



Launde Primary School

Whole School Strategy for the Pupil Premium

Written September 2025

Review September 2026

Pupil Premium Strategy 2025-26: A Vision for Success

Our core mission is to ensure every child is successful, empowered, and excited to learn. Over the past year, our commitment to this mission has become even more vital as our number of Pupil Premium (PP) children has nearly doubled. This significant increase, combined with a funding lag, has challenged us to innovate and strengthen our support systems.

We believe that school should be a place of opportunity, and we are determined to make a tangible difference in the lives of our most vulnerable students. Our strategy is built on a foundation of individualised, targeted support.

Understanding the Needs of Our Children

To provide truly effective support, we expanded our tracking system to include all vulnerable students, not just those receiving Pupil Premium. Our "vulnerable children" register now includes students who are also classified as having Special Educational Needs and Disabilities (SEND), those with English as an Additional Language (EAL), and any others who are at risk of falling behind.

Our data revealed several key trends and challenges:

- **Attendance:** With an average attendance of just **83.4%** over the last three years, poor attendance is a significant barrier to success for our PP children.
 - **Mental Wellbeing:** Many of our children face mental health challenges that affect their learning and attendance.
 - **Academic Attainment:** We have identified attainment gaps in core subjects—reading, writing, and maths—that require targeted intervention.
 - **SEND Overlap:** We found that 16 of our 54 SEND children are also Pupil Premium. This dual issue creates complex challenges that require a holistic approach.
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Our Strategic Approach for 2025-26

To address these challenges, we have refined our strategy with a focus on high-impact interventions and strong partnerships.

Targeting Attendance and Mental Wellbeing

We are taking a proactive, whole-school approach to improving attendance and supporting mental wellbeing.

- **Culture of Attendance:** We are embedding new strategies into our school culture to promote positive attendance. Our focus is on working closely with families, offering support rather than simply penalising absences.
- **Mental Health Support:** We have partnered with **Lifting Children's Hopes**, a charity dedicated to the happiness and wellbeing of young people. This partnership allows us to provide targeted enrichment and support opportunities that help bridge the gap for our most vulnerable families. The charity's support helps us provide additional resources that broaden the horizons of our children.

Closing the Academic Gap

We are committed to helping every child achieve their full academic potential by providing personalised support. Our approach is informed by a comprehensive look at each child's academic progress, which includes:

- **Individualised Support Plans:** We have reviewed each child's progress, family circumstances, and the existing support strategies to create bespoke plans that address their specific needs.
- **Teacher Development:** We are investing in teacher training to ensure our staff have the knowledge and strategies to effectively support the diverse learning needs within our classrooms.

This updated strategy ensures that we are not only addressing the challenges identified but are also leveraging every available resource to empower our students and help them succeed.

Parent Offer

 <p>Interventions</p> <p>Should your child need it, they will be offered a range of interventions to address their individual needs. These include:</p> <p>maths, reading, phonic interventions, Art/Lego therapy, social play groups ELSA sessions, Speech and Language</p>	<p>Free Breakfast club</p>
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<p>sessions, IDL Literacy – dyslexia program and screening, Choir/music therapy and peer led interventions – Maths Mates and Reading Buddies</p>	<p>Next year Breakfast Club will run from 7.45am and will be in the canteen. At the end of the session (8.40am) the children will be dropped to their classes. Sessions must be booked at least a week in advance either by email or you can sign up in the office.</p> 
<p>Music lessons and clubs</p> <p>Each child will be funded for 50% of the cost to learn a musical instrument, which will be taught in a group session.</p>  <p>In addition, each child will be entitled to one free school club per term (subject to availability).</p>	<p>Swimming lessons</p> <p>Next year swimming will take place at school. We will be covering the costs for PP children and providing additional sessions for some.</p> 
<p>School uniform</p> <p>Each child will be issued with two school jumpers/ cardigans and two t-shirts. When they first join school, they will be given a book bag. For PE we will provide a red school t-shirt, a red pair of shorts and a red pair of joggers</p> 	<p>Parent/Teacher meetings</p> <p>Parents will have the opportunity to attend one-to-one meetings with the class teacher three times a year (once a term) to discuss their child's progress and attainment.</p> 
<p>A half termly bag of books</p> <p>Reading is at the basis of all learning, it feeds their imagination and allows them to access a wealth of knowledge. We will be providing therefore a bag of books that will be changed every month.</p> 	<p>Support with payment for trips and residential visits</p> <p>We believe that a rich and extended curriculum is important for the development of the child, therefore we will pay 75% of the cost for all school trips. Residential trips are run in year 4 and 6. We ask parents to contribute the £100 deposit only</p> 

Pupil Premium Strategy Statement 2025 - 6

This statement details Launde Primary School's use of Pupil Premium funding for the academic year 2024-5. 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 funding has had within school.

School Overview

Detail	Data
School name	Launde Primary School
Number of pupils in school	605
Proportion (%) of pupil premium eligible pupils	13.9% (84 children)
Academic year/years that our current pupil premium strategy covers	2025-8
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil Premium Lead	Clare Johnston
Governor/ Trustee Lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,812.75
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£97,812.75

Part A: Pupil premium strategy plan

Statement of intent

We believe that all pupils have the right to fulfil their potential and want all pupils to achieve high attainment across all subject areas, irrespective of their background or the challenges they face. As a school we aspire to nurture happy, resilient and unique individuals, therefore we regularly consider the barriers that our vulnerable pupils face so that we can ensure we put in measures to support them to achieve their very best.

Our Pupil Premium strategy focuses on the needs of the individual; it is individually tailored to the academic, social, personal and financial needs of the child. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, and young carers and to ensure our approach is responsive to individual needs each child will be carefully tracked to identify their barriers to learning, their attendance and lateness, their holistic wellbeing, their homelife situation and their interests and aspirations. Carefully monitored interventions will be tracked through action plans and training will be put in place to ensure that needs are securely met, whether they are low or high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We have found that lessons that are most effective for our pupils that have gaps in their understanding, are those that have been targeted to their needs – through universal and specific adaptations, scaffolding, specific resources tailored to help a concrete understanding, the use of targeted oracy strategies and the use of metacognition. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We therefore ensure in our strategy that teachers have the resources and training to deliver highly effective lessons. Included in our strategy are intervention sessions to address either academic or social needs of the child. These interventions will be reviewed regularly to assess their effectiveness and adapted accordingly. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

As a school we value the importance of enrichment activities for all our pupils. We recognise the longer-term benefits of these, therefore we endeavor to ensure that our plan enables all pupils to have access to opportunities both within the school day and extra-curricular. This ensures that our disadvantaged pupils have the opportunity to have more equal life experiences and are able to develop individual talents and take part in experiences which will help them in their next stage of learning and in the future to become successful citizens of our country.

Challenges

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

Challenge number	Detail of challenge
1	31% of the children on the SEND register are also Pupil Premium and have additional specific needs. Of those with EHCP – 42% are PP
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Many of our children are EAL and have vocabulary and language issues related to a lack of English.
3	<p>Assessments, observations, and discussions with pupils suggest many of our disadvantaged pupils have difficulties with reading and as they go through school these gaps widen. Only 84% of pupils who are PP are age expected compared with 88% of non-PP.</p> <p>In year 3 and 5 this is a particular concern. There is -19.5% difference in attainment between non-PP and PP children in year 3 and a -21.4% in year 5.</p>
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils whilst improved from last year is still significantly below that of non-disadvantaged pupils. 18% of PP children are not on track to meet expectations compared to 10% of Non – Pupil Premium children. This is a particular concern in year 3, 5 and 6. In year 3 47% of the children are not on track (-33% difference) in Year 5 27% (-20%) and in Year 6 15% (-14% difference) are below the expectations for the year group.
5	As a school we believe enrichment activities are vital to produce well rounded pupils and develop non-academic talents. Many of these activities are associated with a cost which is unattainable to the parents of our disadvantaged parents.
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to family dynamics and homelife issues and anxiety. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support are important.9 Pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs. Pupils struggle to enjoy school and feel anxious about coming to school.</p>

7	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils only at 83.4% compared to 94.8 of non-pupil Premium children</p> <p>During 2024-5, 30% of our disadvantaged pupils have been 'persistently absent' compared to 18% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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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
High quality teaching that improves the outcomes for all our pupils, particularly our disadvantaged pupils, including the training and implementation of a new phonics scheme.	<ul style="list-style-type: none"> • Phonics testing in 2025-6 show that 80% of our disadvantaged children meet the expected standard • All pupils in receipt of Pupil Premium, including those with SEND, make expected progress from their starting point. • Attainment is in line with non-PP children in reading, writing and maths.
High quality teaching focusing on metacognition and self-regulation leading to children understanding how to learn and developing their understanding of what is required to succeed.	<p>Assessments, observations and pupil interviews indicate that children are able to express what they have learnt and what they need to do to succeed. Universal adaptations are used regularly and children are able to articulate how they use them.</p> <p>Children able to articulate the format of lessons and how the teaching and learning is structured.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
High quality teaching of reading, including a new reading scheme that leads to Improved reading attainment among all pupils including our disadvantaged pupils.	<p>KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>Assessments across the school show a closing of the gap in children reaching the expected outcomes for their year group.</p>

Training of reading buddies to peer tutor younger disadvantaged pupils.	
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/6 show that more than 80 % of disadvantaged pupils met the expected standard.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Staff trained in ELSA to support the wellbeing of pupils.</p> <p>Pupils trained to be wellbeing ambassador and play time leaders to provide support to peers and improve mental wellbeing</p>	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying or parental complaints • Fewer mental health referrals due to school anxiety • Better attendance from children struggling with anxiety related to school
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To improve lateness among all pupils including disadvantage pupils.</p>	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
To provide equality of access to enrichment and extra-curricular activities	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved engagement from parents	Sustained and effective engagement from parents of our disadvantaged pupils demonstrated through participation figures at parent's meetings, workshops and parent sessions and through evaluation and feedback and parent surveys. Improvement in parental questionnaires.

Activity in 2025-6

This details how we intend to spend our pupil premium funding in **2025-6** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Quality First Teaching training to improve teaching and learning.</p> <p>Training to ensure that teachers embed the new teaching and learning toolkit – they understand the format of lessons and use these and the appropriate language and tools consistently in all lessons</p>	<p>EEF evidence found: access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>1,2,4,5</p>	<p>Costed in supply cover</p>
<p>Quality First Teaching – universal adaptations and working walls.</p> <p>Training in universal adaptations to ensure that all children are given every chance to succeed.</p> <p>Training in working walls to ensure that they become an adaptation that children can be directed to or used independently by children</p>	<p>Evidence for Training in Universal Adaptations:</p> <ul style="list-style-type: none"> QFT is closely linked with the concept of Universal Design for Learning (UDL). UDL involves designing lessons from the outset with multiple ways for students to access information, demonstrate their knowledge, and engage with the content. This proactive approach ensures that lessons are accessible to a wide range of learners, rather than requiring teachers to reactively adapt lessons for individual students. (CAST) (EEF) <p>Evidence for Training in Working Walls as an Adaptation</p> <p>Working walls are an example of an interactive, universal adaptation that aligns with the principles of QFT. They serve as a dynamic</p>		<p>Costed in staff meetings and supply cover</p>

	<p>learning tool that can be used by both teachers and students to support and scaffold learning.</p> <ul style="list-style-type: none"> • Scaffolding and Independence: By having these resources readily available, students can refer to them independently when they need support, reducing their reliance on the teacher. Hammersmith and Fulham Learning Partnership found that the introduction of working walls following targeted training had a positive impact on student engagement, behaviour, and independence. • A "Third Teacher": The concept of the classroom environment as a "third teacher" is a recognized educational theory. Working walls embody this by acting as a constant, visible resource that reinforces learning. (Reggio Emilia) 		
<p>Quality First teaching Targeted academic support - training</p>	<ul style="list-style-type: none"> • Significant Learning Gains: The Education Endowment Foundation (EEF), a leading source of evidence on what works in education, has consistently found that small-group tuition can result in an average of four months of additional progress over a school year. This is particularly effective when the support is tailored to pupils' specific needs. • Catch-Up and Acceleration: Research from University College London (UCL) found that targeted interventions can raise overall educational outcomes for students with SEND by an average of five months, compared to standard teaching alone. This demonstrates that targeted support is a powerful tool for helping these students catch up to their peers. • Targeted at Specific Needs: The effectiveness of this support lies in its specificity. By using diagnostic assessments to pinpoint a child's exact learning gaps—whether in phonics, working memory, or number fluency—interventions can be designed to directly address those barriers, leading to quicker and more significant gains. 		<p>Costed in staff meetings and supply cover</p>
<p>Quality First teaching – Walkthrus The evidence for using walkthrus as teaching strategies is strong and comes</p>	<p>Walk thrus</p>		<p>Costed in staff meetings and supply</p>

from both cognitive science and educational research. It is a powerful technique when used correctly to enhance student engagement and promote equitable participation.

Staff meetings and peer reviews of lessons to support the implementation.

- **Combat the "Invisible Student" Effect:** eg: Cold calling prevents the scenario where a few confident students dominate classroom discussion while others remain silent. This is supported by research from sources like **Teach Like a Champion**, a widely respected educational book and framework. It forces all students to remain engaged and accountable for their learning.
- **Enhances Memory and Retrieval:** Cognitive science shows that the act of actively retrieving information from memory strengthens neural pathways. This process, known as **retrieval practice**, makes it more likely that students will remember the information later.
- **Promotes Equitable Participation:** Studies on classroom equity demonstrate that cold calling, when used consistently and non-punitively, can lead to more students participating in class. Research from the **Education Endowment Foundation (EEF)** on effective questioning techniques supports the idea that questioning all students, not just volunteers, improves overall learning.
- **Reduces Learning Gaps:** By ensuring every student is accountable for their learning, cold calling helps teachers quickly identify who has understood a concept and who has not. This immediate feedback allows teachers to address misconceptions on the spot, preventing small misunderstandings from growing into significant learning gaps.
- **Builds a Positive Classroom Culture:** When cold calling is a predictable, low-stakes routine, it can reduce student anxiety over time. As students realize it's a normal part of the lesson and they won't be punished for an incorrect answer, they become more comfortable with a culture of thinking and responding. This is a key finding from research on **growth mindset** in the classroom.

<p>Quality First teaching to improve outcomes for vulnerable children.</p> <p>Adaptations for vulnerable children – widgits, Microsoft lens and talking tins</p>	<p>Adaptive Teaching: A key element of QFT is adaptive teaching, which recognizes that students learn at different rates and may need different levels of support. This involves teachers understanding pupils' differences, including their prior knowledge and potential barriers to learning, and then responsively adapting their teaching. Examples of universal adaptations that are part of adaptive teaching include: scaffolding differentiated instruction, flexible groupings and clear communication. (EEF)</p>		<p>Costed in supply and staff meetings</p>
<p>Quality First Teaching – training to identify SEND and their primary area of need.</p> <p>Training to support identification in staff meetings, the adaptations that can be used and the SEND identification process to follow.</p>	<p>The SEND Code of Practice (UK), ITTECF, EEF all provide evidence that when teachers can accurately identify a child's needs, they can:</p> <ul style="list-style-type: none"> • Move beyond "differentiation": Traditional differentiation often involves creating separate tasks for different groups of students. In contrast, adaptive teaching is a more dynamic and inclusive approach that's rooted in a deep understanding of each student's needs. By identifying a need (e.g., a student with dyslexia struggling with reading), a teacher can make a precise adaptation (e.g., providing a text-to-speech software) rather than simply giving them an easier task. • Target the root cause: Training helps teachers recognize that a child's challenging behaviour might not be a lack of discipline but a symptom of an unmet need, such as an undiagnosed learning disability, communication difficulty, or social-emotional issue. By identifying the root cause, teachers can implement supportive adaptations (e.g., a quiet space for a student with sensory needs) instead of a punitive response. 		<p>Costed in staff meetings and supply cover</p>
<p>Training in adaptations for EHCP children</p> <p>Training in staff meetings for teachers and meetings for TAs designed to close</p>	<p>Importance of Adaptations for EHCP Children</p> <ol style="list-style-type: none"> 1. Enabling Access to the Curriculum: Adaptations, which are legally binding and detailed in the EHCP, remove the specific barriers to learning identified for that child. Without these 		<p>Costed in staff meeting and supply for new SEND leads</p>

<p>the gap between their attainment and their year group and learning walks to support implementation</p>	<p>adaptations, a child with an EHCP might be unable to engage with lessons, understand instructions, or demonstrate their knowledge.</p> <ol style="list-style-type: none"> 2. Fostering Independence and Self-Esteem: When a child can work independently, it boosts their confidence and self-esteem. Adaptations, like using assistive technology or providing a visual timetable, help a child with an EHCP rely less on direct adult support. This empowers them to take control of their learning, promoting a sense of accomplishment and reducing feelings of frustration or dependency. 3. Targeting Specific Needs: An EHCP details a child's unique needs (e.g., a specific learning difficulty or a sensory processing disorder), and the adaptations are designed to directly address those needs. This targeted approach is far more effective at improving outcomes than a one-size-fits-all strategy. 4. Promoting Long-Term Success: The goal of an EHCP is to prepare children for adulthood. By closing the attainment gap, adaptations help children with SEND develop the academic, social, and emotional skills they need for a successful transition to further education, employment, and independent living. Without these interventions, the gap would likely widen, leading to poorer outcomes later in life. 5. Evidence-Based Practice: The SEND Code of Practice and documents like the Initial Teacher Training and Early Career Framework (ITTECF) require schools to use an "assess, plan, do, review" cycle. This systematic approach ensures that the effectiveness of the adaptations is constantly monitored. If a child is not making progress, the adaptations can be changed and reviewed at an annual review, making the process responsive and evidence-based. 		
<p>Raising the importance of play</p>	<p>Raising the importance of play is crucial because it's a fundamental part of a child's development. It's how children learn about the world and themselves. Research from the</p>		<p>The Play team costed from Sports</p>

<p>Training staff how to allow children to play independently whilst managing risk.</p>	<p>American Academy of Paediatrics and other bodies shows that play supports:</p> <p>Cognitive Development: Play helps children develop problem-solving, critical thinking, and creativity. By engaging in unstructured play, they learn to test new ideas, make connections, and develop "executive function"—the skills needed for planning and self-regulation.</p> <p>Physical Development: Running, jumping, climbing, and even simple activities like playing with blocks strengthen muscles and improve motor skills, balance, and coordination. These activities are essential for a healthy body and a healthy brain.</p> <p>Social and Emotional Development: Play helps children learn to share, negotiate, and resolve conflicts. It also provides a safe space for them to express emotions, work through anxieties, and build self-confidence and resilience. When children play independently, they learn to assert their autonomy and entertain themselves, building a sense of self.</p> <p>The Importance of Managing Risk</p> <p>For children to gain these benefits, especially resilience and problem-solving, they must have opportunities to play independently and even take some "risky" play. This doesn't mean putting them in danger, but rather allowing them to engage in activities with perceived risks, such as climbing a tree or building a wobbly tower.</p> <p>The UK's Health and Safety Executive (HSE) and organizations like Play Scotland and the Early Education charity have published guidance that emphasizes a "balanced approach" to managing risk. Their evidence shows that:</p> <ul style="list-style-type: none"> • You don't eliminate risk, you manage it. The goal of risk assessment isn't to remove all hazards but to weigh the potential benefits of an activity against the risks. Training staff to use this "risk-benefit assessment" approach helps them make informed, professional 		<p>Premium. 2 hours each.</p>
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	<p>judgments rather than defaulting to overcautious measures.</p> <ul style="list-style-type: none"> • Training builds confidence. When staff are trained in dynamic risk management, they feel more confident in allowing children to play independently. This reduces the urge to intervene unnecessarily and lets children learn from their own actions and mistakes. • It prepares children for life. By allowing children to take safe, managed risks, staff are helping them develop the ability to assess situations for themselves. This is a crucial life skill that helps them navigate challenges as they get older. 		
<p>English and maths</p> <p>Improve English and Maths outcomes through TAs working alongside teachers to provide explicit instructions and scaffolding, develop cognitive and metacognitive strategies and oracy skills.</p>	<p>EEF evidence found: access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, these supplement teaching but does not reduce the amount of high-quality interactions they have with classroom teacher both in and out of the class.</p>	1, 2, 3, 4	Costed already
<p>Termly progress meetings</p> <p>Year group meeting with SLT team using insight and gap analysis, include focus on improving strategies to support vulnerable children</p>	<p>Staff evaluate strategies that have been implemented to close gaps or support disadvantage pupils with SLT and develop new.</p> <p>EEF (Guide to Pupil Premium) Once you have gauged the performance of your disadvantaged pupils whose attainment is below age-related expectations, you should examine what could be hindering their attainment. This will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance.</p>	1, 3, 4	Supply costs 4.5 x £750 = £3375
<p>Phonics</p> <p>Continue the implementation of Essential Letters and Sounds to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>(Phonics Teaching and Learning Toolkit EEF)</p>	1, 3	Already costed

<p>Maths teaching</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Embed the use of manipulatives as a universal adaptation.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Improve the maths offer for more able children through Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>(Mathematics guidance: key stages 1_and 2)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>(Improving Mathematics in Key Stages 2 and 3)</p>	1, 4	£1500
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Wellbeing offers to staff and children given after training.</p> <p>Links established with NHS Mental Health Partnerships to support children who are still struggling after Mental First Aider support or ELSA given or for those whose needs are more severe.</p> <p>OPAL to improve wellbeing in school. Further training will be given to Mental wellbeing team to provide support for children who need it.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>(Improving Social and Emotional Learning in Primary Schools EEF)</p>	1, 5, 6, 7	Supply Costs – Sarah M = £250
<p>SEND leaders</p> <p>Two new leaders to be trained in SEND provision to improve the offer to our vulnerable children, to improve identification of SEND children and to embed the use of the process to identify</p>	<p>Legal compliance and accountability: The UK's SEND Code of Practice places a legal duty on schools to identify and support children with SEND. A trained SEND leader, often the Special Educational Needs Coordinator (SENCo), is crucial for ensuring the school meets these statutory duties. This includes maintaining up-to-date records, securing external support, and conducting annual</p>		£5000)covering also SEND Leaders and SEND support as identified above

<p>SEND children and the adaptations that can be used to support children who are vulnerable</p>	<p>reviews for students with an Education, Health and Care Plan (EHCP). Training ensures they understand their legal responsibilities and can manage accountability effectively including</p> <ol style="list-style-type: none"> 1. Strategic Leadership: A trained SEND leader can provide strategic direction for the whole school. They are not just an administrator but a leader who can: <ul style="list-style-type: none"> ○ Develop and implement a clear, evidence-based SEND policy. ○ Lead professional development for staff on how to support students with various needs. ○ Promote an inclusive school culture where every teacher understands that they are a "teacher of SEND." 2. Effective Resource Management: Schools have limited resources for SEND. A trained SEND leader is skilled in managing and allocating the budget for specialist equipment, teaching assistants, and professional services. Training helps them make data-driven decisions to ensure resources are used effectively to achieve the best possible outcomes for students. 3. Expertise in Identification and Intervention: The SEND Code of Practice is based on a graduated approach: assess, plan, do, review. A trained SEND leader is an expert in this cycle. They can accurately identify a child's needs, plan targeted interventions, and review their impact. This expertise is vital for ensuring that support is tailored and effective, rather than a generic, one-size-fits-all approach. 4. Collaboration with External Partners: SEND leaders frequently work with a wide range of external professionals, including educational psychologists, speech and language therapists, and social workers. Training equips them with the knowledge and communication skills to collaborate effectively, advocate for their students, and secure the necessary support to meet a child's EHCP outcomes. 		
<p>Subject leaders/ Middle Leaders to work with school improvement team from Flying High academy. Leaders released for: curriculum development,</p>	<p>There is strong evidence supporting the effectiveness of subject leaders (middle leaders) working with an external school improvement team for curriculum development and monitoring. The Education Endowment Foundation (EEF),</p>	<p>1, 3, 4</p>	<p>£9000 - covering maths and English</p>

<p>sequencing and provision; and the monitoring and improvement of their subject's teaching and assessment.</p>	<p>in its guidance on school improvement, highlights that external reviews can be a powerful tool for identifying priorities and building a shared understanding of what needs to improve.</p> <p>This approach combines internal expertise with external, objective guidance, leading to more robust and consistent improvements across a school.</p> <ul style="list-style-type: none"> • Improved Subject-Specific Teaching: The Ofsted Education Inspection Framework emphasizes the importance of a well-sequenced curriculum. Subject leaders are best positioned to develop this because they have the deepest subject knowledge. By empowering them to work on curriculum development, sequencing, and provision, schools ensure that the curriculum is logically structured and builds knowledge over time. Research shows that a well-sequenced curriculum leads to better student outcomes. • Effective Monitoring and Assessment: Subject leaders are also the most qualified people to monitor and improve their subject's teaching and assessment. Their subject expertise allows them to provide targeted, meaningful feedback to teachers on pedagogy specific to their discipline. For example, a math leader can provide more effective feedback on how a teacher explains fractions than a generalist school leader. 		<p>support as identified above</p>
<p>Cost so far</p>			<p>£,19 125</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Reading interventions</p> <p>Reading interventions relevant to age. A significant proportion of the pupils who receive structured interventions will be disadvantaged, including those who are high attainers.</p>	<p>The EEF found:</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>(One to one tuition Teaching and Learning Toolkit EEF)</p>	<p>1, 2, 3,</p>	<p>In house</p>

	<p>And in small groups: (Small group tuition Teaching and Learning Toolkit EEF)</p>		
<p>Additional support for dyslexic children Purchase of IDL Literacy Program, including a dyslexia screening program.</p>	<p>IDL Literacy Software is proven to increase reading and spelling ages in both primary and secondary school learners. For these students, the software provides the missing step in their literacy development.</p> <p>The Literacy software incorporates all aspects of a balanced literacy programme and is structured, yet flexible enough to cater for individual differences. In addition to covering the reading process from phonological awareness to fluency, the software includes components that improve spelling, handwriting, vocabulary and comprehension skills.</p>	1, 2, 3	£525
<p>Phonics Additional phonics sessions or precision teaching sessions targeted at vulnerable pupils who require further phonics support to help them to make the same progress as their peers.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: (Phonics Teaching and Learning Toolkit EEF)</p>	1,3,	In house
<p>Oracy and collaborative learning through science An exciting science whizz club for disadvantaged learners that supports oracy and collaborative learning to raise confidence and develop a sense of success and achievement to help motivate children to come to school.</p>	<p>Our research has found that children find science exciting and motivating and that children are happier when they are successful. The EEF state that Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment and that Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities. Children should use oracy skills to talk scientifically to develop vocabulary.</p>	1, 2	Costs for materials Costs for setting up program £250 In house
<p>Writing interventions</p>	<p>EEF research states that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, The evidence</p>	1, 2	In house

<p>Writing targeted interventions to develop metacognition and self-regulation strategies – I do, we do, you do to help struggling and disadvantaged children catch up.</p>	<p>indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p>		
<p>Speech and Language activities including: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p>	<p>EEF research found:</p> <ol style="list-style-type: none"> 1 That on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. 	1, 2, 3	In house
<p>Peer Tutoring – reading</p> <p>Reading buddy sessions - training of children to undertake peer tutoring for disadvantaged and struggling pupils. Aim to raise the esteem of the tutors and the tutees.</p>	<p>EEF research states:</p> <ol style="list-style-type: none"> 1. Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. 2. Peer tutoring seems most effective when used to review or consolidate learning, rather than introducing new material. 	1, 2, 3,	In house

	<p>3. Training for staff and tutors is essential for success. It is crucial to allocate sufficient time to train both staff and tutors, to ensure training provides structure to the tutoring, and to identify and implement improvements as the programme progresses.</p> <p>4. Four to ten-week intensive blocks with regular sessions (4–5 times a week) appear to provide maximum impact for both tutors and tutees.</p>		
<p>Pre-learning intervention sessions</p> <p>Pre-learning intervention sessions to pre-teach struggling and disadvantaged children the vocabulary and knowledge they need to be able to access lessons and learning.</p>	<p>Bedrock Learning</p> <p>Pre-teaching allows prior knowledge to be revised before the content is explored within the classroom, and the more prior knowledge a learner has, the better equipped they will be to understand its application in subject-specific settings. It also provides an alternative to homework and testing: rather than giving learners homework after the lesson, you could ask them to research in advance for a new topic online or by watching a specific video. Pre-teaching allows learners to improve their reading comprehension too. For lessons such as English, learners can read a chapter or a text in advance at home. This makes the classroom a space for the analysis of a book rather than simply reading it. As reading comprehension is an essential skill for learners, this use of pre-teaching ensures each of them receives the maximum amount of time when analysing and understanding texts. This means learners become less intimidated by unfamiliar words they encounter in the classroom. Instead of having to put their hand up in the classroom and ask what certain terms mean, they can first encounter them in a place where they feel most comfortable: younger learners can ask a parent or guardian for definitions, and older learners can look them up online.</p> <p>Vocabulary lists can be used to introduce academic definitions for everyday words. There are many concepts that learners will have encountered outside of the</p>	1, 2, 3, 4	Costed already

	<p>classroom that they have been unable to describe. Providing essential and varied vocabulary ensures every learner has the building blocks necessary to both describe the world around them and succeed within the classroom.</p> <p>Pre-teaching has been seen to improve overall academic achievement. Learners are given space to explore essential language and vocabulary outside of school, and this means they can understand the language used within the classroom before it is introduced. This allows learners to make accelerated progress when encountering new concepts. Many learners, when returning to school, will begin to feel more in control, and this confidence allows them to be more actively involved in their learning.</p>		
<p>EAL – Flash Academy Purchase a subscription for online program to support the learning of children with EAL</p>	<p>The primary impact is the accelerated rate of language proficiency acquisition compared to national averages. Accelerated Proficiency: Schools report that over 45% of EAL pupils using Flash Academy progressed by one or more proficiency grade over a 12-month period. This is significantly higher than the national average progress rate of 18%.</p> <p>Rapid Progress for New Arrivals: Case studies, such as one from Fortis Academy, highlight that over 90% of their EAL Induction students achieved at least one proficiency grade of progress, with over 50% achieving two grades of progress during a 15-week induction course.</p> <p>Curriculum Access and Confidence: The platform includes curriculum-aligned content (e.g., subject-specific vocabulary for Maths and Science), ensuring students acquire the academic language needed to fully engage in mainstream lessons. Teachers report pupils gaining the confidence to integrate socially and academically.</p> <p>Independent Learning: By offering content in 48+ home languages and using a gamified format with</p>	<p>1, 2,3</p>	<p>£1500</p>

	instant feedback, the platform fosters independent learning, encouraging pupils to practise pronunciation and vocabulary without feeling nervous.		
Cost so far =- £2275			

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Parental engagement.</p> <p>Meetings with parents 3x year for 30 mins parent/teacher meeting</p> <p>Provide guided support activities to do at home.</p> <p>Workshops – phonics, reading and maths to support parent and teacher relationships.</p>	<p>EEF research found that parental engagement is very important when supporting pupil outcomes. Over the last few years we have begun work to develop parental relationships so create a partnership within which to jointly support the child.</p> <p>Parental engagement has a positive impact on average of about 4 months' additional progress, but it is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is some evidence that personalised messages linked to learning can promote positive interactions and that providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.</p> <p>To ensure home learning is of high-quality strategies such as providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to</p>	1, 3, 4, 5, 6, 7	11 Supply days per term 3 x £2750 = £8250

	pupils or asking parents to provide generic help to their children.		
<p>Outdoor Play and Learning (OPAL)</p> <p>OPAL to be introduced to develop play at lunchtime. Monitoring showed that lunchtimes were times when behaviour and wellbeing was challenging especially from vulnerable children, parents and children expressed dissatisfaction and it came out poorly in OFSTED. Work we did last year with Wellbeing Ambassadors to run activities were hugely successful and well received by children. Evidence suggests that OPAL has a positive impact on attendance, wellbeing and pupil behaviour.</p>	<p>Evidence for the Outdoor Play and Learning (OPAL) program shows that it improves children's social skills, confidence, self-regulation, and physical activity while reducing anxiety, boredom, and challenging behaviours. Research and testimonials from schools highlight increased happiness and engagement, better academic concentration, and improved well-being for children, staff, and parents.</p> <p>A key study by the National Children's Bureau and reports from schools across the UK, Canada, and Europe confirm the program's positive impact on children's holistic development and school culture.</p>		£18,000 storage for loose materials and loose materials.
<p>Wellbeing ambassadors</p> <p>Training for well-being ambassadors (Worth it!)</p> <p>To support children who are struggling with their mental well-being and attendance at school</p> <p>Well being ambassadors part of Little Hands Big Plans job club – 4 children from Year 6. Part of team to improve wellbeing in school through education and provision at Lunchtimes.</p> <p>Adult Wellbeing school ambassador training and conference. 2 members of staff (1 costed)</p>	<p>The Wellbeing Ambassadors Programme is an early intervention initiative that helps increase primary schools' capacity to prevent the onset of mental health problems in children. Children benefit from developing more positive relationships, and an increased sense of belonging in their school or setting, (which is crucial, especially for children who may face difficulties at home), increased confidence and resilience and improved wellbeing.</p>	5, 6,	<p>In house</p> <p>Training of kids £250 x 2</p> <p>Taxi - £25 x 2</p> <p>£550</p> <p>Resources £1000</p> <p>Supply - £250</p>

<p>Playground Leaders</p> <p>Training for playtime leaders to support children’s play and wellbeing on the playground</p> <p>To support children who are struggling with their fitness, mental well-being and attendance at school</p>	<p>Somerset activity and sports partnership</p> <p>Playground leaders on a primary playground help to make the playground a happy and safe place, supporting children struggling to make friends and mitigating arguments. It reduces anti-social behaviour and increases physical activity. It is hoped there will be a whole school impact in terms of children’s behaviour both at lunchtime and in afternoon lessons.</p> <p>Being a playground leader helps to raise the self-esteem and self-confidence of the leaders.</p>	<p>5, 6</p>	<p>In house</p> <p>Training of kids £250</p> <p>Supply</p>
<p>Breakfast club</p> <p>To ensure that all children are fed and ready to learn. We hope in addition by offering an earlier drop off with no charge that it will support our more vulnerable parents and help to address consistent lateness. In addition, appealing activities will be provided to encourage attendance</p>	<p>Gov guidance National School Breakfast Club</p> <p>It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p>	<p>1, 4, 6, 7</p>	<p>£2023 contribution to pre care (food and staff)</p>
<p>School trips</p> <p>Residential trips subsidised – parents pay £100 deposit. £5000 subsidy to reduce the cost for all children.</p> <p>75% of school trips paid to ensure all disadvantaged pupils have the opportunity to partake in out of classroom learning experiences.</p>	<p>Council for Learning Outside the Classroom</p> <p>This is not only about what we learn, but most importantly about how and where we learn. It is about improving young people’s understanding, skills, values, personal and social development and can act as a vehicle to develop young people’s capacity and motivation to learn.</p>	<p>1, 5, 6, 7</p>	<p>£11,120</p> <p>60 x 4 trips a year</p> <p>£6000</p>
<p>Book loan bags</p> <p>A ½ termly book swap program with books aimed at the reading and</p>	<p>Research by the Institute of Education has also found that the benefits of reading continue as children get older, with the combined effect on children’s progress at 16 of regularly reading books and newspapers and</p>	<p>1, 3, 5</p>	<p>£5500</p>

<p>interest level of the child. Books to be returned at end of month and new books issued. 9 a year. 7 sets of 100 books from Reading Rocks (about £700 a set)</p>	<p>visiting the library “four times greater than the advantage children gained from having a parent with a degree.”</p> <p>In short, reading can achieve something teachers and policymakers have been attempting for decades: to lessen or even eliminate the impact of early life disadvantage.”</p> <p>— 2021 Reading Guidance</p>		
<p>Swimming</p> <p>Subsidy of swimming costs for additional top up sessions disadvantaged pupils and provision of additional sessions for those who have not met national curriculum standards and additional sessions for those with additional needs.</p>	<p>The Department for Education (DfE) allows schools to use the Pupil Premium for a wide range of initiatives that support the academic and social development of disadvantaged pupils. Paying for swimming addresses inequality and provides a vital life skill. For many disadvantaged children, school is the only place they will ever have the opportunity to learn to swim.</p> <p>Data from organizations like the National Water Safety Forum and The Royal Life Saving Society UK (RLSS UK) show a disproportionate number of accidental drownings among children from lower socioeconomic backgrounds. This highlights the critical need to address the lack of swimming proficiency in this demographic. Funding lessons for PP children is a direct, evidence-based intervention to address this risk.</p> <p>Academic studies, such as those published in the Journal of Sport and Health Science, have linked participation in physical activity like swimming to improved mental health, reduced anxiety, and increased self-esteem in children. For PP children, who may face additional social and emotional challenges, these benefits are especially important for their overall wellbeing and engagement in school.</p>	<p>1, 5, 6</p>	<p>£2000 –PP pupil contribution</p>
<p>Art therapy</p> <p>To support children who are struggling with their mental well-being and attendance at school.</p>	<p>The EEF found that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It may help to reengage pupils in learning and develop a pupil’s wellbeing. There is intrinsic value in teaching pupils creative and</p>	<p>1, 5, 6, 7</p>	<p>£66 per hour 1-1 6 – 12 sessions a term £2340</p>

	performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.		
<p>Lego Brick Buddies Club</p> <p>Small group sessions to develop collaborative work, problem solving, focus and concentration and to reduce anxiety</p> <p>In addition to support children who are struggling with their mental well-being and attendance at school</p>	<p>Children’s wellness centre cites that Lego Brick Buddies Club provides opportunities for:</p> <p>Teamwork and Social Skills</p> <p>Communication and Language skills</p> <p>Problem solving, Mathematics and Spatial Awareness</p> <p>Physical Development – fine motor skills</p> <p>Perseverance and Management of Frustrations</p> <p>Building creates a sense of accomplishment, pride and build on their self-confidence and self-belief;</p> <p>Lowering Anxiety and Stress</p> <p>Patience</p> <p>Focus and Concentration - Following instructions, planning what piece comes next, waiting for their turn and listening to others</p>	1, 4, 5, 6, 7	Free
<p>Extra-Curricular clubs</p> <p>Subsidised places for extracurricular activities provide enrichment opportunities for disadvantaged pupils so they have access to a wide range of experiences and opportunities which nurture different skills and talents.</p> <p>1 club per term</p>	<p>According to EEF research, pupils from disadvantaged backgrounds may be less likely to be able to benefit from extra-curricular clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>When considering hosting sports activities that may require contributions from parents, schools should consider whether places could be provided</p>	1, 5, 6, 7	3 x £50 per child = £9000

	free of charge or subsidised for disadvantaged pupils.		
<p>LCF sports sessions</p> <p>Afternoon school session run within the school day</p> <p>To support children who are struggling with their fitness, mental well-being and attendance at school</p>	<p>According to EEF research, pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>When considering hosting sports activities that may require contributions from parents, schools should consider whether places could be provided free of charge or subsidised for disadvantaged pupils.</p>	1, 5, 6, 7	Costed in Sport's Premium
<p>Social Skills – sharing, caring and empathy through play groups</p>	<p>The EEF evidence found:</p> <ol style="list-style-type: none"> 1. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. 2. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. 3. Social and emotional learning approaches have a positive impact 	1, 2, 6	<p>TA trained in sensory ...TBC</p> <p>In house</p>

	4. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.		
ELSA and bereavement training Training of TAs in ELSA ELSA sessions run by TAs	<p>Many of our disadvantaged pupils have emotional wellbeing needs.</p> <p>ELSA NETWORK / Bristol. Gov</p> <p>There is an increasing evidence base for the effectiveness of ELSA with outcomes relating to:</p> <ul style="list-style-type: none"> • staff and student self-efficacy beliefs • emotional literacy development • emotional wellbeing • academic progress • parental engagement 	1, 2, 6, 7	<p>£600 per TA for ELSA training</p> <p>Total =£1200</p>
Music therapy and choir To support children who are struggling with their mental well-being and attendance at school	<p>The EEF found that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It may help to reengage pupils in learning and develop a pupil's wellbeing. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>	1, 5, 6, 7	Covered in house
School uniform Each child is to be issued with a school jumper, a pair of trousers/skirt, 2 t-shirts, and a book bag. For PE a pair of shorts, joggers and t-shirt and a PE bag.	<p>EEF states pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.</p>	5	£50 per child = £4250
School attendance Embedding principles of good practice set out in the DfE guidance working together to improve school	<p>The DfE guidance working together to improve school attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1, 2, 3, 5, 6, 7	

<p>attendance. All teachers now share responsibility for attendance and have a focus on vulnerable children. During PP/SEND meetings attendance is a factor to be discussed.</p> <p>This will also include activities to encourage school attendance or to address anxiety or stress associated with school, including the introduction of OPAL which is designed to create a more joyful, safe, and engaging environment during non-curricular time.</p>	<p>The link between OPAL and improved attendance is primarily through its effects on student well-being and a positive school culture.</p> <ul style="list-style-type: none"> • Increased Enjoyment of School: Numerous school reports and testimonials from schools that have implemented the OPAL program note that children's enjoyment of school increases dramatically. When playtimes are engaging and fun, children are more motivated to come to school. This reduces reluctance and anxiety, which can be a key factor in poor attendance. OPAL's official website reports that schools see a greater enjoyment of school and increased levels of self-reported happiness and wellbeing. • Reduced Stress and Enhanced Well-being: The program emphasizes free, child-led play in a natural environment. This type of play has been shown to reduce stress and anxiety in children. For some students, especially those with social or emotional needs, playtime can be the most stressful part of the school day. By making this a positive experience, OPAL reduces a major source of stress, making the overall school environment more appealing and encouraging consistent attendance. The University of Exeter is currently conducting a long-term study on the impact of OPAL on children's mental health and wellbeing. 		
<p>Music lessons</p> <p>Subsidised lessons to increasing participation in the arts, providing equal opportunities for disadvantaged pupils and to help to foster positive attitudes to learning and improve self-</p>	<p>The EEF found that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It may help to reengage pupils in learning and develop a pupil's wellbeing. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged</p>	<p>1, 5, 6, 7</p>	<p>£1000</p>

confidence more generally. 50% of a group lesson	pupils access a rich and stimulating arts education where children are able to express themselves.		
LAC and children previously looked after Additional funding to support the transition and needs of these children	The EEF state that Looked after children (LAC) in England achieve less well than their non-looked after peers and it is why they receive pupil premium plus funding.	1 2 6	Supply cover for Course £250
Contingency plan – Funding of Launde Care and taxis	A contingency fund available for our families who need wrap around care to support them at specific times. We have found in the past that when family circumstances suddenly change or emergencies happen then families need more short-term support.	5, 6, 7	£3000
Total so far			£75,983

Total budgeted cost: so far = £97,383

Part B: Review of the previous academic year – 2024-5

Outcomes for disadvantaged pupils

Impact of Pupil Premium activity in 2024 -5

Intended outcome 1

High quality teaching that improves the outcomes for all our pupils, particularly our disadvantaged pupils, including the training and implementation of a new phonics scheme.

Number of PP Pupils		89	Number of PP with SEND		18	Comments strengths/concerns
Number of Post LAC		4	Number of Post LAC with SEND		0	
Reading	PP achieving expected or higher	55%	PP with SEND achieving expected or higher	4 – 22%	The gap is significant and is particularly significant in years 3 and 5	
	Non-PP achieving expected or higher	82%	Non PP with SEND achieving expected or above	43%		
	Post LAC achieving expected or higher	100%	Post LAC achieving expected or higher	0/0		
Writing	PP achieving expected or higher	49%	PP with achieving expected or higher	11%	Writing was the area where the PP children achieved the poorest. Quality first teaching strategies and a reorganisation of Pupil Progress meeting have been introduced.	
	Non-PP achieving expected or higher	75%	Non-PP with achieving expected or higher	20%		

	Post LAC achieving expected or higher	75%	Post LAC with achieving expected or higher	0/0	
Maths	PP achieving expected or higher	59%	PP with SEND achieving expected or higher	33%	Maths was the area the PP children were the most successful, but the gap is still significant.
	Non-PP achieving expected or higher	84%	Non-PP with SEND achieving expected or higher	46%	
	Post LAC achieving expected or higher	75%	Post LAC with achieving expected or higher	0/0	.

Year group	Non PP	PP	Difference	Non PP	PP	Difference	Non PP	PP	Difference
Yr 1-	83.6%	92.9%	+9.3%	79.5%	85.7%	+6.2%	82.2%	85.7%	+3.5%
Yr 2 -	92.4%	87.5%	-4.9%	91.1%	100%	+8.9%	94.9%	100%	+5.1
Yr 3 -	79.5%	60%	-19.5%	79.5%	60%	-19.5%	86.3%	53.3%	-33%
Yr 4 -	83.6%	80%	-3.6%	83.6%	93%	+9.4	86.3%	93.3%	+7%
Yr 5 -	93.3%	73.3%	-20%	94.7%	73.3%	-21.4%	93.3%	73.3%	-20%
Yr 6 -	97.5%	84.6%	-12.9%	97.5%	92.3%	-5.2%	98.7%	84.6%	-14.1%

Key Strengths (Years 1 and 2)

Your Key Stage 1 data demonstrates highly effective Quality First Teaching (QFT) and targeted intervention for your youngest PP learners.

- **Year 1:** PP pupils **outperform** Non-PP pupils in all three subjects, notably by **+9.3% in Writing**. This indicates that early interventions (like phonics, early language work, and core stability programs) are highly successful.
- **Year 2:** PP pupils are **meeting or exceeding** Non-PP attainment in Reading and Maths (with 100% achieving expected in both). The slight gap in Writing is small (-4.9%).

Conclusion: The **foundational provision** in the Early Years and Key Stage 1 is robust and effective for the PP cohort.

Critical Areas of Concern (The Year 3 and Year 5 Drop)

The data shows a sudden and dramatic reversal of success as pupils transition into Key Stage 2, indicating that the curriculum demands, teaching methodologies, or sustained support are not translating effectively for older PP learners.

- Year 3 - **Severe Gaps across all subjects**. PP pupils are failing to keep pace with the jump in KS2 expectations. Maths is the most critical area here
- Year 5 - **Escalation of Gaps**. Attainment drops into the low 70s for PP pupils, indicating pupils who were on track in Year 2 have likely fallen behind consistently.
- Year 6 - Gaps are still significant, particularly in **Writing and Maths**, despite the overall school's high attainment in this year group.

Year 3 Transition Failure: The **33% gap in Maths** is alarmingly high and suggests an issue with the transition from practical KS1 approaches to abstract KS2 concepts. The **19.5% gap in Reading/Writing** points to a lack of stamina and complex comprehension skills needed for the KS2 curriculum.

KS2 Cumulative Deficit: The consistent gaps in Year 3 and Year 5 show that the **cumulative impact** of early language or foundational knowledge deficits (which were masked by successful QFT in KS1) is being exposed by the demanding KS2 curriculum.

Alignment of Interventions with Data

- **Outcome 1 and 4** - The reading gap (19.5% in Y3, 21.4% in Y5) demands that the **new reading scheme** and **reading buddies** target these key stage 2 cohorts who are falling behind in comprehension and vocabulary.

- **Outcome 3** - This must be the **core focus for KS2** to mitigate the widening gaps. Weak vocabulary is often the root cause of poor comprehension and writing. Interventions like **Colourful Semantics** need dedicated time here.
- **Outcome 5** - The massive 33\% gap in Year 3 Maths necessitates a review of how PP pupils are supported in mastering abstract concepts. **Maths Mates** should specifically target Y3 pupils.
- **Outcome 2** - This supports pupils in the year groups where they are failing. Understanding *how to learn* and *why they are struggling* is essential for **Y3 and Y5 PP pupils** who have hit a learning cliff.

Intended outcome 2

High quality teaching focusing on metacognition and self-regulation leading to children understanding how to learn and developing their understanding of what is required to succeed.

Metacognition is a highly effective, evidence-based strategy. If pupils can identify *how* they failed a task, they can apply coping strategies (linking to Wellbeing, Outcome 6). This is particularly important for KS2 pupils (Years 3 and 5 identified with specific reading gaps) who need to become independent learners. We have rewritten the teaching and learning strategies and worked on developing universal provisions and adaptations that support the learning of all children. We have continued the work on introducing Walk Thrus to develop the teaching strategies employed in our classrooms.

Intended outcome 3

Improved oral language skills and vocabulary among disadvantaged pupils.

QFT strategies that were used supported children well in key stage one. Colourful semantic and the EAL program used. Next year introduce Flash Academy to support learning with EAL and SEND

Intended outcome 4

High quality teaching of reading, including a new reading scheme that leads to Improved reading attainment among all pupils including our disadvantaged pupils.

Training of reading buddies did not happen. The events of the year – two deaths impacted this. Whole class reading interventions were used and specific interventions for key children were introduced such as Top Triangle reading. The gap in

reading remains most significant in years 3 and 5. Year 5 is high SEND with EHCP year group and year 2 is a year group where a significant number of children arrived late in the year and 2 of those had little or no English

Phonics scores demonstrated that the new scheme has already had an impact. The new reading scheme was written and introduced over the year and will be embedded and developed over the year. 87.5% of PP children passed their phonics from year one and 78% passed on the re-take in year 2.

Intended outcome 5

Improved maths attainment for disadvantaged pupils at the end of KS2.

Training of Maths mates to peer tutor younger pupils through maths games.

Although Maths is the most successful subject for PP pupils (59% expected), the maths (25%) percentage point gap is still unacceptably large. There were specific year groups as evidenced above where PP children were struggling. Maths Mates peer-tutoring program is a targeted intervention to boost confidence and application skills, directly addressing the gap at KS2.

Intended outcome 6

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Staff trained in ELSA to support the wellbeing of pupils.

Pupils trained to be well-being ambassadors and play time leaders to provide support to peers and improve mental wellbeing

- **Wellbeing:** The focus on **ELSA training** and **Wellbeing Ambassadors** is essential. The high academic pressure implied by the large attainment gaps will negatively affect pupil self-esteem and resilience. This outcome supports the emotional foundation needed for outcomes 1-5.
- **Attendance:** The comment "*improving but still lower*" for PP and Vulnerable pupils shows a direct correlation: if PP pupils are not in school consistently or on time, they cannot benefit from QFT. Improving attendance and lateness is a **pre-condition** for closing the attainment gap. Concerns re PP attendance have led to this becoming one of the school SEF targets.
- **Enrichment & Parent Engagement:** Providing **equality of access to clubs** and improving **parent attendance** are vital for building cultural capital and parental partnership, which are proven factors in improving disadvantaged pupil outcomes. The introduction of OPAL next year will address further concerns as will the links to Lifting Children's Hopes charity.

Intended outcome 6

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

To improve lateness among all pupils including disadvantage pupils.

Gap in attendance data indicated that although attendance for PP had improved, it was still lower for PP children compared to school data. It has become one of the SEF targets. A new robust attendance monitoring policy has been introduced and an attendance team have been created to ensure that attendance is addressed quickly.

Intended outcome 6

To provide equality of access to enrichment and extra-curricular activities

Number of children who attended clubs improved throughout the year, SEND take up was still lower and specific activities were put in place to target SEND children. This focus is to continue next year.

Intended outcome 6

Improved engagement from parents

Parent attendance to meetings improved last year. 92% of PP parents attended PP and SEND parent meetings. This engagement was an improvement of 15% from the previous year.