



## Pupil premium strategy statement 2024-2027

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Withymoor Primary School
Number of Children in school (Reception to Year 6)	423
Proportion (%) of pupil premium eligible Children	13.7% September 2025 58 children inc (CLA)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs E. Tolley – Head of Inclusion and Academic Outcomes
Pupil premium lead	Mrs Rebecca Tong – Assistant Head of school
Governor / Trustee lead	Mark Simpson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96, 960
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£96, 960</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

At Withymoor primary school our core mission “**Learning together, aiming for excellence**” drives every aspect of our provision. We are committed to nurturing a school culture where collaboration, ambition, and high expectations underpin the learning journey of all pupils. Central to this vision is our unwavering belief that every child, regardless of their background or personal circumstances, should have access to the same opportunities to succeed.

We understand that pupils eligible for Pupil Premium funding often face additional challenges that can impact their learning, progress, and wellbeing. These challenges may include lower starting points, reduced access to enrichment opportunities, or social and emotional barriers. Our strategy recognises that while these barriers are complex and varied, they are not insurmountable. Our approach is not about lowering expectations, but about delivering equitable support to ensure all pupils, particularly those who are disadvantaged, can achieve excellence.

Our Pupil Premium strategy is shaped by the Education Endowment Foundation’s (EEF) recommended tiered model, which identifies three key areas of focus:

➤ **High-Quality Teaching**

Ensuring that every pupil benefits from excellent teaching is our top priority. Research shows that high-quality teaching disproportionately benefits disadvantaged pupils. We invest in high-quality professional development for all staff, evidence-based curriculum design, and robust quality assurance processes to continually improve teaching and learning across the school.

➤ **Targeted Academic Support**

We identify gaps in learning through rigorous assessment and tracking, allowing us to implement precise and timely interventions. These are delivered by skilled staff and tailored to meet the individual needs of pupils—whether that be through small-group tuition, academic mentoring, or structured interventions grounded in EEF guidance.

➤ **Wider Strategies for Support**

We recognise that academic success is closely linked to attendance, mental health, wellbeing, and parental engagement. As such, our strategy includes pastoral support, attendance initiatives, access to enrichment opportunities, and close work with families and external agencies. We aim to remove non-academic barriers that can prevent pupils from thriving.

Our approach is both proactive and reflective. It is underpinned by the analysis of internal data, ongoing evaluation of impact, and the latest research in educational effectiveness. We are committed to transparency, accountability, and ensuring funding is spent wisely and with measurable impact.

Ultimately, our intent is to ensure that disadvantaged pupils leave Withymoor Primary as confident, articulate, and well-rounded individuals, fully equipped with the knowledge, skills, and values to succeed in the next stage of their education and beyond. By learning together

and aiming for excellence, ensure that disadvantage does not define outcomes, but that all pupils are supported to reach their full potential.

## Challenges

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

	Detail of challenge
1	<p><b>Communication and Language Difficulties</b></p> <p>Communication and language assessments (Wellcomm) conducted in Reception and Year 1 indicate that there are a number of children require additional language intervention (24% of Reception children were identified as having a language delay compared to their chronological age – Autumn 2024).</p> <ul style="list-style-type: none"> <li>• Of the 6 children in Reception that are entitled to pupil premium, 2 (33%) children were identified as having a language delay compared to their chronological age.</li> <li>• Of the 11 children in Year 1 that are entitled to pupil premium, 5 (45%) children were identified as having a more significant language delay compared to their chronological age.</li> </ul>
2	<p><b>Phonics Assessment</b></p> <p>Pupil premium children have low starting points compared to non-pupil premium children in phonics. Baseline data shows that:</p> <ul style="list-style-type: none"> <li>• Children have very limited phoneme awareness on entry to reception 18% on track at Autumn 1 assessment (2025) following half a term of phonics input. <ul style="list-style-type: none"> <li>○ Of the 6 children entitled to pupil premium, 2 (33%) were on track</li> </ul> </li> <li>• 41% of children in Year 1 are working at the expected level on the Little Wandle programme (2024 Baseline Data) <ul style="list-style-type: none"> <li>○ Of the 11 children entitled to pupil premium, 3 pupils (27%) were on track</li> </ul> </li> </ul> <p>Phonics screen check outcomes show that:</p> <ul style="list-style-type: none"> <li>• 14% of children in Year 2 are working at the expected level on the Little Wandle programme (2025 Baseline Data) <ul style="list-style-type: none"> <li>○ Of the 6 children entitled to pupil premium, 2 (33%) were on track</li> </ul> </li> <li>• As of September 2025, there are many children across key stage 2 still requiring phonics provision (23 children in Year 3, 5 children in Year 4 and 2 children in Year 5) <ul style="list-style-type: none"> <li>○ Of the 23 children in year 3, 1 (17%) are entitled to PP</li> <li>○ Of the 5 children in year 4, 1 (7%) are entitled to PP</li> <li>○ Of the 2 children in year 5, 1 (11%) are entitled to PP</li> <li>○ Of the 0 children in year 6, 0 (%) are entitled to PP</li> </ul> </li> </ul>

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**Attainment and progress in Reading**

Reading Attainment			
Year	Group	Numbers	Age EXS+ %
1	All	56	
	PP	11	27%
	Non-PP	45	61%
2	All	60	
	PP	6	50%
	Non-PP	54	75%
3	All	59	
	PP	15	47%
	Non-PP	44	69%
4	All	59	
	PP	8	50%
	Non-PP	51	74%
5	All	59	
	PP	13	46%
	Non-PP	46	75%
6	All	59	
	PP	25	76%
	Non-PP	34	83%
Reading Progress			
Year	PP Progress	Non-PP Pupil	
1	4	5.16	
2	6	6.23	
3	6.73	6.23	
4	6.24	5.69	
5	4.46	4.98	
6	6.29	6.2	

Attainment in reading is low across the school for children entitled to Pupil Premium.

Many Pupil Premium children across the school are not at the expected standard for reading:

- Year 1 – 8/11
- Year 2 – 3/6
- Year 3 – 8/15
- Year 4 – 4/8
- Year 5 – 7/13
- Year 6 – 6/25

Gaps between Pupil Premium children and Non-Pupil Premium are evident in every year group except Year 6 (2024-2025).

Except for Year 6, progress for Pupil Premium children is below expected rates.

Many Pupil Premium children across the school are not making the expected levels of progress

- Year 1 – 8 children
- Year 2 – 3 children
- Year 3 – 8 children
- Year 4 – 4 children
- Year 5 – 7 children
- Year 6 – 6 children

In 3 out of 6 year groups, children entitled to Pupil Premium are making less progress than non-Pupil Premium children

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**Attainment and progress in Writing**

Year	Group	Numbers	Age Expected+ %
1	All	56	
	PP	11	27%
	Non-PP	45	54%
2	All	60	
	PP	6	33%
	Non-PP	54	57%
3	All	59	
	PP	15	40%
	Non-PP	44	53%
4	All	59	
	PP	8	38%
	Non-PP	51	61%
5	All	59	

Attainment in writing is low across the school for children entitled to Pupil Premium.

Many Pupil Premium children across the school are not at the expected standard for writing:

- Year 1 – 8 Children
- Year 2 – 4 children
- Year 3 – 9 Children
- Year 4 – 5 Children
- Year 5 – 10 Children
- Year 6 – 8 Children

Gaps between Pupil Premium children and Non-Pupil Premium are evident in year 2-5 (2024-2025).

	<b>PP</b>	13	23%
	<b>Non-PP</b>	46	44%
<b>6</b>	<b>All</b>	59	
	<b>PP</b>	25	68%
	<b>Non-PP</b>	34	65%

Writing Progress		
Year	PP Progress	Non-PP Pupil
1	3.25	4.7
2	5.5	6.17
3	5.73	5.97
4	5.26	5.51
5	5.61	4.14
6	6.67	6.6

Except for Year 6, progress for Pupil Premium children is below expected rates.

Many Pupil Premium children across the school are not making the expected levels of progress

- **Year 1** – 8 out of 6 children
- **Year 2** – 4 out of 6 children
- **Year 3** – 9 out of 15 children
- **Year 4** – 5 out of 8 children
- **Year 5** – 10 out of 13 children
- **Year 6** – 8 out of 25 children

#### 5 Attainment and progress in Maths

Year	Group	Numbers	Age EXS+ %
<b>1</b>	<b>All</b>	56	
	<b>PP</b>	11	18%
	<b>Non-PP</b>	45	68%
<b>2</b>	<b>All</b>	60	
	<b>PP</b>	6	33%
	<b>Non-PP</b>	54	77%
<b>3</b>	<b>All</b>	59	
	<b>PP</b>	15	47%
	<b>Non-PP</b>	44	69%
<b>4</b>	<b>All</b>	59	
	<b>PP</b>	8	50%
	<b>Non-PP</b>	51	74%
<b>5</b>	<b>All</b>	59	
	<b>PP</b>	13	46%
	<b>Non-PP</b>	46	75%
<b>6</b>	<b>All</b>	59	
	<b>PP</b>	25	76%
	<b>Non-PP</b>	34	83%

Attainment in maths is low across the school for children entitled to Pupil Premium.

Many Pupil Premium children across the school are not at the expected standard for maths:

- **Year 1** – 9 children
- **Year 2** – 4 children
- **Year 3** – 8 children
- **Year 4** – 4 children
- **Year 5** – 7 children
- **Year 6** – 6 children

Gaps between Pupil Premium children and Non-Pupil Premium are evident in every year group except Year 6 (2024-2025).

Except for Year 1, progress for Pupil Premium children is below expected rates.

Many Pupil Premium children across the school are not making the expected levels of progress:

- **Year 1** – 9 out of 11 children
- **Year 2** – 4 out of 6 children
- **Year 3** – 8 out of 15 children
- **Year 4** – 4 out of 8 children
- **Year 5** – 7 out of 13 children
- **Year 6** – 6 out of 25 children

Maths Progress		
Year	PP Progress	Non-PP Pupil
1	4.0	5.16
2	4.33	5.72
3	6.13	6.20
4	5.5	5.86

In 4 out of 6 year groups, children entitled to Pupil Premium are making less progress than non-Pupil Premium children

	5	4.00	4.68																				
	6	6.21	6.09																				
6	<p><b>Attendance</b></p> <p>Attendance data over the previous years demonstrates gaps between pupil premium and non-pupil premium groups (see table below).</p> <table border="1"> <thead> <tr> <th></th> <th>2022-23</th> <th>2023-24</th> <th>2024-2025</th> </tr> </thead> <tbody> <tr> <td><b>Overall Attendance</b></td> <td>93.8% Statutory</td> <td>93.9% Statutory</td> <td>94.2% Statutory</td> </tr> <tr> <td><b>PP Attendance</b></td> <td>92.1%</td> <td>90.1%</td> <td>90.8%</td> </tr> <tr> <td><b>Non-PP attendance</b></td> <td>94.2%</td> <td>91.15%</td> <td>93.3%</td> </tr> <tr> <td><b>Gap</b></td> <td>2.1%</td> <td>1.14%</td> <td>2.5%</td> </tr> </tbody> </table> <p>Pupil premium groups of children make up a significant proportion of our persistent absentees in 2024-25:</p> <ul style="list-style-type: none"> <li>• 26% of pupil premium children were persistently absent compared to 70% of non-pupil premium children. This represents 22 pupil premium children compared to 52 non-pupil premium children. These figures exclude Nursery pupils.</li> <li>• In reception, 1/6 pupil premium child out of 9 children were persistently absent</li> <li>• In year 1, 5/11 pupil premium children out of 14 children were persistently absent</li> <li>• In year 2, 2/6 pupil premium children out of 5 children were persistently absent</li> <li>• In year 3, 7/15 pupil premium children out of 14 children were persistently absent</li> <li>• In year 4, 3/8 pupil premium children out of 11 children were persistently absent</li> <li>• In year 5, 1/13 pupil premium children out of 10 children were persistently absent</li> <li>• In year 6, 3/25 pupil premium children out of 11 children were persistently absent</li> <li>• In Reception, 1/6 pupil premium children out of 9 children were persistently absent</li> </ul>				2022-23	2023-24	2024-2025	<b>Overall Attendance</b>	93.8% Statutory	93.9% Statutory	94.2% Statutory	<b>PP Attendance</b>	92.1%	90.1%	90.8%	<b>Non-PP attendance</b>	94.2%	91.15%	93.3%	<b>Gap</b>	2.1%	1.14%	2.5%
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7	<p><b>Pupil voice</b></p> <p>Pupil voice discussions with disadvantaged children indicates that they are happy and well supported in school but they would like to be provided with a range of additional enrichment opportunities through the implementation of a range of trips within school and clubs beyond the school day.</p>																						

## Intended outcomes

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

Intended outcome	Success criteria
1. Accelerated progress in EYFS from starting points for children entitled to PP	<p>Outcomes at the end of the year, for children entitled to pupil-premium, across EYFS shows rapid progress from starting points.</p> <p>Children entitled to pupil premium are quickly identified through promotion on a regular basis to families from induction. This will ensure an accurate picture of children entitled to PP is quickly established.</p> <p><b>Impact measures</b></p>

	<ul style="list-style-type: none"> <li>• Baseline to GLD attainment and progress of children entitled to pupil premium</li> <li>• Numbers of children entitled to pupil premium is reflective of cohort</li> </ul>
2. Improved language skills for those children entitled to PP	<p>A comprehensive language pathway is implemented within school which includes screening and the implementation of evidence-based approaches to target the language development of children entitled to PP on entry to the school.</p> <p>Specialist teaching assistant is used to have a positive outcome on the language development of children entitled to PP.</p> <p>Further development of quality first teaching for all children, including those entitled to PP is externally evaluated on a regular basis.</p> <p>Effective language provision facilitates improved language skills and reduced numbers of children entitled to PP requiring further intervention as they progress through school</p> <p><b>Impact measures</b></p> <ul style="list-style-type: none"> <li>• Number of children entitled to pupil premium requiring language intervention</li> <li>• Progress data of children entitled to pupil premium on the language programmes</li> </ul>
3. Improved outcomes, accelerated progress in phonics across the school for those entitled to PP	<p>Percentage of children entitled to PP attaining at the expected standard improves over time and is in line with national outcomes. Early reading leader is aware of the children entitled to pupil premium and ensures their provision is considered on a regular basis through assessment analysis and pupil progress discussions.</p> <p>Percentage of children entitled to pupil premium are working at age related expectations, and therefore accessing wider reading provision increases.</p> <p><b>Impact measures</b></p> <ul style="list-style-type: none"> <li>• Percentage of children entitled to pupil premium working at the expected level linked to Little Wandle phonics programme</li> <li>• Percentage of children entitled to pupil premium that achieve the expected standard within the year 1 phonics check</li> <li>• Percentage of children achieving the phonics -recheck at the end of Year 2</li> </ul>
4. Improved outcomes for children entitled to PP, accelerated progress in reading and the narrowing of the gaps between disadvantaged and non-disadvantaged groups	<p>Data analysis included a focus upon the progress of children entitled to PP at an individual pupil level and where progress or attainment are not at expected levels, gaps in learning are identified and addressed through provision moving forward. As a result, children entitled to PP make good progress in reading and outcomes at the end of Key Stage 2 improve and gaps with national outcomes are closing by 2027.</p> <p><b>Impact Measures</b></p> <ul style="list-style-type: none"> <li>• Percentage of children entitled to pupil premium working at the expected level or above in reading.</li> <li>• Percentage of children making expected progress or above in reading.</li> </ul>

	<ul style="list-style-type: none"> <li>Percentage of children entitled to pupil premium that achieve the expected standard within the year 1 phonics check</li> </ul>
5. Improved outcomes, for children entitled to PP, accelerated progress in writing and the narrowing of the gaps between disadvantaged and non-disadvantaged groups	<p>Data analysis included a focus upon the progress of children entitled to PP at an individual pupil level and where progress or attainment are not at expected levels, gaps in learning are identified and addressed through provision moving forward. As a result, children entitled to PP make good progress in writing and outcomes at the end of Key Stage 2 improve and gaps with national outcomes are closing by 2027.</p> <p><b>Impact Measures</b></p> <ul style="list-style-type: none"> <li>Percentage of children entitled to pupil premium working at the expected level or above in writing.</li> <li>Percentage of children making expected progress or above in writing.</li> </ul>
6. Improved outcomes, for children entitled to PP, accelerated progress in maths and the narrowing of the gaps between disadvantaged and non-disadvantaged groups	<p>Data analysis included a focus upon the progress of children entitled to PP at an individual pupil level and where progress or attainment are not at expected levels, gaps in learning are identified and addressed through provision moving forward. As a result, children entitled to PP make good progress in maths and outcomes at the end of Key Stage 2 improve and gaps with national outcomes are closing by 2027.</p> <p><b>Impact Measures</b></p> <ul style="list-style-type: none"> <li>Percentage of children entitled to pupil premium working at the expected level or above in maths.</li> <li>Percentage of children making expected progress or above in maths.</li> <li>Multiplication times table check - Percentage of children entitled to pupil premium that achieve: <ul style="list-style-type: none"> <li>25 out of 25</li> <li>23 and over</li> <li>20+ and over</li> </ul> </li> <li>Multiplication times table check – Average point score of children entitled to pupil premium.</li> </ul>
7. Improved attendance outcomes for children entitled to PP across school and the narrowing of the gaps between disadvantaged and non-disadvantaged groups	<p>Children entitled to PP have a ‘spotlight focus’ placed upon them for attendance. Data analysis looks at the underpinning reasons for absence and support is offered and effective in facilitating improved attendance.</p> <p>As a result of greater awareness of barriers, attendance data indicates improvement for disadvantaged pupils within the school. Overall attendance data shows evidence that gaps with national outcomes are closing by 2027.</p> <p><b>Impact Measures</b></p> <ul style="list-style-type: none"> <li>Attendance statistics for pupil entitled to pupil premium</li> <li>Persistent absence statistics at cohort and individual level</li> </ul>
8. Effective provision in place for children across the school who are vulnerable	<p>Highly effective safeguarding and SEND procedures are evident in school and vulnerable children are known to staff and have a regular platform to share their concerns.</p>

	<p>Children with short-term vulnerabilities are known by staff and support is provided as required.</p> <p>Concerns are swiftly identified and actions taken. Pupil/parental voice indicate that they feel well supported by the school.</p> <p><b>Impact measures</b></p> <ul style="list-style-type: none"> <li>• Location map refers to children entitled to pupil premium as a known context</li> <li>• Location map also captures short term vulnerabilities</li> <li>• Staff voice indicates knowledge of wider vulnerabilities</li> <li>• Progress of SEND pupils who are entitled to pupil premium</li> </ul>
<p>9. Children entitled to PP are able to access a range of enrichment opportunities and participation is reflective of the school demographic</p>	<p>Annual calendar of enrichment opportunities in place beyond the school day which captures a range of additional opportunities for children to access.</p> <p>The school analysis of club attendance evidences that children entitled to PP have a high uptake of clubs and their representation is at least in line with the demographic of the school.</p> <p><b>Impact measures</b></p> <ul style="list-style-type: none"> <li>• Numbers and percentage of children entitle to pupil premium attending clubs</li> </ul>
<p>10. Strengthen home/school partnerships to improve attendance, learning support at home, and engagement with school activities for Pupil Premium pupils.</p>	<p>Run termly workshops on supporting learning at home (phonics, maths strategies, digital learning).</p> <p>Offer flexible meeting times and virtual options to reduce barriers.</p> <p>Provide targeted invitations and follow-ups for Pupil Premium families.</p> <p>Use family support workers and pastoral staff to build relationships and encourage attendance.</p> <p>Impact measures:</p> <p>At least 70% of parents/carers of Pupil Premium pupils will have engaged in at least two school-led events (e.g., workshops, progress meetings, reading mornings, or curriculum sessions).</p> <p>Increase the percentage of Pupil Premium parents accessing school communication platforms (e.g., Class Dojo, Arbor, School Gateway) from 25% to 65% by the end of the academic year.</p> <p>Track attendance at workshops/meetings by pupil group.</p> <p>Collect feedback from parents/carers on accessibility and usefulness.</p> <p>Measure impact through improved attendance, homework completion, and progress of Pupil Premium pupils.</p>

## Activity in this academic year

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: £46,250 (£24,350 RT, £10000 LBA, £4000 (to include cover for ct release) £3250 AW £2000 subscriptions, £2500 Little Wandle)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Revisiting the oracy action plan and reviewing oracy work at a subject specific level. Continuing to embed dialogic activities across the school curriculum. These can support children entitled to PP to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time which will include clarity on expectations linked to oracy across the school and monitoring through listening walks.</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Wellcom assessments for 2 Y1 PP pupils who still require intervention. 3 weekly checks on progress.</p>	<p>1-6</p>
<p>Purchase of Little Wandle audit days with English hub consultant to ensure provision of quality first teaching is effective in meeting the needs of all pupils including those that are entitled to PP.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, through daily 1:1 and group sessions. These sessions aim to enhance phonetic skills, improve reading fluency, and bridge any gaps in early literacy development, ensuring that all pupils, particularly those from disadvantaged backgrounds, achieve foundational reading skills necessary for academic success.</p> <p>5 Y1 PP Pupils 9 Y2 PP Pupils</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged Children: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p><u>Provision</u></p> <p>Daily Keep Up sessions – 2 x per day Daily Phonics Blasts Reading sessions 4 x per week Reassessment every 4 weeks Heat Maps shared with parents Half termly workshops</p>	<p>1-5</p>
<p>Assistant Headteachers teaching core subjects in Year 6 across the academic year.</p> <p>Data analysis and evaluation linked to pupil progress focusses a spotlight upon children entitled to PP throughout. Where attainment and progress are not at the desired levels, gaps in learning are identified and appropriate amendments made in order to facilitate progress made.</p> <p>7 Year 6 Spotlight PP pupils</p>	<p>EEF research suggest that smaller class sizes has a small positive impact on pupil progress (+2 months), when teachers can have higher quality interactions with Children and give more specific feedback to move learning forward.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>Pupil progress meetings for PP pupils 2 x per half term (RT)</p>	<p>4-9</p>
<p>Subscription to online portal century tech and star reader enabling targeted support from home for those children entitled to PP.</p>	<p>EEF finds that set twice a week homework has a positive impact on average 3+ months as long as it is purposeful.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>PP children engagement monitored 2 x per half term. (RT/ZH/IF) with Century Tech Class teacher analyse Star Reader Assessment half termly with English lead overview.</p>	<p>3&amp;4</p>

<p>Non-class based Assistant Headteacher and Assistant Head of school supporting the development of teaching and learning.</p> <p>Phase leaders with responsibilities for maths and Phonics to have two days non-teaching time to coach and team teach in their subject areas across the school.</p> <p>Additional SENCO assistant employed to champion SEND in addition to adding capacity to the SENCo role and developing SEND provision with the SENCo.</p> <p>Data analysis and evaluation linked to pupil progress focusses a spotlight upon children entitled to PP throughout. Where attainment and progress are not at the desired levels, gaps in learning are identified and appropriate amendments made in order to facilitate progress made.</p>	<p>Capacity to lead - The research suggests that outstanding primary leaders are people of exceptional character, determination and courage – firm in their values, clear about priorities and with the leadership and interpersonal skills needed to carry people with them. (Freedom to lead: a study of outstanding primary school leadership in England Research report: July 2014 Peter Matthews, Simon Rea, Robert Hill &amp; Qing Gu)</p> <p>Fortnightly PP progress meetings – tracking with staff and sharing outcomes with SENDCo to update PP/SEND ADPRs where necessary.</p>	<p>1-9</p>
<p>Class-based leaders have release time to monitor, evaluate and further develop quality first teaching in core subject areas – half a day weekly for core subjects, wider subject areas on a rota system.</p> <p>Data analysis and evaluation linked to pupil progress focusses a spotlight upon children entitled to PP throughout. Where attainment and progress are not at the desired levels, gaps in learning are identified and appropriate amendments made in order to facilitate progress made.</p>	<p>Capacity to lead - The research suggests that outstanding primary leaders are people of exceptional character, determination and courage – firm in their values, clear about priorities and with the leadership and interpersonal skills needed to carry people with them. (Freedom to lead: a study of outstanding primary school leadership in England Research report: July 2014 Peter Matthews, Simon Rea, Robert Hill &amp; Qing Gu)</p> <p>Via Coaching model, Iris and evidence informed Teacher Walkthrus, HVT Teacher Skills Builder and the Principles of Adaptive Teaching.</p> <p>Half termly PP feedback on achievement and attainment.</p>	<p>1-9</p>
<p>All senior leaders in school maintain a focus upon improving quality first teaching through a range of leadership activities:</p> <ul style="list-style-type: none"> <li>• Monitoring and evaluation</li> <li>• Leading CPD</li> <li>• Conducting Pupil Progress Meetings – all spotlight children in this academic year will be PP</li> </ul> <p>Data analysis and evaluation linked to pupil progress focusses a spotlight upon children entitled to PP throughout. Where attainment and progress are not at the desired levels, gaps in learning are identified and appropriate amendments made in order to facilitate progress made.</p> <p>Little Wandle Fluency and Comprehension teaching</p> <p>Daily maths fluency from EYFS to Y6 – NFER and Fluency Bee</p> <p>The Write Stuff – including adaptations to units and daily scaffolds</p>	<p>Capacity to lead - The research suggests that outstanding primary leaders are people of exceptional character, determination and courage – firm in their values, clear about priorities and with the leadership and interpersonal skills needed to carry people with them. (Freedom to lead: a study of outstanding primary school leadership in England Research report: July 2014 Peter Matthews, Simon Rea, Robert Hill &amp; Qing Gu)</p> <p>Leading professional development and implementation of provision in line with a range of guidance reports published by the Education Endowment Foundation <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports?gclid=EAlaIqObChMlrdquyKDX9AIVELtCh1nWQ54EAAYASAAEgKvn_D_BwE">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports?gclid=EAlaIqObChMlrdquyKDX9AIVELtCh1nWQ54EAAYASAAEgKvn_D_BwE</a></p> <p>Pupil progress meetings for PP pupils 2 x per half term (RT)</p> <p>Termly assessment data and online diagnostic assessments</p>	<p>1-9</p>
<p>CPD is carefully chosen and implemented linked to assessment and monitoring outcomes at pupil level.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	<p>1-6</p>

<p>Pupil outcomes are evaluated and gaps in learning identified in order to address ongoing areas of concern for pupils entitled to PP.</p> <p>Leaders work with specific groups of staff linked to common challenges in embedded into professional development and approaches continue to be refined</p> <p>Focus on Little Wandle for EYFS and KS1 staff.</p> <p>ECT programme and StepLab focus as well as Haybridge Hub sessions.</p> <p>SLT book club</p> <p>SENDCo – new to role – training and collaboration</p>	<p>The need is clear, therefore, for PD to be well-designed, selected, and implemented so that the investment is justified.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development#:~:text=Learn%20how%20to%20design,%20deliver,%20and">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development#:~:text=Learn%20how%20to%20design,%20deliver,%20and</a></p> <p>Staff audits – Pulse Surveys and related follow up.</p>	
<p>Coaching model reviewed and new model implemented across school to improve teaching and learning with a focus upon key elements that will facilitate pupil progress of children entitled to PP linked to assessment outcomes and monitoring – feedback to move learning forward, feedback as actions, probing questions and check for understanding.</p> <p>Achieved through evidence informed teacher Walkthrus, HVT Teacher Skills Builder and the Principles of Adaptive Teaching.</p>	<p>Instructional coaching and deliberate practice has an impact on teaching technique and practice.</p> <p>Goleman’s research on leadership styles highlights the positive effect of a coaching approach in comparison to other leadership approaches.</p> <p>Staff will understand and model skills from the Hales Valley Trust Teacher Skills Builder –the Trust’s codified framework for effective teaching.</p> <p>Staff audits – Pulse Surveys and related follow up.</p>	1-6
<p>Resources to support effective teaching and learning</p> <ul style="list-style-type: none"> <li>• Widgits</li> <li>• Manipulatives</li> <li>• The Write stuff resources</li> <li>• Assessment materials (Standardised assessment in reading)</li> <li>• Kinetic Letters Professional Development Portal</li> <li>• Little Wandle Fluency Programme</li> </ul>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	1-6

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

Budgeted cost: £ 23,270 (£9600 AD, £7000 LP, £5670 KEW + annual subscriptions)

Activity	Evidence that supports this approach	Challenge addressed
<p>Phonics intervention for lowest 20% across the whole school including children that are entitled to PP within this group. Progress of PP children is reviewed every 6 weeks to check impact and evaluate interventions. Adjustments to groups are made following every 6 weeks.</p> <p>Bi-weekly progress meetings with Y1 and Y2 staff with HoS and phonics lead. Regular coaching with practice adapted for pupils including 15 PP pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged Children: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	3&4
<p>Wellcomm language interventions across early years and key stage 1 and Key Stage 2 for those children entitled</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On</p>	2

<p>to 14 PP with fortnightly checking by ELSA/Sendco– this comes via Nurture provision for 8 PP pupils. This will come through the use of a TA with dedicated speech and language time as well as ongoing enhancements to language provision through quality first teaching.</p> <p>Use of specialist language service to support and enhance our provision linked to speech, language and communication</p>	<p>average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	
<p>Additional interventions across school for children entitled to PP where required – 15 PP pupils access phonics keep up sessions and phonics blast. 52 PP pupils access century learning platform for homework and intervention, 10 PP pupils access Nessy 3 x per week, all 17 EYFS and KS1 PP pupils access NFER maths daily fluency, 15 Year 4 PP pupils access daily TTRS.</p> <p>These are done, as far as possible on a one to one or small group basis with a TA or with the class teacher.</p> <p>Interventions are reviewed by the PP leader/maths and English lead 2 x half termly Interventions are evaluated and adjustments are made in relation to context of the intervention as well as evaluation to ensure that the right pupils are benefitting from the intervention.</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for Children that are identified as having low prior attainment or are struggling in particular areas. (Education Endowment Foundation, 2021)</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. (Education Endowment Foundation, 2021)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>1-6</p>

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

Budgeted cost: £28,440 (£14,000 RT Attendance time – 0.1, £4000 CG 2 hours approx’ per day, £500 Lunchtime CPD, £960 pw per PP child £2.50 per club over 6 weeks x 6 half terms = £5760, £3000 approx’ building Pastoral Support)

Activity	Evidence that supports this approach	Challenge addressed
<p>Attendance monitoring via attendance officer and the implementation of attendance rewards, success meetings and plans has a sharp focus placed upon children entitled to PP</p> <p>Further Implementation of new attendance policy which has an emphasis upon days and sessions absent rather than percentages and reviewing the roles of all stakeholders.</p> <p>Anchor meetings, internal meetings amongst leaders and NPOC meetings with the local authority all shine a spotlight upon the attendance of children entitled to PP</p> <p>Class attendance champions – PP children identified in each class with improving attendance.</p>	<p>Research shows that in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2. In particular, Children with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than Children that missed 15-20 per cent of all sessions. (The link between absence and attainment at KS2 and KS4 2012/13 academic year DfE Research report, February 2015)</p> <p>According to DfE – as of October 2025 19.9% of PP pupils across school are persistent absentees.</p>	<p>7</p>

<p>Support coffee mornings written into support plans with school nurse in attendance – spotlight PP parents to be invited personally</p> <p>Regular fortnightly meetings for PP pupil who are persistently absent – meeting recorded onto tracker</p>		
<p>The continued development of pupil roles within school ensures representation from those children that are entitled to PP and is reflective of the school demographic including:</p> <ul style="list-style-type: none"> <li>• Playground buddies</li> <li>• School Council</li> <li>• Prefects</li> <li>• Hales Valley Trust Parliament</li> <li>• Head Pupils</li> <li>• Eco Council</li> </ul> <p>The school ensures that there are no barriers for children entitled PP to applying for these roles</p> <p>Aim for 13 PP children in y6 to be given roles in comparison to 3 in previous Y3 cohort.</p>	<p>The evidence of outstanding leadership points strongly to the commitment of outstanding primary headteachers and governors not simply to distribute leadership but to develop it at all levels among adults and children in the school. (Freedom to lead: a study of outstanding primary school leadership in England, Research report: July 2014 Peter Matthews, Simon Rea, Robert Hill &amp; Qing Gu)</p>	9
<p>Build capacity for Pastoral Support Staff and provision via development of current staff across school and support for parents.</p> <p>For peer mentor to shadow the school ELSA.</p> <p>ELSA to use Iris to model key, effective techniques which can be used in supporting SEMH needs across the school.</p> <p>Termly coffee mornings with workshop element supporting parents facilitated by ELSA and/or outside agencies.</p>	<p>Some of our vulnerable Children who are entitled to pupil premium experience SEMH needs and anxiety around entry into school as well as at certain points in the day.</p>	7&8

**Total budgeted cost: £96,960**

## 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 Children in the 2024 to 2025 academic year.

Aim	Outcome							
<p>For all PP pupils to meet the phonics threshold at end of Year 1. For the gap between PP and non PP to be closed in KS1 in phonics.</p>	<b>Year 1 Phonics</b>	<b>Number PP</b>	<b>%working at the expected standard</b>	<b>Number of Non-PP</b>	<b>%working at the expected standard</b>			
	2023	9 (33% SEND)	33%					
	2024	6 (67% SEND)	67%					
	2025	11 (73% SEND)	18%	45				
	<b>Year 2 Phonics Retakes</b>	<b>Number PP Children</b>	<b>%working at the expected standard</b>	<b>Number of Non-PP</b>	<b>%working at the expected standard</b>			
	2023	5 (100% SEND)	100%					
	2024	5 (60% SEND)	60%					
	2025	6 (67% SEND)	2 rechecks 50%	48				
	<p>For at least 80% of disadvantaged pupils to achieve expected or above at the end of KS1 and at least 20% to achieve greater depth.</p> <p>For at least 75% of disadvantaged pupils in KS2 to achieve expected or above; 20% to achieve greater depth.</p>	<b>Key Stage 1 Reading</b>						
			<b>Num PP</b>	<b>% EXS</b>	<b>% GDS</b>	<b>Num Non-PP</b>	<b>% EXS</b>	<b>% GDS</b>
2023		9	44%	11%	50	70%	34%	
2024		12	50%	17%	48	73%	17%	
2025		6	33%	17%	54	44%	31%	
<b>Key Stage 1 Writing</b>								
		<b>Num PP</b>	<b>% EXS</b>	<b>% GDS</b>	<b>Num Non-PP</b>	<b>% EXS</b>	<b>% GDS</b>	
2023		9	33%	11%	50	68%	8%	

2024	12	42%	8%	48	52%	2%
2025	6	33%	0%	54	46%	11%

Key Stage 1 Maths						
	Num PP	% EXS	% GDS	Num Non-PP	% EXS	% GDS
2023	9	44%	11%	50	76%	32%
2024	12	33%	0%	47	60%	2%
2025	6	33%	0%	54	52%	19%

Key Stage 2 Reading						
	Num PP	% EXS	%GDS	Num Non-PP	% EXS	%GDS
2023	11	33%	11%	48	73%	24%
2024	13	46%	14%	47	77%	28%
2025	24	38%	38%	35	54%	29%

Key Stage 2 Writing						
	Num PP	% EXS	%GDS	Num Non-PP	% EXS	%GDS
2023	11	33%	0%	48	78%	16%
2024	13	54%	7%	47	70%	4%
2025	24	67%	0	35	66%	0

Key Stage 2 Maths						
	Num PP	% EXS	%GDS	Num Non-PP	% EXS	%GDS

2023	11	33%	0%	48	76%	22%
2024	13	61.5%	8%	47	72%	21%
2025	24	50%	17%	35	51%	17%

In 2023, 30% of the disadvantaged pupils in school reached the expected level. 2 pupils SEND were below the level of the tests. 2 pupils (20%) were EXS in KS1 but didn't reach the national standard. There are some contextual circumstances.

In 2024, 46% of the 13 disadvantaged pupils were expected plus for reading – 2 of these pupils were GDS 14%. There were 4 PP pupils who were SEND – of these 50% achieved expected standard for Reading one of whom was GDS.

In 2025, 38% of the 24 pp children in y6 gained GDS for reading – this will increase to 42% after a remark was agreed and a PP child then gained 113 scaled score.

In 2023, **40%** (of a cohort of 10 PP children) achieved the expected standard in Maths. 20% of this cohort were below the level of the test (SEND)

In 2024, 61.5% (of a cohort of 13 PP children) achieved expected standard or above (1 GDS – 8%) There were 4 PP pupils who were SEND – of these 50% achieved expected standard for Maths.

In 2025, 67% (of a cohort of 24 PP children) in KS2 achieved the expected standard plus for Writing. This was in line with non-pp.

In 2023, **40%** (of a cohort of 10 PP children) achieved the expected standard in Writing. 20% of this cohort were working below the expected y6 level (SEND)

In 2024, **54%** (of a cohort of 13 PP children) achieved the expected standard in Writing. 1 child was GDS 7%

In 2025, **67%** (of a cohort of 24 PP children) in KS2 achieved the expected standard plus for Maths. This was in line with non-pp.

Increase in resilience when approaching more complex work or situations; increased confidence and strategies to deal with minor issues in the playground/fall outs with reduced support from adults in school.

**Qualitative data from student voice, student and parent surveys and teacher observations**

- Positive response from Parents' Evenings October 23 – approximately 95% positive from approximately 40% of parent body who completed them.
- Year 5 did the HRBQ – awaiting results – 85% positive in relation to resilience in dealing with situations
- Significant reduction in incidents of negative behaviour 23-24 significant reduction in number of incidents reported by the end of September in

	<p>comparison to number of incidents at the end of February – However, this increased during the summer term. 1 disadvantaged child with significant behaviours moved school at the end of Autumn 1 and 1 other significant disadvantaged child was accessing alternative provision in Autumn 2 and is recorded more than any other disadvantaged child in Spring and summer terms.</p> <ul style="list-style-type: none"> <li>• More children in 23-24 accessing the Nest provision on entry to school in the morning.</li> <li>• For disadvantaged pupils this has not reduced significantly due to new needs identified and a new cohort. Only one disadvantaged pupil has been referred to Sycamore in 23-24. I further PP/Disadvantaged pupil was referred to and accessed Phase Trust.</li> </ul>
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## 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
The Write Stuff	Jane Considine
Accelerated Reader Programme	Renaissance
Century Online Learning	Century Tech
Fluency Programme	Little Wandle
Wellcomm Language Screening	GL Assessment
Wellcomm Primary	GL Assessment
Junior Language Link	Speechlink Multimedia
SNAP-B Assessment	Hodder
Times Tables Rockstars	Maths Circle Ltd
Skillsbuilder Accelerator Programme	Skillsbuilder.org

## 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 Children?	N/A
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## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Leaders in school to engage in collaborative networks to share best practice across the Hales Valley Multi Academy Trust.
- Engagement in additional professional development to improve teaching and learning as well as the new National Professional Qualification in Leading Teaching.
- Further implementation of the Skills Builder platform and associated activity linked to the building of skills and future aspirations.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising – This will be now underpinned by the use of the Skills Builder Platform. Disadvantaged Children will be encouraged and supported to participate.
- Financially supporting the provision of trips and visitors to enrich the curriculum and promote access for all Children.
- Carefully selected use of hardship funds from the local authority to provide food aid and uniform support.