

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding 2025/26 to help improve the attainment of our disadvantaged pupils.

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

## School overview

| Detail  | Data  |
|---|---|
| School name   | West Town Primary Academy                       |
| Number of pupils in school  | 414   |
| Proportion (%) of pupil premium eligible pupils   | Oct 24 census – 104 (25%)                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024/2025 to 2028/2029                          |
| Date this statement was published   | December 2025                                   |
| Date on which it will be reviewed   | December 2026                                   |
| Statement authorised by   | Hannah Quinn, Principal                         |
| Pupil premium lead  | Sarah Baxter, Assistant principal for Inclusion |
| Governor / Trustee lead   | Rosemary Gill                                   |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £161,355 |
| Recovery premium funding allocation this academic year  | £0       |
| Recovery premium funding carried forward from previous years  | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £161,355 |

# Part A: Pupil premium strategy plan

## Statement of intent

At West Town Primary Academy, we are dedicated to ensuring that every child, regardless of background or circumstance, receives the best possible start in life. Our Pupil Premium strategy is designed to address the inequalities between disadvantaged pupils and their more advantaged peers, enabling all children to achieve their full potential. We aim to close the attainment gap by providing targeted support, high-quality teaching, and personalised interventions, creating an inclusive and supportive environment where all children feel valued and are encouraged to thrive academically, socially, and emotionally.

Our key objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils both nationally and within our school.
- To ensure that all disadvantaged pupils exceed the nationally expected progress rates, achieving at least Age-Related Expectation (ARE) by the end of Year 6.

Our approach focuses on overcoming barriers to learning for disadvantaged pupils, providing them with equal opportunities to succeed. This includes children facing challenges due to limited proficiency in English, cultural differences, or socio-economic factors. As a school with a high proportion of EAL pupils, we place particular emphasis on language development, supporting pupils in developing both conversational and academic English to fully engage with the curriculum. Our strategies are designed to provide targeted support for pupils with varying needs, including small group interventions, one-to-one tuition, and emotional well-being support.

### Key Principles:

- **High Expectations and Aspirations:** We maintain high expectations for all pupils, regardless of their background, offering an aspirational curriculum that is engaging and challenging. The curriculum is designed to motivate children, gradually building core knowledge over time. Through adaptive teaching and targeted support we aim to boost confidence, and encourage each child to apply their learning independently.
- **Effective Teaching and Learning:** We recognise that the most powerful tool for closing the achievement gap is high-quality teaching. We invest in continuous professional development for our staff, ensuring they have the skills and knowledge to support pupils with diverse learning needs. Our teachers are committed to using a range of strategies to ensure all pupils can access the curriculum and make good progress.
- **Oral language skills and vocabulary development:** Recognising the challenges faced by EAL pupils, we place a strong emphasis on language development. It is essential that children are taught to implement effective strategies that will support them to articulate ideas, develop understanding and engage with others through spoken language and listening. We therefore continue to embed strategies recommended by Voice 21 throughout our curriculum. Through a high quality oracy education children

learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

- **Reading Fluency:** We are committed to developing fluent readers early on in KS1 through the use of Little Wandle and its associated interventions. It is vital that all children can read fluently and with good comprehension in order to access their learning, enhance their educational experience and develop a love of reading for pleasure.
- **Personalised Support:** Assessment is used regularly to identify gaps and ensure effective support can be put in place to meet the unique needs of our disadvantaged pupils. This may include additional language support, one-to-one tuition and small group interventions. Where possible, early intervention is used to support children to 'keep up' with their peers and where we identify a child has fallen behind then 'catch up' interventions are used. We monitor progress to ensure interventions are effective and adapt our approach where necessary.
- **Fostering Emotional Well-Being:** We understand that social and emotional factors can significantly affect academic progress, particularly for disadvantaged pupils. We invest in programs and activities that support the emotional well-being of our children, including mentoring, emotional literacy support, and pastoral care. This enables pupils to build resilience, self regulation, self-esteem, and the social skills needed to succeed in school and beyond.
- **Parental and Community Engagement:** We work closely with parents and carers to ensure they are fully involved in their child's learning and understand how to support their child's development at home. We support families and engage with local community partners to offer additional assistance where necessary.

#### **Expected Outcomes:**

- **Improved Attainment:** Disadvantaged pupils, including those with EAL, make progress in line with their peers.
- **Language Development:** EAL pupils make accelerated progress in acquiring both social and academic English.
- **Emotional Resilience:** Pupils develop strong emotional and social skills, contributing to better behaviour, well-being, and engagement with learning.
- **Engaged Families:** Families of disadvantaged pupils feel supported and are actively engaged in their child's learning.

We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the

needs of the pupils. We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

By focusing on early intervention, quality teaching, and the holistic development of every child, we are committed to helping all pupils overcome barriers to learning and achieve success. We continually review and refine our approach, ensuring that the Pupil Premium funding supports both academic progress and the emotional well-being of our most vulnerable learners.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>Oral language skills and vocabulary</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>72% of Pupil premium children are EAL, many of these have low levels of fluency, narrow vocabulary and under developed oral language skills. This is evident in all year groups.</p> <p>On entry to EYFS 73% of children were not on track in listening and understanding and 75% were not on track in speaking.</p>   |
| 2                | <p><b>Low starting points for children entering Reception</b></p> <p>The majority of children enter Foundation below age expectations in all areas, with more than half the cohort (58 – 83%) assessed at birth to 3 (exceptionally low) in speaking, reading comprehension, mathematical patterns, understanding the world and being imaginative. This is indicative of disadvantage and lack of cultural capital within their pre-school experience.</p> <p>Baseline assessment (2024/25) shows that 66 – 92% of children were not on track in literacy and maths and this combined with more than half (58 – 68%) not on track in PSED, and 73-75% not on track in communication and language means that children do not have the prerequisite skills to close the gap quickly.</p> |
| 3                | <p><b>Achievement/ outcomes</b></p> <p>On average, lower starting points and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children resulting in low attainment in reading, writing and maths.</p>  |
| 4                | <p><b>Achievement in phonics/ reading fluency</b></p> <p>Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as fluent readers which means their focus is on decoding rather than comprehension of the text.</p>   |
| 5                | <p><b>Social, emotional and mental health</b></p> <p>Some pupils in receipt of PP funding show weaknesses in learning and social behaviours. These pupils lack self-belief, resilience, problem solving skills and readiness to learn. They can struggle to reflect on and evaluate their own learning and behaviour choices and often lack self-motivation and confidence to improve.</p>   |
| 6                | <p><b>Attendance</b></p>   |

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|   | <p>Our attendance data indicates lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>   |
| 7 | <p><b>Cultural capital</b></p> <p>Many pupil premium pupils are disadvantaged due to lack of cultural capital/ limited opportunities for real life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).</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   |
|--|--|
| 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.  |
| Improved reading attainment and progress among disadvantaged pupils.     | <p>KS2 reading outcomes (attainment and progress) are at least in line with national averages for disadvantaged pupils meeting the expected standard.</p> <p>Y1 pupils achieve at least national outcomes in phonics screening check</p> <p>Year 2 SATS data for reading is in line with national.</p> <p>Children read for pleasure.</p> <p>Investment in Little Wandle Phonics scheme and related professional development.</p> <p>Reading fluency developed across the school through Rapid Catch Up and LW fluency programme, including the purchase of Fluency books.</p> |
| Improved writing attainment and progress among disadvantaged pupils.     | KS2 writing outcomes (attainment and progress) are at least in line with national averages for disadvantaged pupils meeting the expected standard.   |
| Improved maths attainment for disadvantaged pupils at the end of KS2.    | KS2 maths outcomes (attainment and progress) are at least in line with national averages for disadvantaged pupils meeting the expected standard.   |
| Children leave EYFS having made at least good progress.                  | EYFS data is at least in line with national average. Communication and vocabulary improves from children's starting points.  |

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| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>  | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>- Attendance of Pupil Premium cohort will be at least 96% with SSP's held with families where attendance falls below 91%</li> <li>- The percentage of all pupils who are persistently absent being below 12% Persistent absentees are tracked closely with medical evidence to support absence</li> </ul>   |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Enrichment/ wider curriculum opportunities are available to all pupil premium children which leads to a positive impact on attitude to learning, engagement.</p> | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Children are identified if SEMH support is needed and sessions are arranged through group or 1:1 sessions. These pupils then make good or better progress in the curriculum</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• School behaviour review</li> <li>• An increase in participation in wider curriculum, school trips, extra-curricular clubs and activities and residential visits, particularly among disadvantaged pupils</li> </ul> |

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £79,935

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Improve quality first teaching (QFT) by focusing West Town's agreed principles (based on Rosenshine's Principles in Action.) We will</p> <ul style="list-style-type: none"> <li>- Maintain a strong focus on QFT in our internal CPD programme.</li> <li>- Follow a whole school coaching model focusing on and using WalkThrus which explain the art and</li> </ul> | <p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p> | <p>1,2,3,4</p>                |

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| <p>science of teaching in 5-step visual guides.</p> <ul style="list-style-type: none"> <li>- Work with Trust curriculum leads/ school subject leaders to develop and improve practice in each subject area</li> <li>- Use subject leader and phase leader expertise to support coaching and team teaching to develop consistency of QFT practice</li> </ul> |  |         |
| <p>All ECTs accessing the ECF two year induction programme delivered by Education Development Trust and Cambridgeshire &amp; Peterborough Teaching School Hub</p>   | <p>ECF Framework and guidance<br/>Early career framework reforms: overview   DfE</p>   | 1,2,3,4 |
| <p>ECT +1's access additional weekly release time for observations of HQT. Access additional coaching to develop practice.</p>  | <p><a href="#">Support for ECTs – Teaching</a></p>   | 1,2,3,4 |
| <p>Ensure provision of high-quality feedback.</p> <p>Funding of additional teaching hours to facilitate high quality intervention and support improved feedback.</p>  | <p>Feedback – EEF +6 months<br/>Very high impact for very low cost based on extensive evidence<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>   | 1,2,3   |
| <p>To use summative assessment materials in a formative manner. Using tests to identify gaps in learning and plan to address these in teaching sequences. Purchase of standardised tests and question level analysis for Reading, SPAG and Maths.</p>   | <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: Education Endowment Foundation   EEF</p>   | 1,2,3,4 |
| <p>Embed dialogic activities to support the development of oral language.</p> <p>Purchase resources and fund staff training time.</p> <p>In EYFS we shall use our TA capacity to support high quality adult led activities</p>  | <p>Oral language interventions – EEF +6<br/><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>On entry to Reception (2023/2024), many children have low Language and Communication skills – 81% of children are not on track to achieve the ELG with 38% of children working significantly below in the 0-3 age band. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of</p> | 1,2     |

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| <p>and questioning during child initiated activities to move learning forwards.<br/>Introduce whole class NELI</p> <p>Throughout the school we shall work with the support of Voice 21 to support the professional development of all staff to focus on:<br/>Explicitly extending pupils' spoken vocabulary;<br/>The use of structured questioning to develop understanding<br/>The use of purposeful, curriculum-focused, dialogue and interaction.</p>   | <p>vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Most children working within 0-3 age band on entry to Reception despite making accelerated progress, do not meet the required end of year ELG's and therefore further work is required throughout school to ensure that oral language interventions are used to provide additional support to pupils who are behind their peers in oral language development.</p>  |            |
| <p>To continue to improve our whole school approach to the teaching of reading based on key reading skills.<br/>Further develop:</p> <ul style="list-style-type: none"> <li>- Use of quality texts</li> <li>- A flexible 'menu' approach to the planned teaching sequence, ensuring consistency and rigour whilst allowing a deeper response.</li> <li>- Teacher's explanations, questioning, modelling and feedback – ensuring all learners are scaffolded effectively to meet outcomes</li> <li>- Range of talk opportunities incorporated within the lesson</li> </ul> <p>Focus on CPD to support teacher's subject pedagogical knowledge to ensure effective planning is in place.</p> <p>Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</p> | <p>Reading comprehension strategies EEF +6<br/><a href="http://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> <li>• prediction (based on text content and context);</li> <li>• questioning;</li> <li>• clarifying;</li> <li>• summarising; and</li> <li>• activating prior knowledge.</li> </ul> <p>Texts should be carefully selected to support the teaching of these strategies (EEF)</p> | <p>1,2</p> |

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|---|--|------------|
| <p>Consistent monitoring of LW phonics programme and continuation of LW visits (as part of Champion school status) LW spelling programme.</p>   | <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EEF: Phonics T &amp; L Toolkit).</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic approaches. (EEF)</p>  | <p>2,3</p> |
| <p>Staff CPD<br/>Our leadership capacity supports us in ensuring high quality CPD that is responsive to the needs of the school</p> <p>Leadership coaching/mentoring of staff – targeted CPD focusing on quality of teaching and impact on pupil outcomes</p> | <p>There is evidence that high-quality CPD for teachers has a significant effect on pupils' learning outcomes and this is essential to follow EEF principles.</p> <p><a href="#">Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)</a></p> <p><a href="#">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p> <p>CPD is followed up during Staff meetings and INSET. All staff leading training are released to ensure effective preparation.</p>         | <p>All</p> |
| <p>Developing interventions for Maths through Mastering number and Number sense. Whole school CPD on the effective use of these resources.</p>  | <p>Our intervention offer for Maths has been developing over the last 2 years to ensure that we have interventions that are really effective and enable children to make rapid progress.</p> <p><a href="#">Mastery Explained   NCETM</a></p>  | <p>2,3</p> |
| <p>Arts – Increase participation in arts activities, ensuring high quality opportunities for all pupils.</p> <p>Arts leader to support non-specialists to develop their confidence in planning for and delivering arts lessons.</p>                           | <p>Arts participation - EEF +3</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> <p>Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> | <p>7</p>   |

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

Budgeted cost: £40,710

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Reading intervention – Targeted pupils in KS2, Small group tuition led by class teacher</p>  | <p>Small group tuition EEF +4 months<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Reading outcomes at the end of Y6 have been consistently lower than for other subjects for the past few years, with the gap between 2021 school outcomes, and national being -17%. In addition to this we know that many of our disadvantaged pupils do not read at home. Our analysis of pupil assessments tells us that it is the comprehension strategies that our children lack and therefore this is the focus on the club. To ensure this is effective we have ensured that disadvantaged pupils are targeted to secure engagement and attendance.</p>   | <p>1, 2, 3</p>                |
| <p>TA interventions:</p> <ul style="list-style-type: none"> <li>- 1:1 reading</li> <li>- Precision teaching</li> <li>- Speech and language</li> <li>- Phonics catch up</li> <li>- Power of 2</li> </ul> | <p>Teaching assistant interventions – EEF +4<br/> <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions-eef">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Recommendation 5 of the EEF guidance report on the effective use of TAs states that schools should use TAs to deliver high quality one-to-one and small group support using structured interventions.<br/> <a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants-eef">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>We therefore ensure that interventions are evidenced based and that TAs have appropriate high quality training to support them to deliver them effectively.</p> <p>Interventions are chosen based on the needs of the children. We have identified weak Language and Communication skills as an issue throughout the school and therefore interventions focus on this.</p> | <p>1, 2, 3</p>                |
| <p>Targeted phonics intervention KS1, with a particular focus in Y2 of supporting pupils who have not met the standard in Y1.</p> <p>Develop role of reading champion</p>                               | <p>Phonics – EEF +5<br/> <a href="https://educationendowmentfoundation.org.uk/phonics-eef">Phonics   EEF (educationendowmentfoundation.org.uk)</a></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 pupils:</p>  | <p>2,3</p>                    |

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| to ensure high quality consistent intervention |   |        |
| Tutoring                                       | <p>1:1 tuition – EEF +5<br/> <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Small group tuition – EEF +4<br/> <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> Tuition 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> | 1,2, 3 |

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

Budgeted cost: £40,710

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Pupil premium champion</p> <p>Our Pupil Premium Champion works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. She is a member of SLT and has time to carry out this work in school.</p> | <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending<br/> <a href="https://www.educationendowmentfoundation.org.uk">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p>   | All                           |
| Senior Mental Health Lead Training   | <p>Mental Health lead training is part of our whole school approach to recognise the importance of positive mental wellbeing for all.</p> <p>Learning outcomes for senior mental health leads in schools and colleges   DfE</p> <p>Promoting children and young people’s mental health and wellbeing   Children and Young People’s Mental Health Coalition</p> | 5                             |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school  | <p>EEF +4<br/> <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>   | 5                             |

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| ethos and improving behavior/ attitudes to learning across school   | Both targeted interventions and universal approaches can have positive overall effects   |     |
| Social and emotional learning (SEL) approached to be embedded.  | Transition support ensures children are well prepared for the next steps in their school life.<br>School Transitions   EEF<br><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a><br>Trauma based training for all staff.<br>Understanding a pupil's context will inform effective responses to misbehaviour<br>Introduction to Adverse Childhood Experiences<br>Early Trauma Online Learning Improving behaviour in schools  EFF<br><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> | 5   |
| Support families so that finance is not a barrier to accessing all areas of the curriculum including extra-curricular eg residential, music lessons, clubs, trips   | Arts participation EEF +3<br><a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>   | 5,6 |
| To improve attendance of disadvantaged pupils to be in line with National all others<br><br>Embedding principles of good practice set out in the DfE's working together to improve school attendance advice.<br><br>An Attendance Officer in post to work collaboratively with our Inclusion leader to monitor, assess and advise on improvements with attendance for our disadvantaged families. Meetings held to educate as to the importance of attendance and support offered as needed | The DfE guidance – working together to improve school attendance.<br><a href="https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</a><br><br>Our attendance data for children in receipt of PP is lower than non disadvantaged children   | 6   |
| Additional capacity – wellbeing TA (ELSA training)  | EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.   | 5   |

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| <p>For any additional wellbeing/ family needs to be supported by the school.</p> | <p><a href="https://www.educationendowmentfoundation.org.uk">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a><br/> EEF + 4<br/> <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> |  |
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**Total budgeted cost: £161,355**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

| Aim   | Outcome  |
|---|--|
| <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> | <p><b>What we did:</b><br/>We embedded a consistent whole-school oracy approach, with Oracy Champions modelling effective talk routines and coaching staff. Teachers planned structured opportunities for purposeful discussion in all subjects, using agreed discussion guidelines and sentence stems. In EYFS, adults focused on high-quality language interactions within continuous provision to strengthen early communication skills. Across the school we prioritised explicit vocabulary teaching, ensuring disadvantaged pupils had regular opportunities to practise and use new language in meaningful contexts.</p> <p><b>Impact:</b><br/>Lesson observations and external monitoring show pupils sustaining longer, more independent discussions; purposeful talk is now planned across subjects. Implementation is consistent in most classes. Peer review noted strong use of vocabulary/sentence stems.</p> <p><b>Next steps:</b><br/>Tighten classroom evidence of explicitly taught Tier 2/3 vocabulary; continue coaching to secure universality of routines; extend SALT/Language Link tracking to report % PP meeting termly language targets</p> |
| <p>Improved reading attainment and progress among disadvantaged pupils.</p>     | <p><b>What we did</b><br/>We have continued to focus on the role of the reading leader to raise standards through forensic data analysis to identify children requiring additional support (rapid catch up) We have used coaching to develop staff confidence and practice. We have also worked closely with the English Hub to support us in developing our practice and ensuring fidelity to the scheme.<br/>We have introduced fluency programmes in Y3–Y6 (HfL fluency; Faster Read in Y4). Standardised comprehension (FFT/YARC) used to benchmark and evidence impact.</p> <p><b>Impact:</b><br/><b>Phonics sustained at national:</b> Strong outcomes sustained through the year; mean score improved from 30.7 to 33.4/40. <i>46 pupils scored 32+ (78%); PP 9/11 (82%) passed.</i> (Cohort performance is on track with, or close to, national comparators; Y2 retake improved cohort to 87% meeting the standard.)<br/><b>Fluency gains:</b> Y4 Faster Read average fluency age rose +10 months (8y3m - 9y1m) across the 12-week cycle.</p>  |

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|  | <p>HfL Reading Fluency: Y5 accuracy +4 months, comprehension +6 months; Y6 accuracy +2y3m, comprehension +1y11m (targeted pupils).</p> <p><b>Curriculum &amp; classroom:</b> Reading lessons show a consistent use of comprehension strategies (prediction, questioning, clarifying, summarising, activating prior knowledge), with increased modelling and talk opportunities; further development of taught comprehension in Y3 fluency blocks identified.</p> <p><b>KS2 reading EXS remains below national:</b> 2025 63% vs 75% national (below (sig-)); this mirrors the multi-year average position and confirms the need to accelerate comprehension alongside fluency.</p> <p><b>PP gap narrowing:</b> 2025 PP 59% vs national non-PP 81% (-22%), improved from -39% (2023); trend is positive, end-point still some way off.</p> <p><b>Reading for pleasure &amp; provision:</b> Little Wandle investment, Reading Leader coaching, strengthened class texts, library improvements and KS2 take-home texts implemented as planned.</p> <p><b>Next steps</b></p> <p>Sustain PP phonics pass rates ≥85%; tighten PP cohort tracking for fluency bands and standardised comprehension scores; embed taught comprehension alongside fluency in Y3; extend home-reading engagement strategies in KS2.</p> |
| <p>Improved writing attainment and progress among disadvantaged pupils.</p>  | <p><b>What we did</b></p> <p>Refined medium-term sequences with model texts and explicit success criteria; strengthened feedback routines (feedback books) and sentence-level starters (sentence combining/expanding). Implemented “Winning at Writing” (3×6-week units) and CPD on moving from guided to independent writing, with moderation focusing on key marginals and GDS indicators. Targeted Y5 tuition in place.</p> <p><b>Impact</b></p> <p>KS2 writing at/above national: 2025 79% vs 72% national with a significant increase from 2024 (62%); multi-year now close to average.</p> <p>PP narrowing the gap: 2025 PP 71% vs national non-PP 78% (-8%, improved from -30% (2023))</p> <p>Practice improvements: Clearer model texts &amp; success criteria, sentence-level starters, feedback books, and moderation focused on key marginals/GDS.</p> <p><b>Next Steps:</b></p> <p>Increase frequency of publishing outcomes to strengthen purpose/audience; sharpen taught editing and redrafting; ensure oracy-to-writing routines are visible in every unit (especially in PP books).</p>   |
| <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> | <p><b>What we did</b></p> <p>Focus on fluency, reasoning and problem-solving, with concrete–pictorial–abstract representations; re-engagement with NCETM Mastering Number; systematic MTC practice with heat-map targeting, parent session and competitions; targeted Power of 2/small-group support.</p> <p><b>Impact</b></p>   |

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|  | <p>KS2 maths EXS close to national: 2025 73% vs 74% national; strengthened trajectory from 2023 (64%).</p> <p>PP gap narrowing: 2025 71% vs national non-PP 81% (-10%; improved from -23% in 2023).</p> <p>Multiplication Tables Check (Y4): <i>Average score rose to 21.2/25</i> (cohort) with 52% achieving full marks (30 pupils) - a +15% increase on last year and +18% above 2024 national headline. 71% scored <math>\geq 20/25</math>, indicating secure recall.</p> <p>Lesson visits evidence stronger use of stem sentences and mathematical vocabulary; pockets of inconsistency remain and are being addressed via coaching and planning support.</p> <p><b>Next steps</b></p> <p>Consolidate Mastering Number in KS1 and introduce KS2 strand as planned; continue to target PP learners below ARE with retrieval-rich daily “quick maths” informed by QLA; strengthen diagnostic use of standardised tests for PP reteach groups.</p>   |
| <p>Children leave EYFS having made at least good progress</p>  | <p><b>What we did</b></p> <p>Implemented the Trust EYFS curriculum; completed self-evaluation and action plan; developed outdoor continuous provision; introduced ShREC-aligned interaction focus and coaching; aligned phonics delivery across classes.</p> <p><b>Impact</b></p> <p>GLD improved to 62% (from 54% in 2023/24); ELGs in all areas: 60% (from 45%). Adult confidence and fidelity in phonics improved; TAs taking a sharper role with target pupils. (Note: overall GLD short of the 66% target; mobility contributed to variance.)</p> <p><b>Next steps</b></p> <p>Introduce whole-class NELI; refine timetables and directed activities within CP; plan targeted TA coaching cycles (phonics, maths, child development); strengthen transition planning EYFS→Y1 for vulnerable PP.</p>   |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p><b>What we did</b></p> <p>Attendance Officer and Inclusion Lead implemented DfE-aligned tiered support with SSPs, weekly inclusion panels and close case tracking; continued family engagement and medical-evidence processes.</p> <p><b>Impact</b></p> <p>Attendance has improved and is now broadly in line with national benchmarks. The IDSR reports 2024/25 (2-term) attendance at 95.1% vs 94.8% national and labels our trend as a relative improvement compared with national. Disadvantaged (FSM6) attendance is 93.6% vs 92.4% national (close to average), indicating higher attendance for our PP cohort than disadvantaged pupils nationally. Persistent absence has reduced in line with national (13.8% vs 13.3%, close to average), and for SEN pupils is significantly below national (6.5% vs 22.3%), evidencing the impact of our tiered casework and SEMH support. Case studies show improved trajectories for several persistently absent PP pupils and our Trust attendance audit evidence strong practice.</p> <p><b>Next steps</b></p> |

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|   | Tighten earlier escalation for PP below 93%; enhance proactive parent workshops for attendance; widen use of targeted incentives linked to improved weekly trends; aim to reduce PA towards ≤12% over 2025/26.   |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.<br>Enrichment/wider curriculum opportunities are available to all pupil premium children which leads to a positive impact on attitude to learning, engagement. | <p><b>What we did</b></p> <p>Developed a Therapeutic Thinking approach (twilight CPD, trust network participation), expanded ELSA provision, launched lunchtime SEMH club, sustained universal enrichment with financial support for PP pupils, achieved LOtC Silver mark, and broadened pupil leadership roles (including Eco Leaders).</p> <p><b>Impact</b></p> <p>Increased access to trips/residentials (financial barriers removed); SEMH casework shows improved engagement for pupils in ELSA/thrive groups; lunchtime behaviour improving with structured activities. Leadership opportunities (Eco/Pupil Leaders) established and visible.</p> <p><b>Next steps</b></p> <p>Formalise PP enrichment register (club uptake, persistence and progression); embed pre/post wellbeing measures (e.g., Boxall/SDQ) termly; expand lunchtime play leadership and peer mediators following PSHE conflict-resolution unit.</p> |

## 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                                 |
|--------------------------------|--|
| Little Wandle                  | Little Wandle Letters and Sounds Revised |
| Nelson handwriting             | Oxford University Press                  |
| No nonsense Spelling           | Raintree                                 |
| White Rose Maths               | White Rose Maths – Trinity MAT           |
| Times table rockstars          | Maths Circle Ltd                         |
| Access Art                     | Access Art                               |
| Music Express                  | Collins                                  |
| NCCE computing                 | Teach Computing                          |
| Complete PE                    | Complete PE                              |
| Cambridgeshire syllabus - PSHE | Cambridgeshire PSHE service              |

## Further information (optional)

### **Planning, implementation, and evaluation**

When planning our pupil premium strategy we have considered both our school context and our analysis of the children's needs and have used research such as that provided by the EEF toolkit and guidance reports to inform us of best practice

We evaluated activity undertaken in previous years and the impact it has had.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.