



# Pupil premium strategy statement

## 2023-2026

This statement details our school's use of pupil premium (and recovery premium) funding 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	42.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2025
Statement authorised by	Mr. Jon Williams
Pupil premium lead	Cheryl Nowell – Head of School
Governor / Trustee lead	Jim Raban

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,258.00 based on 90 pupils.
Recovery premium funding allocation this academic year	£0
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p><b>Total budget for this academic year</b></p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£127,258.00

## Part A: Pupil premium strategy plan

### Statement of intent

We allocate the pupil premium grant towards our aim of providing an enriching and engaging curriculum where all children are invested in their learning. We aim to nurture confident, curious and ambitious pupils who have had the opportunity to experience the world; be heard and respected and as a result have the learning power and self-belief to go on and discover their lifelong purposes and passions.

Our strategy is targeted to the specific needs of our local community and careful consideration is taken over the use of funding to support and enhance the 'whole child' in line with our school motto: Inspire, Nurture, Achieve.

Central to our ethos is the belief in the importance of pupils recognising the intrinsic rewards of their success'. Whilst we motivate pupils through positive praise and celebration of their achievements, we are working on developing a values-based curriculum; further supporting pupils to build resilience and have confidence to take on the many varied, sometimes challenging but often exciting opportunities that life affords.

Our interventions and support are implemented through 3 main avenues recommended by the EEF: Whole school, individual and small group support. Our approaches focus on embedding learning and understanding; accelerating the progress of our pupils and building resilient, confident and secure individuals.

To learn more about the deprivation and challenges it raises for this area please use the following link: [How deprived is Lichfield 004B? | Local Deprivation Explorer 2025](#)

## Challenges

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

Challenge number	Detail of challenge																								
1	<p><b>Low levels of self-regulation, task commitment and independent learning</b></p> <p>Evidence shows that many pupils struggle to retain previous learning and apply it independently. This limits their ability to make connections in lessons and slows progress. A key factor is that pupils have not yet developed strong metacognitive skills—an understanding of how they think and learn—which affects their ability to manage tasks and stay focused.</p> <p>Monitoring of the Thinking Moves™ programme shows that pupils in year groups, where the approach has been embedded consistently, demonstrate better awareness of their own thinking and learning strategies. Older pupils have had less exposure due to a focus on end-of-key-stage coverage, meaning they are less confident in assessing whether their learning approaches are effective.</p> <p>Attainment data reinforces this picture. In most year groups, outcomes in core subjects remain below the school’s % target for both disadvantaged pupils and their peers. Gaps in attainment are also evident: While disadvantaged pupils previously made ‘better than expected’ progress at higher rates than non-PP pupils, early 2025–26 data shows this has begun to level off as recent whole-school approaches benefit all groups.</p> <p>Our KS2 outcomes for PP eligible pupils follow the narrative trend of being below the average outcomes of non-disadvantaged although scaled scores for the 2024 cohort were in line with national and local figures. See table below.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th></th> <th style="text-align: center;">School dis. pupils</th> <th style="text-align: center;">Local authority (non-dis. pupils)</th> <th style="text-align: center;">England (non-dis. pupils)</th> </tr> </thead> <tbody> <tr> <td>Number of pupils at the end of key stage 2</td> <td style="text-align: center;">13</td> <td style="text-align: center;">7445</td> <td style="text-align: center;">459172</td> </tr> <tr> <td>Percentage of pupils meeting the expected standard in reading, writing and maths</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">68%</td> <td style="text-align: center;">67%</td> </tr> <tr> <td>Percentage of pupils achieving at a higher standard in reading, writing and maths</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Average score in reading</td> <td style="text-align: center;">106</td> <td style="text-align: center;">106</td> <td style="text-align: center;">106</td> </tr> <tr> <td>Average score in maths</td> <td style="text-align: center;">105</td> <td style="text-align: center;">105</td> <td style="text-align: center;">106</td> </tr> </tbody> </table> <p>PP vs non-PP progress 2024–25:</p> <p>Early indicators internal data - 2025–26: Testbase Autumn term data suggests that outcomes for pupils across school are lower than in their previous year groups. Writing moderation also shows that there are a significant number of pupils in year groups working just below and intervention will be made. This is imperative with writing outcomes being below national for several years.</p>		School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)	Number of pupils at the end of key stage 2	13	7445	459172	Percentage of pupils meeting the expected standard in reading, writing and maths	46%	68%	67%	Percentage of pupils achieving at a higher standard in reading, writing and maths	8%	8%	10%	Average score in reading	106	106	106	Average score in maths	105	105	106
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KS2 outcomes in summer 2025 were broadly in line with or above local and national figures, showing improvement at the whole-school level.

KS2 comparison to LA and national:

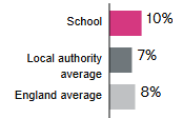
**Pupils meeting expected standard in reading, writing and maths ?**

[View as table](#)



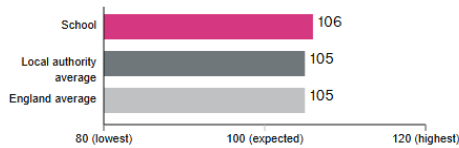
**Pupils achieving at a higher standard in reading, writing and maths ?**

[View as table](#)



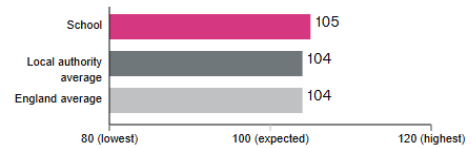
**Average score in reading ?**

[View as table](#)



**Average score in maths ?**

[View as table](#)



However, gaps between disadvantaged pupils and their peers remain, especially in the proportion achieving greater depth:

This evidence shows a clear need to strengthen pupils' self-regulation and independence, so they are better equipped to retain learning, apply strategies confidently and achieve improved outcomes over time.

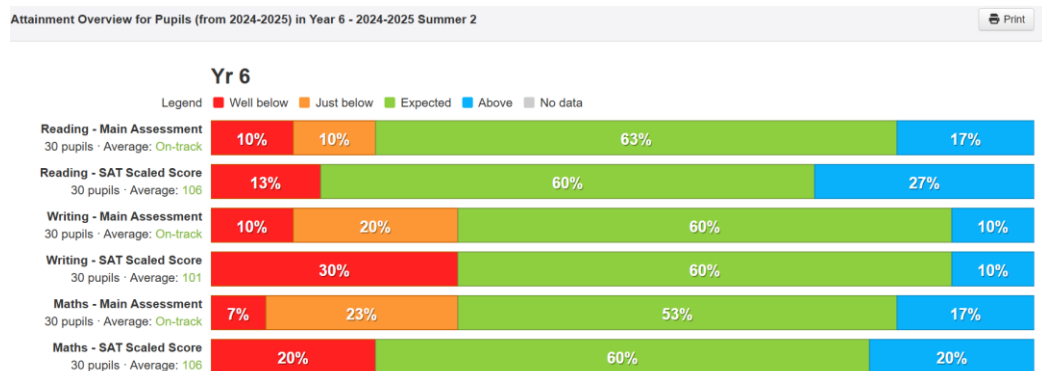
2

**Inconsistent assessment practice (formative and summative) affecting precision in identifying and addressing gaps**

Internal assessment shows that attainment in non-statutory year groups is consistently lower than in years where pupils complete national tests. This can create a misleading picture of pupil performance, showing weaker outcomes until pupils sit optional Year 2 assessments or the statutory KS2 SATs.

**Example internal attainment comparison**

Year 6 2024 summer test data vs teacher entry:



Recent audits, lesson observations, governor challenge, EIP support and staff reflection all point to the need to refine our current assessment practices. In some cases, teachers are cautious when making summative judgements, which

	<p>results in lower internal data that does not always match end-of-key-stage outcomes. This suggests that, although systems are in place, they are not yet being used with full consistency or confidence.</p> <p>Improving the clarity of expected outcomes and effective use of summative data and gaps analysis will help increase accuracy and confidence in both formative and summative assessment.</p> <p>This improvement journey will take time and will involve professional development, refinement of assessment materials and ongoing evaluation. Once fully embedded, every teacher will have clear, subject-specific objectives and learning challenges, enabling them to make secure, confident judgements about whether pupils are working at age-related expectations: particularly in year groups where there is no national testing or formal moderation.</p> <p>Moderation beyond the school, including external checks and Trust-wide comparisons, will further strengthen reliability and ensure that any areas of concern can be identified and addressed quickly.</p>
3	<p style="text-align: center;"><b>Inconsistent teaching approaches and curriculum design affecting confidence, engagement and learning behaviours</b></p> <p>Evidence shows that pupils do not always display strong intrinsic motivation towards academic success. While many enjoy reward systems and external recognition, not all pupils understand or value the satisfaction that comes from effort, mastery and personal achievement. This limits their ability to persist independently and reduces resilience when learning becomes challenging.</p> <p>Lesson observations highlight that some pupils become easily disengaged, distracted or unmotivated. In several cases, teaching relied heavily on sustained teacher-led input, with fewer opportunities for collaborative work, active learning or structured small-step teaching. These approaches can make it harder for pupils to build secure schema, develop confidence gradually or apply learning independently.</p> <p>Parental engagement in school events is strong, and families are invested in their children’s progress. However, many parents have limited time to support learning at home due to shift patterns and work commitments. To avoid widening inequalities, the school does not celebrate home learning disproportionately. This means school-based teaching must ensure that pupils have the time, support and opportunity to consolidate learning securely, as home learning cannot be relied upon to close gaps.</p> <p>The school’s new values are beginning to embed within classrooms but need to become more visible across all aspects of school life. Positive learning behaviours, mutual respect and consistent adherence to the behaviour code are essential for creating an environment where all pupils can thrive. Ongoing monitoring, coaching and training (particularly for new staff) are required to ensure approaches remain consistent.</p> <p>A culture of high expectations is developing but needs strengthening. Expectations should be evident throughout the school day, including during lessons, breaks, transitions, presentation of work and respect for the school environment. Building staff capacity so that all adults consistently model these values is key to establishing and maintaining a culture of excellence.</p>

	<p>Behaviour incident data shows that most behaviour recorded is positive but there are trends within different classes particularly during transitions in lower years that need to be planned for and addressed.</p>
<p>4</p>	<p style="text-align: center;"><b>Increasing SEND needs and reduced TA capacity limiting traditional intervention models and requiring more strategic deployment</b></p> <p>Attainment data shows that pupils eligible for the pupil premium, particularly those who also have SEND, do not currently achieve at the same levels as their peers in school or nationally. This is especially evident in writing and maths, where gaps in attainment remain significant.</p> <p>Whole school 2024 PP vs non-PP attainment gap (Reading/Writing/Maths): -22% gap in Reading, -20% writing gap, -8% gap in maths.</p> <p>Whole School Autumn 2025: PP vs non-PP attainment gap (Reading/Writing/Maths): -17% in Reading, -16% in writing and -15% in maths.</p> <p>Previously, many disadvantaged pupils made better than expected progress despite lower attainment. However, current trends show a slowing of this progress, meaning these pupils are no longer catching up at the same rate. Targeted, innovative teaching approaches, scaffolding and intervention are needed to re-establish faster progress and help pupils keep pace with their peers.</p> <p>The range of academic need in classrooms is widening, and in some year groups the proportion of pupils on the SEND register is higher than average, creating increased complexity for teachers. This requires precise and well-designed scaffolding, along with assessment approaches that accurately reflect pupils' next steps. Further training and resources are needed to support teachers in meeting these needs effectively.</p> <p>In the foundation subjects, curriculum structures are not yet fully consistent across all areas. This limits teachers' ability to see how learning builds over time and makes it more difficult to plan adaptive sequences that meet the needs of all pupils. Adopting coherent schemes and resources will support teachers to plan more efficiently and build stronger connections in learning.</p> <p>Reduced TA capacity: caused by budget constraints and increasing levels of SEND support required, has placed additional pressure on classroom teachers. With fewer adults available to deliver traditional intervention models, a more strategic and efficient deployment of support is needed. Alongside this, the school will explore how technology can enhance learning, increase efficiency and help maximise teacher impact.</p>
<p>5</p>	<p style="text-align: center;"><b><u>Challenge 5: Attendance</u></b></p> <p>Persistent and unauthorised absence remains highest among pupils in receipt of the pupil premium. Missing school not only impacts academic progress but also affects social development and engagement. It is therefore essential that all pupils attend school consistently, in line with the school target of above 96% attendance.</p> <p>Key areas of focus include:</p> <ul style="list-style-type: none"> <li>• Holidays in term time: Reducing non-essential leave during term time to ensure pupils do not miss valuable learning.</li> </ul>

- Sickness absence: Supporting families to ensure pupils only miss school for genuine illness, with guidance and monitoring in place to minimise unnecessary absences.
- Punctuality: Reducing lateness so that all pupils can access the full school day and develop good learning habits.

Data from the school MIS can be used to provide evidence of trends and highlight areas for intervention. Relevant data to include:

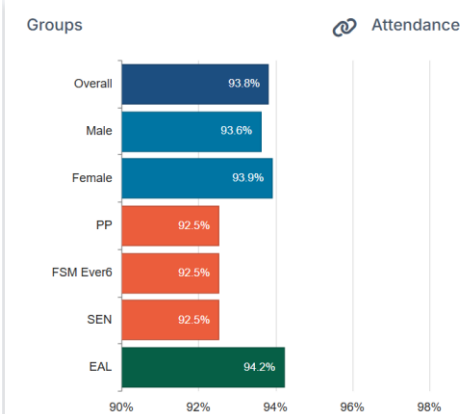
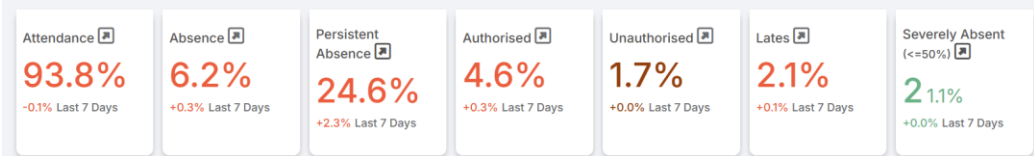
#### Pupil absence in 2023/2024

This is 2023/2024 data.

	School	Local authority	England state-funded schools
<b>Overall absence</b> ▶ <a href="#">More info</a>	6.5%	5.1%	5.5%
<b>Persistent absence</b> ▶ <a href="#">More info</a>	18.3%	12.5%	14.6%

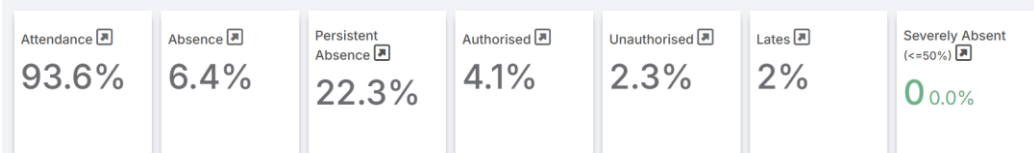
#### Overall attendance rates year to date:

Headline Figures (31/08/2025 - 09/12/2025)



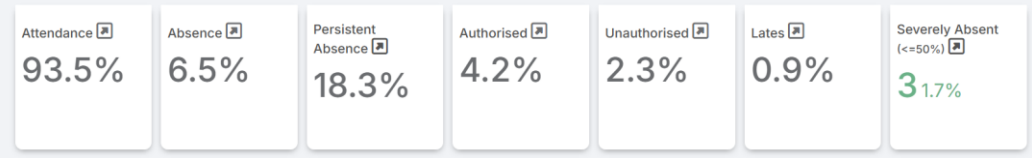
#### 2024-2025

Headline Figures (02/09/2024 - 30/08/2025)



#### 2023-2024

Headline Figures (03/09/2023 - 30/08/2024)



Using this data, the school can track improvements, identify pupils at risk, and plan targeted support to raise attendance, reduce absence and improve learning outcomes for disadvantaged pupils.

## 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.

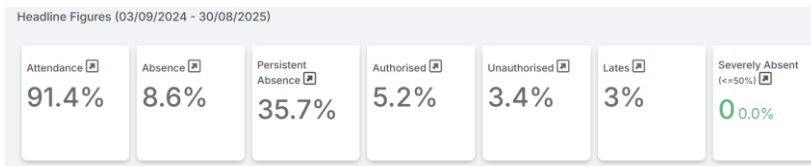
Intended outcome	Success criteria
<p><b>Improved levels of self-regulation, task commitment and independent learning</b></p> <p>Pupils will know and understand the myriad of ways in which we think, process, learn and remember through the use of Thinking Moves™</p>	<ul style="list-style-type: none"> <li>➤ All pupils know the Thinking Moves A-Z.</li> <li>➤ Pupils are given opportunity and can, select an appropriate A-Z move when approaching a task – age appropriate.</li> <li>➤ Pupils evidence making connections between their learning both within their current and previous year groups.</li> </ul>
<p><b>Improved levels of self-regulation, task commitment and independent learning</b></p> <p>Pupils are better able to self-regulate their emotions and as a result are better able to focus and learn.</p>	<ul style="list-style-type: none"> <li>➤ Behaviour across school is good in the majority with instances of poor learning behaviour in class reduced to minimal figures in KS2 and numbers falling in KS1 as the year progresses.</li> <li>➤ Data gathered from interventions and tracking systems shows that pupils are better able to communicate and manage their emotions and improved learning behaviours can be evidenced through lesson observation and tracking.</li> <li>➤ OPAL &amp; Active playgrounds approach is further enhanced and developed to suit our needs. As a result, instances of undesired behaviour at lunchtimes are reduced.</li> <li>➤ Nurture opportunities continue to be provided for pupils across school showing improvements in emotional regulation through baseline and final assessments.</li> <li>➤ Breakfast Club subsidy is continued to enable pupils to come to school on time and begin the day fed. This is coupled introduction of break time snack shop for pupils with PP pupil's subsidy available through Dolce or PFA.</li> <li>➤ PSHE Kapow! curriculum is embedded across school to teach PSHE for all year groups.</li> <li>➤ Time is dedicated to the pastoral support of families as well as emotional wellbeing through family support and pupil support allocated persons to lead, process and organise support and outside agencies.</li> <li>➤</li> </ul>
<p><b>Consistent assessment practice (formative and summative) resulting in precision in identifying and addressing gaps</b></p> <p>Teachers have a bank of reliable and effective methods</p>	<ul style="list-style-type: none"> <li>➤ Classroom observations evidence the effective use of scaffolding across subjects.</li> <li>➤ Additional adults in classrooms are used appropriately and effectively as evidenced through classroom observation and planning.</li> <li>➤ School has adequate and varied resources available to teachers to equip and enhance the teaching of the curriculum. These are audited by subject leaders, signposted clear documents and training is given regularly</li> </ul>

<p>of teaching, scaffolding and assessment across subjects. They employ different teaching approaches effectively in lessons.</p>	<p>in staff meetings to support and guide their use in the subject.</p>
<p><b>Consistent assessment practice (formative and summative) resulting in precision in identifying and addressing gaps</b></p> <p>Most pupils on the PP register make good or accelerated progress towards key objectives in the core subject – Writing. Rising over the 3 years.</p>	<ul style="list-style-type: none"> <li>➤ Key objectives KPIs are a set focus for teaching and interventions for PP pupils.</li> <li>➤ TA support is directed towards specific objectives and pupils.</li> <li>➤ Pupil attainment towards certain KPIs are monitored as part of pupil progress meetings.</li> <li>➤ Gap analysis is used effectively support pupils to ‘keep up’ with learning.</li> <li>➤ SEND pupils will have access to the school curriculum through adaptation and support from SendCo.</li> </ul>
<p><b>Consistent assessment practice (formative and summative) resulting in precision in identifying and addressing gaps</b></p> <p>Teacher assessment is accurate.</p>	<ul style="list-style-type: none"> <li>➤ Internal and external monitoring provides evidence of accurate assessment in core subjects evidenced through external audit and support.</li> <li>➤ Wider curriculum is monitored regularly by subject leads and clear curriculum plans and progression are in place to support teachers in accurately assessing pupil attainment.</li> <li>➤ There is regular and up to date training in place to support teacher assessment.</li> <li>➤ Use of Accelerated Reader, Bug Club, Speechlink, MyMaths, Testbase and other online tools support teachers in their accurate assessment and provide baselines, Trust wide and national comparisons.</li> </ul>
<p><b>Consistent teaching approaches and curriculum design positively impacts confidence, engagement and learning behaviours</b></p> <p>Pupils in school speak of their learning as having value above and outside of certificates, achievement boards or rewards. They can appreciate their acquisition of new skills and are proud of their individual progress.</p>	<ul style="list-style-type: none"> <li>➤ Pupils can talk about the value of academic achievement.</li> <li>➤ Pupils understand the clear pathways to certain careers or areas of work.</li> <li>➤ Local high schools and the SUA Trust work in collaboration with the school in guiding and inspiring pupils towards future goals.</li> <li>➤ Parents are guided and informed on the next steps in education, different possibilities and alternative routes into careers for pupils with specific areas of strength or areas of development.</li> <li>➤ Pupils have a bank of their attainment through school from starting points to end through collation of a personal achievement folder where they store work from throughout their journey in school.</li> </ul>
<p><b>Consistent teaching approaches and curriculum design positively impacts</b></p>	<ul style="list-style-type: none"> <li>➤ Striving for Excellence programme to be developed in school.</li> <li>➤ Collaboration between local schools and SUAT to celebrate and develop a programme pupils who demonstrate</li> </ul>

<p><b>confidence, engagement and learning behaviours</b></p> <p>Pupils are regularly challenged and parents are involved in the development and enhancement of their children’s areas of aptitude and strength. There is a focus on higher attainers within school.</p>	<p>aptitude for different subjects – in line with personal development passport.</p> <ul style="list-style-type: none"> <li>➤ Specific page on the school website created to include guidance for parents of pupils who are higher attainers in different areas linking them to groups, school information and areas where they can find additional challenge for their children.</li> </ul>
<p><b>Consistent teaching approaches and curriculum design positively impacts confidence, engagement and learning behaviours</b></p> <p>Pupils continue to access an enriching, wide reaching and well-resourced education leading to investment in their own learning outcomes.</p>	<ul style="list-style-type: none"> <li>➤ After school clubs are supported and encouraged with PP pupil numbers being in line with school %.</li> <li>➤ Trips, educational visitors and events support and enhance the curriculum and are well attended by pupils in receipt of pupil premium.</li> <li>➤ Subjects are well resourced allowing teachers to teach the curriculum efficiently and providing opportunity for pupils to experience things not always possible in the home learning environment.</li> </ul>
<p><b>Strategic deployment of teaching assistants and adaptation of traditional intervention models support those learners working below ARE and SEND pupils.</b></p> <p>Teacher assistants are deployed effectively in all classrooms.</p>	<ul style="list-style-type: none"> <li>➤ 1:1 pupils are adequately supported evidenced through observation by SENDco and by progress of pupils with EHCP towards their personal targets.</li> <li>➤ Teaching assistants are observed supporting a variety of pupils and use appropriate scaffolding techniques.</li> <li>➤ TAs have had up-to-date training on specific learning needs of the pupils they work with and have a set of go to resources and scaffolding techniques available across subjects.</li> <li>➤ Monitoring of sessions shows that routines are in place which allow for efficient use of additional adults.</li> <li>➤ Progress and attainment is improved.</li> </ul>
<p><b>Strategic deployment of teaching assistants and adaptation of traditional intervention models support those learners working below ARE and SEND pupils.</b></p>	<ul style="list-style-type: none"> <li>➤ Teachers have been trained and exhibit effective use of flexible grouping and explicit instruction.</li> <li>➤ Teachers understand what is meant by the term explicit instruction and have seen models of this in practice.</li> <li>➤ Teachers are trained in how to deal with SEND needs within their class and the strategies that support these students.</li> </ul>
<p><b>Attendance</b></p>	<p>Pupil Premium PA - trend of impact</p> <p>2021/22 = 47.5%</p> <p>2022/23 = 33.7%</p>

Unauthorised absence and persistent absence drops to in line with other schools with the same cohorts and moves closer to national figures.

2023/24 = 27.8%  
2024/2025 = 35.7%



- Employment of the services of an Attendance Officer to support severely persistent absent pupils (below 80%)
- Referrals made to EMPH and additional services to support wellbeing.
- Development of a multi-purpose wellbeing hub within the school library.
- Family Support Worker and Pupil support to support families in improving attendance.

## Activity in this academic year

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

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

Budgeted cost: £54,297.04

Activity	Evidence that supports this approach	Challenge number(s) addressed	£ allocated
Pay for access to Thinking Moves network and training	<p>In service training of staff allows staff to evaluate current practice and acquire new skills following up to date evidence and advice. As a result of training, evidence shows that there is not only improved effectiveness of teaching but also improved outcomes.</p> <p>To read more about the effectiveness of in-service training <a href="#">click here</a></p> <p>Key findings of the EEF study on metacognition found that: "Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies."</p> <p>"The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed." This evidence has an evidence strength of 4. Click here to read more.</p>	1	£150
Online Tracking Tool used and continually developed – Insight Tracking	<p>Accurate data tracking allows for individualised planning and interventions. The evidence for which is supported by the EEF and can be found by following these links.</p> <p><a href="#">Individualised instruction</a> +4months</p> <p><a href="#">Teaching Assistant interventions</a>. +4months</p>	2	£1028.16
Scaffolding and support training to be organised based on need for all teachers, TAs and additional	<p>Evidence to support the impact of individualised instruction can be found <a href="#">here</a>. Impact +4 months</p> <p>Successful use of Teaching Assistants has been proven to make +4month impact. Evidence <a href="#">here</a>.</p>	4	£2000  5 days of teaching and learning related training or cover to

adults in the classroom.			allow training.
Audit curriculum regularly and ensure adequate resourcing to enable teachers to teach efficiently and effectively.	Resources are purchased to meet the National Curriculum <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4">https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4</a> in an engaging way. Materials and experiences are planned for so that all children have opportunity to meet the objectives when in school. The OME teacher retention report by RAND <a href="#">found here</a> cites workload one of the largest retention factors.	2,3,4	£1000.00
Behaviour and Attendance Tracking to be in place and regularly monitored – Continued subscription to Track-It Lights.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. +4months. <a href="#">EEF</a> .  According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.  The most common reason for exclusion is persistent disruptive behaviour.	2,3,5	£792  Yearly subscription renewed until 31 <sup>st</sup> April 2026
Family Support Worker to develop pastoral support alongside SENDCo – time from classroom	Education sciences critical review on teacher recruitment and retention – found here – explores approaches for retention and cites the impact of teacher workload and development in retention.  The OME teacher retention report by RAND cites workload one of the largest retention factors. Allowing time out of class for direct planning, monitoring and evaluation.	1, 3,4,5	Costings relate to staffing expenditure. Specific salary details have been redacted to protect individual confidentiality.
Head of School lead on development of excellence programme and support of higher attainers	Evidence supporting raising aspirations as a means of improving academic attainment is not currently strong or prolific enough to use by itself.  <i>“Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves” (EEF).</i>  Using approaches like developing Metacognition (+7 months) and increasing the knowledge of options available are more likely to be effective.  EEF <i>“much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.”</i>	2,3,4	£500 training & resources

<p>Training for specific teacher and TA targets of development related to but not excluding the progress, attainment and wellbeing of PP pupils.</p>	<p>In service training of staff allows staff to evaluate current practice and acquire new skills following up to date evidence and advice. As a result of training, evidence shows that there is not only improved effectiveness of teaching but also improved outcomes.</p>	<p>1, 4</p>	<p>£500</p>
<p>Employment TAs equivalent to 2 full time roles to support Maths Fluency, Phonics &amp; additional intervention across school.</p>	<p>Use of a qualified teacher to lead small group interventions targeted at specific areas or to support in class teaching of small groups of pupils to scaffold learning has moderate to good impact. Evidence from the <a href="#">EEF for small group</a> tuition and <a href="#">individualised learning</a> can be found by clicking the highlighted links above.</p>	<p>4</p>	<p>Costings relate to staffing expenditure. Specific salary details have been redacted to protect individual confidentiality.</p>
<p>Employment of Pupil Emotion &amp; behaviour Coach for Summer Term</p>	<p>Evidence indicates that pupils’ social, emotional and mental health needs are strongly linked to attendance, engagement and academic outcomes. The Education Endowment Foundation identifies social and emotional learning and targeted pastoral support as having a positive impact on attainment, particularly for disadvantaged pupils, when delivered by trained adults as part of a whole-school approach.</p> <p>The Department for Education recognises anxiety, unmet SEND needs and family circumstances as key contributors to persistent absence and emotional school-based avoidance. Early, relational intervention and close work with families are recommended to improve attendance and reduce escalation.</p> <p>Employing a trained Emotional Coach enables targeted support for pupils with SEND and wellbeing needs, helping to remove barriers to learning, improve emotional regulation and increase readiness to learn. This is expected to lead to improved attendance, increased engagement in lessons and stronger academic outcomes over time.</p> <p>This role also reduces the emotional and pastoral burden on class teachers, allowing them to focus on high-quality teaching and learning. Research and workforce evidence highlight that reducing non-instructional demands supports staff wellbeing and retention. The approach aligns with the graduated</p>		<p>Costings relate to staffing expenditure. Specific salary details have been redacted to protect individual confidentiality.</p>

	<p>response outlined in the SEND Code of Practice, ensuring early intervention before needs become entrenched.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/pupil-premium-help-support-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/pupil-premium-help-support-disadvantaged-pupils</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £17,420.53

Activity	Evidence that supports this approach	Challenge number(s) addressed	£ Allocated Cost
MyConcern – Safeguarding and Pastoral Support by PP lead and SENDCo	<p>The evidence and guidance used to plan for our support and approaches regarding SEND from the EEF can be found <a href="#">here</a>.</p> <p>Safeguarding of pupils is paramount importance. Since introduction of MyConcern more accurate records are now held. Staff feel more comfortable creating chronological records of minor concerns which will support in building a larger picture increasing pupil welfare. Safeguarding Leads are able to access and communicate accurately passing information to other schools is safer and quicker.</p>	3	£625
<p>Online learning tools to monitor and tailor learning.</p> <p>Accelerated Reader, MyMaths, BugClub, TT Rockstars, Tapetry, Insight Tracking</p>	<p>Phonics report EEF – high impact extensive research +5. <a href="#">Read here.</a></p>	2	<p>Accelerated Reader - £145.20</p> <p>MyMaths - £520.80</p> <p>BugClub - £650.60</p> <p>Puma - £725.76</p> <p>Twinkl - £1257.91</p> <p>Kapow! - £1215.46</p> <p>TestBase - £358.80</p> <p>Spelling Frame - £180</p> <p>Nessy - £954</p> <p>Widget - £354</p>
Outside specific support – employment – nurture support, play therapy.	Public Health England : <a href="#">click here</a>	1	<p>Costings relate to staffing expenditure. Specific salary details have been redacted to protect individual confidentiality.</p>

<p>Development of Mastery approaches across school through Thinking Moves, Rosenshine Principles and Kagan Structures alongside additional adaptations to assessment systems</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months)</p> <p>The EEF report on Mathematics in KS2&amp;3 supports that teaching for mastery has been key to success in improving standards <a href="#">click here to access</a></p> <p>The Fair Education Alliance also cites teaching for mastery as a factor of success in 20 studied schools in this report: <a href="#">click here</a></p>	<p>2, 4</p>	<p>£500</p>
<p>Early Reading team.  TA to support small groups for Early Reading across EYFS and KS1</p>	<p>Teaching Assistant interventions are shown to make moderate impact of up to 4 months progress. For further information <a href="#">click here</a>.</p> <p>The 3 hours allows for greater quality first teaching from teachers who are able to focus on specific groups during this time. Evidence and research to support QFT can be found <a href="#">here</a> provided by the Sutton Trust.</p>	<p>4</p>	<p>Costings relate to staffing expenditure. Specific salary details have been redacted to protect individual confidentiality.</p>

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

Budgeted cost: £ 27,140.01

Activity	Evidence that supports this approach	Challenge number(s) addressed	£ Allocation
OEC coach and subsidy for residential camp Y6 and additional school trip subsidy for PP pupils across the year for trips and activities.	<p>Whilst EEF evidence is still unclear there is evidence to suggest that outdoor learning increased self-confidence and resilience. Found <a href="#">here</a>.</p> <p>Sylvia Foundation conducted a survey of over 1000 schools looking at outdoor learning and forest school. Read the report <a href="#">here</a>.</p> <p>Forestry Commission Scotland report. <a href="#">Here</a>.</p>	1 & 3	<p>£4664 TOTAL</p> <p>Residential £3240</p> <p>£1224</p> <p>Coach £200 subsidy for each trip + 50% towards PP pupil costs</p>
Before and After School Club subsidy to allow for PP to access the club allowing correct ratios and support.	<p>Our before school and afterschool club is attended by a wide breadth of the school cohort – from nursery to Y6, EAL, SEND and Pupil Premium pupils. Often PP pupil attendance is subsidised or paid for and it greatly supports the wellbeing of many families. Additionally, for some behaviour and arriving on time has improved following children having places at the club. The club also allows for siblings to attend booster clubs or extra-curricular activities whilst their siblings are cared for meaning only one parent collection time.</p> <p>The Persistent absence report 2023 recommendations states “48. There is evidence that breakfast clubs can help to make a difference in relation to school readiness, increased concentration and improved wellbeing and behaviour of</p>	3 & 5	<p>Staffing costs are included within this allocation. Individual salary details are not published.</p> <p>Approx cost £5000</p>

	<i>children who attend, which is why the Department recently expanded the NSBP to a further 200 schools. The Department is keen to build on this insight, and explore further any link between breakfast clubs and increased attendance."</i>		
Enrichment Activity – Circus, theatre trips, Wonderdome, science week, Internet safety workshops and Nativity licences and resources. (This is not an exhaustive list).	The importance and impact of immersive experiences can be seen in improved outcomes in lessons where pupils have been given the opportunity to engage with real world events and experiences. Evidence from pupil work and use of vocabulary supports the need and positive impact of this approach. Our work is further guided and supported by the cultural learning alliance whose work, guidance and approach can be found <a href="#">here</a> .	3	Science Week £300 Wonderdome £500 Performance Licences - £300 Whole school enrichment - £3500
Supporting resources for extracurricular clubs and interests.	Evidence from the Children’s University Study showed an improvement in Reading and Maths of +2 months.  Evidence here: <a href="#">Children’s University Study</a>	3	£500
Reading Rewards to support whole school reading.	Reading comprehension strategies have an impact rating of +6months our reading rewards and use of Accelerated reader support our whole school reading development. <a href="#">Impact report</a> .	2 & 3	£500
OPAL scheme continued and supported through playleader and resourcing when required	The EEF report summarises that “Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.”. It also states that: “Interventions which focus on	1	Resources £500 Subscription £300 <small>Additional costings relate to staffing expenditure. Specific salary details have been redacted to protect individual confidentiality.</small>

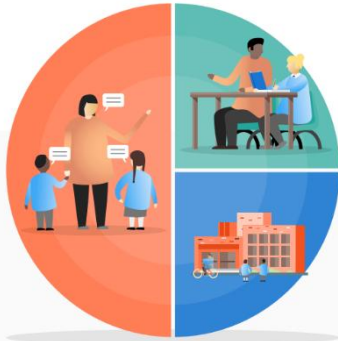
	<p>improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months)” click here to read more.</p> <p>Evidence provided by OPAL show that - for hundreds of OPAL schools behaviour incidents related to playtimes decreased by around 80%</p> <p>It is noted that 20% of each day is dedicated to playtimes, which equates to a day a week and 1.4 years per 7 years, just the same as literacy and maths</p>		
Family Support Worker – pupil and family support and mentoring.	<p>The Public Health England report in 2014 found <a href="#">here</a> finds a close link between improved outcomes and mental health and wellbeing of pupils.</p> <p>The department for education report on how to support pupils in need of help and protection guidance can be found here and will support our planning and interventions can be <a href="#">here</a>.</p>	1	<p>Costings relate to staffing expenditure. Specific salary details have been redacted to protect individual confidentiality.</p> <p>[included in costs for recruitment]</p>
Provision of snack for all pupils in receipt of PP	<p>EEF researched Magic Breakfast and found an improvement of up to 2 months progress in pupils who received a free breakfast at school – combined with improved wellbeing and mental health outcomes. Read the report <a href="#">here</a>.</p>	1, 2, 5	£1000
Attendance – Engagement with the Willows Academy Delta Academy Trust and employment of an Attendance Officer Support	<p>The attendance REA Report March 2022 states: “Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The average</p>	5	EWO £2100

<p>for severe persistent absence (below 80%)</p>	<p>impact was larger for targeted parental approaches.” <a href="#">here</a></p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>		
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**Total allocated budget cost: £117,649.58**

**Remaining allocation to be allocated, throughout the year, based on review:**

**How this budget strategy compares to the EEF guidance**

<p><b>Teaching &amp; Retention – £73,089.04</b></p> <p><b>57.4% of budget</b></p>	
<p><b>Targeted Academic Support £17,420.53</b></p> <p><b>14% of budget</b></p>	
<p><b>Wider Strategies – 27,140.01</b></p>	

<b>21% of budget</b>	
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p><b>Metacognition &amp; Self-Regulation</b></p> <p>Pupils will know and understand the myriad of ways in which we think, process, learn and remember through the use of Thinking Moves™</p>	<ul style="list-style-type: none"> <li>➤ Following on from extensive training in the Thinking Moves – substantial staff change has meant that fewer staff are now trained and able to implement the strategy in full. Our 2025-2026 SEIP incorporates a focus on training for staff and step by step approach to teaching metacognition through the Thinking Moves approach.</li> <li>➤ Anecdotal evidence and observation shows distinct improvement in how pupils communicate their thoughts and ideas and children have a wider vocabulary for discussing ideas and approaching tasks.</li> </ul>
<p><b>Metacognition &amp; Self-Regulation</b></p> <p>Pupils are better able to self-regulate their emotions and as a result are better able to focus and learn.</p>	<ul style="list-style-type: none"> <li>➤ Behaviour across school is good in the majority with instances of poor learning behaviour in class reduced to minimal figures in KS2 and numbers falling in KS1 as the year progresses.</li> <li>➤ Data gathered from work with ‘employed external providers’ continues to show improvement in emotional regulation of pupils within the groups and teachers have relayed the impact these sessions have made on pupils.</li> <li>➤ Nurture support continues to be provided for pupils across school through the use of the FSW showing improvements in emotional regulation through baseline and final assessments.</li> <li>➤ Breakfast Club subsidy – pupils do not complain of being hungry throughout the morning and pupils have been able to attend school on time and ready to learn when the option of breakfast club has been given when personal home events are making attendance difficult.</li> <li>➤ PSHE curriculum is taught across school following a clear framework.</li> <li>➤ Time is dedicated to the pastoral support of families a In 2024 this was further enhanced by the introduction of a Family Support Worker in school (partly funded by PP).</li> <li>➤ The results of the FSW are that the number of persistently absent pupils are reduced with attendance % rising from 82.86% to 98.4% in one family’s example.</li> <li>➤ Safeguarding concerns are also now well evidenced, dealt with promptly and capacity is being built for leadership to lead the curriculum instead of dealing with safeguarding and family support.</li> </ul>

<p><b>Assessment for and of Learning</b></p> <p>Teachers have a bank of reliable and effective methods of scaffolding across subjects. They employ different teaching approaches effectively in lessons.</p>	<ul style="list-style-type: none"> <li>➤ Scaffolding continues in its development along with application of Rosenshine approaches. These were not being implemented in all cases and improved monitoring and support is planned for in the SEIP.</li> <li>➤ Resources have been audited and where there are gaps in resourcing the budget and pupil premium have been used to address this.</li> <li>➤ Additional adults in classrooms are sometimes used appropriately and effectively as evidenced through classroom observation and planning this; needs further improvement, guidance and enhancement through training.</li> <li>➤ School has adequate and varied resources available to teachers to equip and enhance the teaching of the curriculum. These are audited by subject leaders, signposted through headline data and support documents and training is given regularly in staff meetings to support and guide their use in the subject.</li> </ul>
<p><b>Assessment for and of Learning</b></p> <p>Most pupils on the PP register make good or accelerated progress towards key objectives in the core subject – Writing. Rising over the 3 years.</p>	<ul style="list-style-type: none"> <li>➤ 19% of PP pupils made accelerated progress in reading across the school in 2024-25. 16% in writing and 9% in maths. All of these figures are above progress measures for the non-disadvantaged suggesting small steps in reducing the gap of attainment.</li> <li>➤ TA support is directed towards specific objectives and pupils. TAs are given responsibility for gathering evidence towards certain objectives to support teacher assessment. This has enabled pupils to make leaps within certain subjects through targeted intervention.</li> <li>➤ SEND pupils have clear objectives and a clear method for monitoring and recording their progress towards these goals. This has supported the SENDco in better directing TAs towards support for these pupils as well as supporting school in gaining adequate diagnosis and support from outside agencies.</li> <li>➤ Writing is showing a small improvement across the school with 47% working at ARE in 2024-2025 compared to 45% in the previous two years.</li> </ul>
<p><b>Assessment for and of Learning</b></p> <p>Teacher assessment is accurate.</p>	<ul style="list-style-type: none"> <li>➤ Internal and external monitoring provides teachers with clear steps forward for pupils further supporting progress for PP pupils across the curriculum.</li> <li>➤ The wider curriculum is monitored by leaders including book monitoring and lesson observation. This reduced in the last year after staffing changes and some staff absence redirecting energy to other priorities.</li> <li>➤ Use of Accelerated Reader, Bug Club, Speechlink, MyMaths, Testbase, PUMA and other online tools support teachers in their accurate assessment and provide baselines and national comparisons.</li> </ul>

<p><b>Developing a sense of intrinsic reward and academic ambition within a values-based education.</b></p> <p>Pupils in school speak of their learning as having value above and outside of certificates, achievement boards or rewards. They can appreciate their acquisition of new skills and are proud of their individual progress.</p>	<ul style="list-style-type: none"> <li>➤ Recent 3 Houses assessments showed several pupils in receipt of PP mentioning the desire to have careers which required specific training or university courses. This implies a greater understanding of the pathways required for individual success and a focus on future aspirations.</li> </ul>
<p><b>Developing a sense of intrinsic reward and academic ambition within a values-based education.</b></p> <p>Pupils are regularly challenged and parents are involved in the development and enhancement of their children's areas of aptitude and strength. There is a focus on higher attainers within school.</p>	<ul style="list-style-type: none"> <li>➤ Direct support has been provided for pupils on how to enter and access 11+ exams or schools with specific specialisms or access requirements. This has resulted in 3 pupils passing the 11+ this year and one child gaining a place at a grammar school from the last year 6 cohort. Following this a specific page on the school website is being developed created to include guidance for parents of pupils who are higher attainers in different areas linking them to groups, school information and areas where they can find additional challenge for their children.</li> </ul>
<p><b>Developing a sense of intrinsic reward and academic ambition within a values-based education.</b></p> <p>Pupils continue to access an enriching, wide reaching and well-resourced education leading to investment in their own learning outcomes.</p>	<ul style="list-style-type: none"> <li>➤ After school clubs are supported and encouraged with PP pupil numbers being in line with school % in most instances.</li> <li>➤ Trips, educational visitors and events have been held which support and enhance the curriculum and are well attended by pupils in receipt of pupil premium.</li> <li>➤ Subjects are well resourced allowing teachers to teach the curriculum efficiently and providing opportunity for pupils to experience things not always possible in the home learning environment.</li> </ul>
<p><b>Scaffolding, Explicit Instruction, Flexible Grouping and TA deployment</b></p> <p>Teacher assistants are deployed effectively in all classrooms.</p>	<ul style="list-style-type: none"> <li>➤ 1:1 pupils are adequately supported evidenced through observation by SENDco and by progress of pupils with EHCP towards their personal targets.</li> <li>➤ Teaching assistants are observed supporting a variety of pupils and use appropriate scaffolding techniques.</li> <li>➤ TAs have had up to date training on specific learning needs of the pupils they work with and have a set of go to resources and scaffolding techniques available across subjects.</li> </ul>
<p><b>Scaffolding, Explicit Instruction, Flexible</b></p>	<ul style="list-style-type: none"> <li>➤ Teachers understand what is meant by the term explicit instruction and have seen models of this in</li> </ul>

<b>Grouping and TA deployment</b>	<p>practice. Knowledge of effective pedagogy supports pupils in attaining better and making greater progress.</p> <ul style="list-style-type: none"> <li>➤ Teachers are trained in how to deal with SEND needs within their class and the strategies that support these students across the curriculum. This is being further developed this year through subject specific adaptation documents across the curriculum.</li> </ul>
<b>Attendance</b>  Unauthorised absence and persistent absence drops to in line with other schools with the same cohorts.	<p>Absence of pupils in receipt of PP reduced from 8.5% in 2022/23 to 8.2% and sat at showing slow progress in reducing the gap between PP and NPP eligible pupil attendance.</p> <p><b>Pupil Premium PA - trend of impact</b></p> <ul style="list-style-type: none"> <li>• 2021/22 = 47.5%</li> <li>• 2022/23 = 33.7%</li> <li>• 2023/24 = 27.8%</li> <li>• 2024/25 = 35.7%</li> </ul>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
1:1 support and group work on Wellbeing and Emotional Regulation	Tim Atkins - Synergy
1:1 support and group work on Wellbeing and Emotional Regulation	Donja Martin – Relax with Donja – ending 2025
Small Group & 1:1	Phonics Boost – R.Hyland - Autumn 2024-2025

## Further information (optional)

*An action plan detailing timelines for development and implementation will be held and managed by the PP lead and shared with the lead governor and headteacher at regular meetings. Additions to this strategy will be made as and when school priorities require. Items may be discontinued and a note will be added here for reference when this occurs.*