured observation and pupil progress data.
	• **Teacher Feedback to Improve Pupil Learning** Highlights how feedback mechanisms can be used to assess and refine intervention strategies.	

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

Budgeted cost: £7,478

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intended Outcome 6 : ***The attendance of pupil premium children, including those that are persistently absent is above the national average for Pupil Premium children.*** **Activities:** Continue to work on the previous years' work to further reduce the percentage of Pupil Premium Absentees (4.1) and PP persistent absentees (7.7) from the previous academic year so that we continue to be above National by using a range of approaches to improve school attendance such as: Continue with the parent engagement programme focused on attendance and routines. Establish barriers and agree achievable actions. Develop individual support plans if required. Use data dashboards (Arbor)to identify patterns and target support early. Early identification - monitor attendance and provide early support. Introduce pupil/parent voice surveys to understand barriers to attendance. Continue with the rewards system co-designed with pupils to increase motivation. Continue to develop positive relationships – welcome and provide emotional support. Family support – provide practical support with uniforms, morning routines and access to external services where necessary. Attendance trip to take place for the children with 100% attendance and best class attendance. Attendance to be shared in weekly assemblies. Staff to receive weekly attendance reports showing the persistent absentees. Weekly collegiate EWO visits. Attendance reviews to take place regularly between the Principal, family support worker and the EWO. Follow up meetings with the Family Support Worker. Attendance incentives to be discussed at staff meetings. Continue with well-designed, carefully worded communications (texts to parents, termly attendance letters).	The DfE guidance report which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Use strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships. The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance. Working with parents to support children's learning **Department for Education (DfE) – Link Between Attendance and Attainment** • Pupils with **95–100% attendance** in Year 6 were **30% more likely** to reach the expected standard in reading, writing, and maths compared to those with 90–95% attendance. • Missing just **10 extra days per year** can reduce the likelihood of achieving these grades by **around 50%**. **EEF – Rapid Evidence Review: Attendance Interventions (2022)** The EEF reviewed 72 studies investigating interventions designed to improve school attendance. Key findings: • Personalised communication with parents, including letters and text messages, shows promise in improving attendance. • Responsive interventions addressing individual barriers to attendance can have positive effects. • A holistic approach that considers pupils' circumstances and needs is more promising than relying on a single strategy. **EEF – Supporting School Attendance (2024)** The EEF identifies six evidence-informed principles, including understanding pupils' individual needs, building a sense of belonging, communicating effectively with families and monitoring interventions.	6

Continue to embed good two-way communications with parents (keeping parents consulted regularly). Attendance clinics are established and continue to take place (lead by the EWO and /or Principal and Academy Manager). Breakfast club provision to support punctuality of PP pupils. Offer free/subsidised places where morning routines, childcare or punctuality are barriers to good attendance. First call home consistently used. Multi-agency working – work with the EWO, Early Help, school nurse and other professionals to support families where attendance concerns persist. Targeted interventions where required – daily check-ins, soft-start morning, parent support meetings.	**Education Policy Institute – Breaking Down the Gap (2025)** This research highlights the significant contribution of absence to the attainment gap between disadvantaged pupils and their peers. • If disadvantaged pupils had the same absence levels as their peers in 2023, the attainment gap at age 11 would have been almost one month smaller. • The report also found that nearly 60% of the disadvantage gap observed at age 11 had already developed by age 7. **Education Policy Institute – Examining Post-Pandemic Absences (2025)** Research identified persistent differences in attendance between disadvantaged and non-disadvantaged pupils, alongside widening absence gaps for pupils with SEND.	
Intended Outcome 7: ***All teachers and support staff support the social and emotional learning (SEL) of children so that they acquire social and emotional skills.*** **Activities:** Implement the new (Jigsaw) whole-school SEL programme (Jigsaw and Ten Ten) with clear progression across year groups. **Implement SEL Classroom Activities by Competency** **1. Self-Awareness** • **Mood Tracking**: Use mood meters or emotion charts to help pupils identify and label their feelings. • **Emotion Journals**: Pupils reflect daily on their emotions and triggers. • **Mirror Activities**: Discuss facial expressions and body language to build emotional vocabulary. **2. Self-Management** • **Goal Setting**: Weekly personal or academic goals with reflection time. • **Breathing & Mindfulness Exercises**: Teach calming techniques to manage stress. • **Time Management Games**: Use timers or visual schedules to build focus and perseverance. **3. Social Awareness** • **Perspective-Taking Role Plays**: Pupils act out scenarios to understand others' viewpoints. • **Empathy Mapping**: Explore how others might feel in different situations. • **Community Circles**: Share thoughts and listen respectfully to peers. **4. Relationship Skills** • **Feeling Charades**: Pupils act out emotions and guess them. • **Collaborative Projects**: Promote teamwork and communication. • **Conflict Resolution Scripts**: Practice respectful disagreement and problem-solving.	EEF Social and Emotional learning in school Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) Social and Emotional Learning Social and emotional learning | EEF (educationendowmentfoundation.org.uk) EEF Behaviour Interventions Behaviour interventions | EEF (educationendowmentfoundation.org.uk) **Research Evidence Supporting SEL** **Impact on Academic Outcomes** • SEL leads to **+3 to +4 months' progress** in academic achievement over a year. • Improves **reading, maths, and writing scores**, especially when integrated into daily teaching. **Impact on Behaviour and Wellbeing** • Reduces **anxiety, depression, and conduct issues**. • Enhances **empathy, cooperation, and emotional regulation**. **Long-Term Benefits** • Strong SEL skills at age 10 predict **better life satisfaction, employment, and health** at age 42. • SEL supports **social mobility** and **resilience**	7

5. Responsible Decision-Making • **Scenario-Based Games**: Pupils choose actions and discuss consequences. • **Values Sorting Activities**: Explore personal and shared values. • **Classroom Debates**: Encourage critical thinking and respectful dialogue. -Provide CPD on SEL strategies (Zones of Regulation/Emotion coaching/ Trauma informed approaches). -Introduce pupil voice surveys to assess SEL programme impact. -Create a referral system for targeted SEL interventions. -Establish regular staff supervision or reflection sessions to support wellbeing. -Provide nurture provision		
Intended Outcome 8: ***Parental engagement has a large and positive impact on children's learning.*** **Activities:** **Curriculum Information Sessions** • Host termly sessions on phonics, maths, reading, or writing. • Help parents understand what and how their children are learning. **'Watch Me Learn' Events** • Invite parents into classrooms to observe lessons and participate in learning activities. • Builds transparency and shared understanding. **Family Learning Workshops** • Offer sessions on how to support reading, homework, or digital learning at home. • Include practical strategies and resources. **Celebration Assemblies & RE Sessions** • Invite parents to join assemblies or class prayer/reflection sessions. • Strengthens community and shared values. **Home Learning Support/Packs** • Provide access to platforms like Bug Club Phonics or online maths games. • Share tips for reading aloud, asking questions, and building vocabulary. **Parent Feedback** • Create opportunities for parents to contribute ideas and feedback. • Builds trust and shared ownership. **Regular, Clear Communication** • Use newsletters, texts, social media, and websites to keep parents informed. • Include learning tips and curriculum updates. **Flexible Engagement Options** • Offer virtual meetings, recordings, or drop-in sessions for busy families. **Home-school communication diaries** • Promote regular, effective communication • Ensures a consistent approach **Use of Arbor**	EEF guidance report on Parental Engagement. Parental engagement | EEF (educationendowmentfoundation.org.uk) EEF guidance report on 'Working with Parents to Support Children's Learning' which has practical approaches and insights for communicating and supporting parents. Working with parents to support children's learning **Education Endowment Foundation (EEF)** • Parental engagement leads to **+4 months' progress** on average. • Most effective when: ○ Linked directly to learning ○ Tailored to family needs ○ Supported with practical resources **National Literacy Trust (2026)** Research involving 3,194 parents found that 51% read with their young children daily. It also identified time, cost and stress as barriers to engagement. Supports home reading initiatives, accessible learning packs and flexible parent workshops. **Book Trust (2023)** Research highlights the relationship between early shared reading, language development, enjoyment of reading and longer-term educational outcomes, particularly for disadvantaged children. Supports Bug Club Phonics, reading workshops and home reading expectations. **Education Scotland – Review of Family Learning (2016)** A review of research and practice identified benefits of family learning for literacy, numeracy, parental involvement and reducing educational inequalities.	8

• A central communication platform to maintain regular and effective contact with parents • Sharing of key information **Celebration events** • Mother's Day/Father's Day assemblies, Harvest celebrations **Parent voice** • Questionnaire	Supports 'Watch Me Learn', family learning sessions and targeted support for disadvantaged families. **Jeynes (2012) – Meta-analysis** Analysis of 51 studies found a statistically significant positive relationship between parental involvement programmes and academic achievement, with an overall effect size of 0.3 standard deviations. **William Jeynes, 2012** Provides broader research support for structured parental engagement programmes. **Department for Education – SEED Study (2017)** Examined relationships between the home learning environment, parenting and children's cognitive and social-emotional development at age three. Supports early intervention and working closely with EYFS families.	
Intended Outcome 9 : ***The extra-curricular activities provided help to boost academic performance and develop valuable skills, knowledge and cultural capital.*** **Activities:** Disadvantaged pupils (e.g. FSM, SEND) are **less likely to access** extracurricular opportunities so need to be targeted. - Continue to develop a curriculum-linked enrichment programme. - Audit existing extra-curricular provision and identify gaps in curriculum-linked enrichment. - Provide CPD for staff delivering extended school activities, focusing on effective questioning, scaffolding, adaptive teaching and supporting all pupils. - Introduce pupil-led clubs to increase engagement. Provide a targeted after schools' programme of tuition, homework and summer school which are linked to the curriculum and are led by qualified and well-trained staff. - Prioritise access for disadvantaged pupils and those who would benefit more from additional learning opportunities. - Monitor participation, engagement and academic progress to evaluate effectiveness and inform future provision. - Evaluate impact of clubs on academic and social outcomes. - Ensure equitable access for all pupils, including PP and SEND. - Parents are made aware of the benefits of extracurricular actives are which are regularly	Extending school time Homework EEF evidence research on Life Skills and Enrichment Essential life skills | EEF (educationendowmentfoundation.org.uk) Essential life skills | EEF (educationendowmentfoundation.org.uk) Summer Schools **Education Policy Institute (EPI) Report – 2024** • Participation in extracurricular activities is associated with: ○ **Higher likelihood of progressing to higher education** ○ **Better employment outcomes** ○ **Greater participation in sports and civic life** **2. Social Mobility Commission – "An Unequal Playing Field"** • Extracurricular activities build: ○ **Confidence** ○ **Soft skills** (teamwork, communication, resilience) ○ **Aspirations for further education** **3. Children's University Trust – State of the Nation Report** • Based on data from **50,000 children** and **310,000 hours of participation**. • Found strong links between extracurricular engagement and: ○ **Improved attainment**	9

promoted so that they understand that they can have a positive impact on academic outcomes in other areas of the curriculum - Enrichment activities which develop skills that will be translated in to improved learning. - Enrichment activities provided which develop pupil's self-efficacy, allowing pupils to show greater persistence, interest and performance. - A wide variety of activities are available including non-academic subjects. - Continue to monitor the uptake of pupil premium children engaging in enrichment curriculum activities. - Disadvantaged pupils are offered support with funding to attend an enrichment activity if there is a charge attached. - Evaluate the impact of the extracurricular activities and the extended school provision on improving pupil engagement (extracurricular activities) and academic outcomes (extended school	○ **Critical thinking and problem-solving** ○ **Confidence and resilience** ○ **Social skills and teamwork** **4. Centre for Young Lives – 2025 Report** • Enrichment activities (sports, arts, volunteering) are linked to: ○ **Improved school attendance** ○ **Greater engagement among marginalised pupils** **5. Education Endowment Foundation (EEF) – Extending School Time** • Extending school time through enrichment can lead to **+3 months' progress**. • Most effective when: ○ Activities are **well-planned and targeted** ○ Staff and pupils are **engaged and supported** ○ Programmes are **linked to curriculum goals**	

Total budgeted cost: £92,01

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 2025 to 2026 academic year.

Challenge: Capacity to provide high quality continuous on-going development of the curriculum to ensure that it responds to the needs of all pupils, especially the most vulnerable
Intended Outcome: There is continuous on-going CDP for subject leads which leads to continuous development of the school's curriculum provision in all subjects taught within the school which ensures that a well-developed broad and balanced curriculum that prepares learners for the next stages in their education is in place and is taught well.
Outcomes at end of academic year 2025-2026

- **Medium-Term Planning:** Subject leaders continue to provide medium-term planning, which is consistently used across all year groups. Planning is adapted as necessary to meet the differing needs of pupils, including disadvantaged learners, ensuring appropriate support and challenge.
- **Adaptive Teaching:** Continuing Professional Development (CPD) has been delivered to strengthen staff knowledge and understanding of adaptive teaching strategies, supporting teachers in removing barriers to learning and ensuring all pupils can access the curriculum.
- **Subject Leadership:** Subject leaders have delivered staff meetings focused on developing subject knowledge, sharing effective teaching approaches and ensuring consistency in curriculum delivery across the school.
- **Monitoring and Evaluation:** Subject leaders have undertaken regular book looks to monitor curriculum implementation and pupils' learning. Findings and feedback have been shared with staff to celebrate effective practice and identify areas for further development.
- **Implementation of the New RE Curriculum:** RE subject leaders have worked collaboratively with all teaching staff to plan for the implementation of the new RE curriculum. Individual meetings have taken place to support the development of weekly planning and teaching flipcharts for the Autumn term 2026, ensuring consistency, progression and appropriate adaptation across year groups

Challenge: High quality teacher expertise to support continuous and sustained professional development of all staff including developing a programme of mentoring and coaching
Intended Outcome: A programme of coaching is in place and this is a collaborative process supported by the coach who creates a safe space for exploration with the teacher to create positive and sustainable change.
Outcomes at end of academic year 2025-2026

- **English CPD – Reading:** Continuing Professional Development (CPD) has been delivered to strengthen staff knowledge and understanding of effective approaches to teaching reading, supporting high-quality and consistent practice across the school.
- **Power Maths CPD and Coaching:** Ongoing professional development and coaching have been provided to strengthen the implementation of Power Maths. Staff have had opportunities to observe effective practice in other schools and apply this learning within their own classrooms. Mark Cotton has supported staff through several team-teaching sessions in Years 2 and 4, while the Year 1 teacher has received individual coaching during a Power Maths lesson. These opportunities have supported the development of staff confidence, subject knowledge and effective teaching approaches.
- **Instructional Coaching:** The Vice Principal has attended Instructional Coaching training to further develop expertise in supporting and improving classroom practice through focused professional development, observation and feedback. This will help strengthen the school's approach to developing consistently high-quality teaching, particularly for disadvantaged pupils.

Challenge: Further development of technology to support high quality teaching and learning.
Intended Outcome: The further use of technology in the classroom supports all children's learning including PP and SEND children
Outcome at end of academic year 2025-2026

- **Computing Curriculum:** A structured and progressive computing curriculum has been established across the school, ensuring consistency in the teaching and development of digital skills. Computing is taught weekly in all year groups, with the new Purple Mash curriculum being implemented from September 2026.
- **Access to Technology:** Laptops and iPads are available to all year groups through a timetabled system, ensuring pupils have regular opportunities to access digital resources and develop their computing skills.
- **Use of Artificial Intelligence (AI):** Staff are beginning to explore and utilise AI tools, including Chalkie, to enhance teaching, support lesson preparation and develop engaging learning resources that can be adapted to meet pupils' individual needs.
- **Technology to Enhance Learning:** Digital technology is increasingly being incorporated into lessons across the curriculum to support teaching and learning. This includes opportunities for pupils to undertake research, access information and engage with digital resources to support their understanding.
- **Supporting Disadvantaged Pupils:** The continued development of technology across the school aims to ensure equitable access to digital learning opportunities, reduce potential barriers to learning and support the engagement, independence and progress of disadvantaged pupils.

Challenge: Providing high quality continuous professional development to support teachers to meet the specific needs of disadvantaged pupils with SEND
Intended Outcome: There is a continuous on-going and sustainable CPD to support teachers to meet the specific needs of disadvantaged pupils with SEND
Outcomes at end of academic year 2025-2026

- **Adaptive Teaching:** Further Continuing Professional Development (CPD) has been delivered to strengthen staff knowledge, confidence and understanding of effective adaptive teaching strategies. This has focused on ensuring teaching is responsive to individual needs, removing barriers to learning and improving access to the curriculum for pupils with SEND and those eligible for Pupil Premium.
- **Tracking and Monitoring Pupil Progress:** The attainment and progress of pupils with SEND and disadvantaged pupils continue to be closely monitored at each assessment point. Pupil progress meetings are held following data analysis to review individual performance, identify pupils at risk of falling behind and determine appropriate next steps.
- **Targeted Interventions:** Following pupil progress meetings, targeted interventions are identified and planned for pupils requiring additional support. These interventions are designed to address specific gaps in learning, strengthen key skills and accelerate progress, particularly for disadvantaged pupils and those with additional needs.
- **Staff Training Needs Analysis:** Staff questionnaires have been completed to identify areas where further professional development is required in relation to SEND and disadvantaged pupils. The findings will inform future CPD priorities, ensuring training is responsive to staff needs and supports the development of inclusive, high-quality teaching across the school.

Challenge: Ensuring the interventions that support language development, phonics, reading, literacy and numeracy have a clear impact and are measurable.
Intended Outcome: Focused teaching sessions, led by experiences staff, are in place for identified children.
Outcomes at end of academic year 2025-2026

- Rigorous, robust assessment, evaluation and monitoring shows that by explicitly teaching language children continue to make good progress.
- The focus continues to be on the current year 2 and 5 where attainment for pupil premium is below that of others in the school for national in reading.
- There have been CPD opportunities for staff with regards to language development.
- Subject leads have taken on a collective responsibility to sustain gains made in language across the curriculum subjects
- Progression document in place for the development of vocabulary across the school.
- Learning walks, observations and book scans show consistent teaching of vocabulary.
- Vocabulary is included in all subject leaders plans
- Leaders attended Collegiate meetings related to the development of vocabulary (different Tiers) within their subjects
- Communication screening is completed for all EYFS children
- 'Talking Time' intervention completed in Nursery.
- New reading intervention has been implemented across the school – The Lightening Squad (identified children complete this 3 times a week)
- Interventions carefully timetabled across the school

Data from 2025-2026:
EYFS
At the end of EYFS, 83% of the Pupil Premium children achieved the Early Learning goal (5 out of the 6 children) due to communication, reading comprehension, writing and maths. This has increased from 67% in the previous year.

Phonics
At the end of Year 1 80% of the Pupil Premium children achieved the national standard in phonics (8 out of 10). One made great progress (scored 28) and is predicted to pass in Year 2. The other struggles with retention.
This is an increase on the last academic year.
At the end of Year 2 83% of the Pupil Premium children passed the phonics screening (5 out of 6). One child has recently had an EHCP agreed.
This is an increase on the last academic year.

End of Key Stage 1
At the end of Year 2, 67% (4 out of 6) of Pupil Premium children achieved the expected standard in reading, 17% (1 out of 6) in writing and 50% (3 out of 6) in maths.
This shows an increase in reading on the last academic year.

Year 4 Times Tables
In the times tables test at the end of year 4, 100% of PP children passed the MTC. The PP children scored an average of 23.2. This is an increase on the last academic year (20.7). There is 4-year incline trend.

End of Key Stage 2

At the end of KS2, 71% of PP children achieved the expected standard in reading writing and maths combined with 57% achieving the standard in GPS. At the end of KS2, 14% of PP children achieved Greater Depth in reading , writing and maths combined.

PP achieved the following: reading - 100%, writing - 86%, maths - 57%
Greater depth – reading - 0%, writing - 0%, maths - 0%

Challenge: Further improving the attendance of pupil premium children
Intended Outcome: The attendance of pupil premium children, including those that are persistently absent, is above the national average for Pupil Premium children.
Outcomes at end of academic year 2025-2026
Attendance figures have improved over the year for all pupils and the number of persistent absentees has dropped

- The % of sessions missed due to absence for our school was 4.1%. This is an improvement from the previous year (↑1.8%).
- The % of persistent absences for 10% or more for our school was 7.7%. This is an improvement from the previous year (↑10.5%).
- Attendance incentives are embedded
- Attendance trip at the end of the year for the class with the best attendance and any other children who have 100% attendance
- Weekly attendance award (given out in the celebration assembly-parents attend)
- Staff receive weekly attendance reports for their class
- EWO – weekly attendance reviews
- Attendance clinics (EWO/Principal/Family support worker if required)
- Breakfast club (to support punctuality)
- Improved communication with parents
- First call home consistently used

Challenge: Support for identified pupils social, emotional and behaviour needs and teachers' expertise in teaching such children
Intended Outcome: All teachers and support staff support the social and emotional learning (SEL) of children so that they acquire social and emotional skills.
Outcomes at end of academic year 2025-2026

- EEF documents (SEL guidance) has been shared with staff.
- JIGSAW PSHE/RSE lessons take place in all year groups.
- Links made with RE curriculum.
- Good links with the Mental Health team.
- Family support worker – all embedded.
- Young Minds counsellor works in school with children.

Challenge: Engagement of parents in their child's learning
Intended Outcome: Parental engagement has a large and positive impact on children's learning.
Outcomes at end of academic year 2025-2026

- The revised format of parents' evenings continues to have a positive impact on parental engagement, with an increasing percentage of parents attending.
- Parental engagement with home reading continues to vary across classes, as reflected in the completion of reading records. Pupils who do not read regularly at home are provided with additional opportunities to read in school. Reminder letters are sent to parents to reinforce the importance of regular reading at home and its positive impact on children's progress and attainment.
- Half-termly newsletters are shared with parents and published on the school website, clearly communicating the school's expectations regarding home reading and providing guidance on how parents can support their children.
- Pupils in EYFS and Year 1 have access to Bug Club Phonics at home, enabling them to consolidate their phonics knowledge through interactive games and access reading books matched to their individual phonic ability.
- Termly 'Watch Me Learn' sessions provide parents with opportunities to observe phonics and whole-class reading lessons, developing their understanding of teaching approaches and enabling them to support their children's learning more effectively at home.
- Annual Family RE sessions invite parents into school to participate in class prayer and engage in follow-up religious education activities, strengthening the partnership between home, school and faith.
- Curriculum information sessions, including mathematics, phonics and reading, are offered to parents to develop their understanding of curriculum expectations and provide practical strategies to support learning at home.
- Class induction and welcome evenings provide opportunities for parents to meet staff, gain an understanding of year-group expectations and establish positive home–school relationships.

- Regular celebration assemblies provide opportunities for parents to share in their children's achievements, recognise successes and become actively involved in school life.
- The school's increased use of social media strengthens communication with parents by providing regular updates, celebrating achievements and sharing key events and information.
- The school website is regularly updated with information, guidance and resources to support parents in reinforcing and extending their children's learning at home.
- Home–school communication diaries are used for identified pupils to promote regular, effective communication between parents and staff, ensuring a consistent approach to supporting individual learning and development needs.
- Home learning packs are provided for pupils with SEND and disadvantaged pupils where appropriate, offering targeted resources and practical activities to reinforce learning and develop key skills at home.
- Online learning platforms, including Times Tables Rock Stars (TTRS), Bug Club Phonics and Purple Mash, are available to support and extend pupils' learning at home through engaging, interactive activities and reading resources matched to their abilities.
- Parental views and feedback are actively encouraged through questionnaires, informal discussions and regular communication, ensuring parents have opportunities to contribute to school improvement and their children's learning experiences.
- Celebration events, including Mother's Day assemblies, Father's Day gatherings and Harvest assemblies, provide valuable opportunities for parents to engage in school life, celebrate their children's achievements and strengthen positive home–school relationships.
- Arbor is used as a central communication platform to maintain regular and effective contact with parents, sharing key information, school updates and learning-related communications to promote parental involvement and engagement.

Challenge: Delivering more structured extended schools programme to foster academic benefits linked to the curriculum and led by well trained staff

Intended Outcome: The extra-curricular activities provided help to boost academic performance and develop valuable skills, knowledge and cultural capital.

Outcomes at end of academic year 2025-2026

- Participation and engagement of Pupil Premium (PP) pupils in extracurricular activities are monitored and reviewed on a termly basis to identify any barriers to access and ensure equitable opportunities. 1 disadvantaged child attended summer school.
- Summer school provision was offered during the summer holidays, with one pupil accessing the provision consistently each week.
- Homework clubs are available to support pupils who may experience difficulties completing homework at home, ensuring they have access to appropriate resources, guidance and a supportive learning environment.
- All pupils are provided with equal opportunities to participate in extracurricular clubs and activities, taking into account age and key-stage appropriateness.
- A broad and varied programme of extracurricular activities is offered to pupils, providing opportunities to develop new interests, skills, confidence and wider experiences.
- Financial assistance, including full or partial funding, is available to disadvantaged pupils where required, helping to remove financial barriers and promote inclusive participation.
- Extracurricular activities are carefully planned to be enjoyable, purposeful and engaging, promoting pupils' personal development, wellbeing, social interaction and enthusiasm for learning.

Autumn 1:

Club	No. of PP ch attending (number of ch attending in total)	% PP attending	No. of SEND ch attending (number of ch attending in total)	% SEND attending
KS1 gymnastics	5 (12)	42%	4 (12)	33%
EYFS craft club	0 (6)	0%	1 (6)	17%
KS1 cricket	1 (11)	9%	2 (11)	8%
KS2 choir/Young Voices	9 (25)	36%	4 (25)	16%
KS2 dance	6 (18)	33%	5 (18)	28%
KS2 sports club	9 (20)	45%	2 (20)	10%
KS2 crafts	6 (12)	50%	2 (12)	17%
KS2 superstar science	8 (14)	57%	5 (14)	36%
KS2 sustainability	2 (6)	33%	0 (6)	0%

Autumn 2:

Club	No. of PP ch attending (number of ch attending in total)	% PP attending	No. of SEND ch attending (number of ch attending in total)	% SEND attending
EYFS Christmas craft club	2 (15)	13%	2 (15)	13%
EYFs dance club	4 (10)	40%	0(10)	0%
KS1 gymnastics	3 (13)	23%	1 (13)	8%
KS2 dance	14 (30)	47%	6 (30)	20%
KS2 board game strategy	5 (7)	71%	2 (7)	29%
KS2 Young Voices	8 (21)	38%	4 (21)	19%

Spring:

Club	No. of PP ch attending (number of ch attending in total)	% PP attending	No. of SEND ch attending (number of ch attending in total)	% SEND attending
KS1 gymnastics	5 (12)	42%	4 (12)	33%
EYFS music & movement	7 (13)	54%	0 (13)	0%
KS1 multi-sports	1 (9)	33%	2 (9)	22%
KS2 sports club	6 (14)	43%	1 (14)	7%
KS2 knitting club	2 (8)	25%	0 (8)	0%

Summer 1:

Club	No. of PP ch attending (number of ch attending in total)	% PP attending	No. of SEND ch attending (number of ch attending in total)	% SEND attending
KS1 gymnastics	5 (12)	42%	2 (12)	17%
KS1 games	3 (14)	21%	4 (14)	29%
KS2 dance	9 (24)	38%	6 (24)	25%
KS2 sports club	6 (17)	35%	3 (17)	18%
KS2 sustainability club	6 (10)	60%	3 (10)	30%
KS2 school band	7 (15)	47%	2 (15)	13%

Summer 2:

Club	No. of PP ch attending (number of ch attending in total)	% PP attending	No. of SEND ch attending (number of ch attending in total)	% SEND attending
EYFS/Yr1 Lego club	3 (10)	30%	1 (10)	10%
KS1 football skills	2 (9)	22%	2 (9)	22%
KS2 sports club	5 (18)	28%	4 (18)	22%
KS2 dance	9 (24)	38%	6 (24)	25%
KS2 sustainability club	6 (10)	60%	3 (10)	30%
KS2 school band	7 (15)	47%	2 (15)	13%

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
Power Maths	Pearson
Maths Mastery	Painsley Hub (part of the North Midlands Hub)
Bug Club Phonics	Pearson
Bug Club Reading (Guided Reading/Independent home readers)	Pearson
Access Art	UK Visual Arts Education Organisation
PSHE jigsaw	British Educational Suppliers Association
Ten Town	Ten Town
Ten:Ten	Ten Ten Resources
Kapow	Kapow Primary
Discerning Disciples	Archdiocese of Birmingham

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?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.