

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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
School name	Winton Primary
Number of pupils in school	840
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers.	2025 - 2026
Date this statement was published	09/25
Date on which it will be reviewed	09/26
Statement authorised by	School Improvement Committee
Pupil premium lead	Kate James, Headteacher
Governor/Trustee lead	Mat Downs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£195,435

Part A: Pupil premium strategy plan

Statement of intent

At Winton Primary School, we aim to ensure each child fulfils their potential and realises their individual goals, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to consistently ensure our disadvantaged pupils make good progress and that their attainments levels are in line with the best schools in the country. Within this strategy, we outline how we are going to ensure all pupils, including high attainers, will be supported to reach their maximum potential. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker, and highlight how we aim to address any discrepancies between those eligible for pupil premium support and their peers.

Our school strategy is based on the EEF Pupil Premium Guide and the recommended tiered model which focuses on:

- High-quality teaching
- Targeted academic support
- Wider strategies

Our approach aims to ensure that the needs of all pupils, particularly disadvantaged pupils, are challenged and met. In addition to this, staff will be responsive to the individual needs of disadvantaged pupils and not rely on assumptions about the impact of disadvantage. Staff recognise that we must identify and provide targeted support for the areas in which disadvantaged pupils need as this has been proven to have the greatest impact on closing the disadvantage gap whilst simultaneously benefitting all pupils. Through regular pupil progress and assessment meetings, we will monitor the needs of all pupils throughout the year and adjust our provision accordingly to ensure their continued success at the school.

Challenges

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

Challenge number	Detail of challenge
1	Early assessments show that disadvantaged pupils begin school with lower reading and maths levels than non-disadvantaged pupils. Deficits in oral language and vocabulary have been identified as barriers to attainment and progress.
2	Assessments in year 1 phonics show that disadvantaged pupils do less well with phonics and early reading skills compared with that of their peers.
3	Observations, assessments and discussions with pupils and families show that pupils with social, emotional and behavioural needs, including looked after children, experience difficulties engaging with learning, forming relationships and managing behaviour.
4	Although disadvantaged pupils working at and above the expected standard have historically performed well above national averages in reading, writing and maths, statutory and internal assessments indicate a small attainment gap when compared with non-disadvantaged pupils.
5	Assessments, observations and discussions with pupils, teachers and parents suggest that disadvantaged pupils often have lower levels of cultural capital than their peers, resulting in fewer opportunities and experiences being available to them.
6	Observations and discussions with pupils and families indicate that parental engagement and support for home learning is not as strong for many disadvantaged pupils. This lack of consistency places these pupils at a further disadvantage as they progress through their primary education.
7	Attendance for a small number of disadvantaged pupils continues to have a detrimental impact on their learning opportunities. In 2023–2024, 9% of all pupils were persistently absent, compared with 21% of disadvantaged pupils. Although overall attendance improved in 2024–2025—with the proportion of persistently absent pupils reducing to 6%—the figure for disadvantaged pupils remained high at 18%. This demonstrates that, despite progress, persistent absence among disadvantaged pupils remains an ongoing challenge and a key priority for further intervention.

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>Disadvantaged pupils will make accelerated progress in reading and maths by improving their oral language and vocabulary skills, enabling them to access learning more confidently and reduce the attainment gap with non-disadvantaged peers.</p>	<p>Disadvantaged pupils demonstrate measurable improvements in oral language and vocabulary, evidenced through baseline and ongoing assessments.</p> <p>Increased confidence and participation in speaking and listening activities in the classroom.</p> <p>Improved early reading and maths outcomes, with progress rates equal to or exceeding those of non-disadvantaged pupils.</p> <p>Reduction in the attainment gap between disadvantaged and non-disadvantaged children by the end of the assessment period.</p> <p>Teachers report improved engagement and understanding during lessons.</p>
<p>Disadvantaged pupils in Year 1 will make accelerated progress in phonics and early reading skills, narrowing the attainment gap between themselves and their peers.</p>	<p>Phonics assessment data shows improved outcomes for disadvantaged pupils, with progress rates in line with or exceeding those of non-disadvantaged peers.</p> <p>An increased percentage of disadvantaged pupils achieve the expected standard in the Year 1 Phonics Screening Check.</p> <p>Disadvantaged pupils demonstrate increased confidence and accuracy in decoding and blending during reading activities.</p> <p>Reading fluency and comprehension improve, as evidenced through teacher assessment and reading records.</p> <p>The attainment gap between disadvantaged pupils and their peers is reduced by the end of Year 1.</p>
<p>Pupils with social, emotional and behavioural needs, including looked after children, will demonstrate improved emotional regulation, positive relationships and engagement with learning through consistent, targeted and supportive interventions.</p>	<p>Pupils show increased engagement in learning activities, as evidenced through observations and assessment data.</p> <p>Improved emotional regulation, with a reduction in incidents of challenging behaviour over time.</p> <p>Pupils develop more positive relationships with peers and adults, demonstrated through improved social interactions and pupil voice feedback.</p>

	<p>Increased attendance and participation for pupils with social, emotional and behavioural needs, including looked after children.</p> <p>Feedback from pupils, families and staff indicates improved well-being and a greater sense of safety and belonging in school.</p>
<p>Disadvantaged pupils working at or above the expected standard will achieve in line with their non-disadvantaged peers in reading, writing and maths, closing the remaining attainment gap and ensuring all pupils reach their full potential.</p>	<p>The proportion of disadvantaged pupils attaining at or above the expected standard matches or exceeds that of non-disadvantaged pupils in reading, writing and maths by the end of KS2.</p> <p>Summative (NFER) assessments show consistent progress for disadvantaged pupils, with targeted interventions in place for any pupils at risk of falling behind.</p> <p>Disadvantaged pupils demonstrate increased confidence and fluency in core subjects through regular, spaced retrieval practice.</p> <p>Progress measures for disadvantaged pupils meet or exceed FFT targets.</p>
<p>Disadvantaged pupils will have increased access to a broad range of curricular and extracurricular experiences, enhancing their cultural capital. This will support their academic progress, engagement and readiness to participate fully in school life and beyond.</p>	<p>All disadvantaged pupils access at least one educational enrichment opportunity per term, such as workshops, visits, performances or residential experiences.</p> <p>All disadvantaged pupils engage with before- and after-school club provision.</p> <p>Monitoring evidences improved engagement, confidence and accurate use of tier 2 and tier 3 vocabulary among disadvantaged pupils.</p> <p>Disadvantaged pupils make strong progress across the wider curriculum, with internal monitoring and formative assessments demonstrating secure acquisition of powerful knowledge that supports future learning and life opportunities.</p>
<p>Disadvantaged pupils will benefit from stronger parental engagement and home learning will support development of key skills, contributing to improved progress, attainment and confidence across all subjects.</p>	<p>A growing proportion of disadvantaged pupils regularly complete home learning to a high standard, using these tasks to retrieve key skills, build fluency and therefore strengthen access to the full curriculum.</p> <p>Parents are supported through accessible materials—such as videos, guides and recommended learning apps—that develop their children's and their own understanding of key skills and methods used in school.</p>

	<p>Targeted workshops, guidance sessions and showcase events led by pupils result in increased attendance and active participation from disadvantaged families in school learning activities.</p>
<p>Persistent absence among disadvantaged pupils will be reduced, ensuring equitable access to high-quality teaching and learning and supporting improved progress and attainment across all subjects.</p>	<p>The proportion of persistently absent disadvantaged pupils decreases year-on-year, closing the gap between disadvantaged and non-disadvantaged pupils.</p> <p>Targeted interventions, including support from the Parent Support Worker and our Independent Education Social Worker lead to measurable improvements in attendance for identified pupils.</p> <p>Disadvantaged pupils demonstrate improved consistency in learning, as evidenced by lesson attendance and formative assessments.</p> <p>Parents of disadvantaged pupils engage actively with the school to address barriers to attendance, such as attendance plans.</p>

Activity in this academic year

This details of 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: £83,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A talk audit is carried out in Reception, with activities within continuous provision reviewed by the Assistant Headteacher (AHT) and Year Leader to ensure opportunities to promote high-quality talk, including narrative play.</p> <ul style="list-style-type: none"> Learning activities are planned specifically to develop pupils' oral language and communication skills across the early years provision. Adults working with children receive training in effective oral language approaches and interventions. Staff are trained and provided with refresher sessions in the use of NELI, enabling them to carry out diagnostic assessments and deliver targeted interventions. Targeted speech sound and word awareness groups are delivered in Key Stage 1. The AHT will monitor and support the implementation of oral language provision, alongside ongoing support and training from a Specialist Language Teacher. 	<p>The Education Endowment Foundation (EEF) reports that oral language interventions have a high impact, with pupils making an average of around six months' additional progress compared with peers who do not receive this support.</p> <p>The EEF also highlights strong evidence that shared reading with trained adults, including structured discussion and questioning about texts, is particularly effective in developing young children's oral language skills.</p> <p>Independent evaluations of the Nuffield Early Language Intervention (NELI) show that pupils receiving the programme make around four months' additional progress in oral language, with evidence of positive impact for disadvantaged pupils when delivered with fidelity.</p>	1, 2

<p>The Assistant Headteacher will continue to monitor and develop the Floppy's Phonics scheme across the Foundation Stage and Year 1, including reviewing reading resources to enhance the teaching and learning of phonics.</p> <ul style="list-style-type: none"> • All FS and KS1 staff will receive training in effective phonics delivery, including induction for new staff and refresher sessions as needed. • Teachers will complete the online Floppy's Phonics training course and follow-up time will be provided for staff to incorporate resources and strategies into their planning and provision. 	<p>The Education Endowment Foundation (EEF) reports that systematic phonics approaches are highly effective, improving word reading outcomes, with particularly strong benefits for disadvantaged pupils.</p> <p>Phonics EEF educationendowmentfoundation.org.uk</p>	<p>1,2</p>
<ul style="list-style-type: none"> • Implement targeted social, emotional, and behavioural interventions for pupils, including looked after children, tailored to individual needs. • Provide consistent adult support and mentoring to develop emotional regulation and positive relationships. • Deliver structured programmes, such as emotion coaching, zones of regulation, circle time and small-group social skills sessions. • Use of pastoral support, therapeutic approaches and liaison with external agencies where appropriate. • Monitor attendance and participation, providing interventions to support engagement in learning and school life. 	<p>The Education Endowment Foundation (EEF) reports that social and emotional learning (SEL) interventions can improve pupils' social skills, emotional regulation, and academic outcomes, with an average +4 months' additional progress in learning. Targeted interventions are particularly effective for disadvantaged pupils.</p> <p>(EEF, Social and Emotional Learning)</p> <p>DfE guidance and research highlight that consistent, positive adult-child relationships and mentoring can reduce behavioural difficulties and support improved engagement and attendance. (DfE, Mental Health and Behaviour in Schools, 2018)</p> <p>Evidence from the NFER shows that structured programmes such as circle time, emotion coaching and small-group social skills sessions can increase pupils' sense of belonging and improve peer relationships. (NFER, Improving Social and Emotional Learning, 2020)</p> <p>Research by Ofsted and other educational studies demonstrates that targeted interventions for looked after children improve emotional well-being, engagement in learning and attainment outcomes when combined with</p>	<p>3</p>

<ul style="list-style-type: none"> Engage families through regular communication and involvement to support pupils' social and emotional development. Staff to be trained in implementing the PACE approach (Playfulness, Acceptance, Curiosity, Empathy.) 	<p>consistent adult support and family involvement. (Ofsted, 2019, Supporting Looked After Children)</p> <p>Collaboration with families and external professionals enhances intervention effectiveness, supporting pupils' social, emotional and behavioural development as shown in research by the Anna Freud National Centre for Children and Families. (Anna Freud, 2021)</p> <p>Research by Dan Hughes (developer of PACE) and subsequent studies show that the PACE approach improves emotional regulation, builds secure attachments and reduces challenging behaviour in children who have experienced trauma or disrupted care. ([Hughes, D., 2011, <i>Attachment-Focused Family Therapy</i>])</p>	
<p>SLT and Year Leaders to develop systematic retrieval opportunities across core subjects so pupils regularly revisit prior learning and deepen long-term retention.</p> <ul style="list-style-type: none"> Daily 'flashback' tasks in grammar and mathematics to reinforce previously taught content. Use of Wayfinder to provide personalised, low-stakes, retrieval tasks matched to individual pupils' gaps and prior attainment. Planned retrieval moments embedded within teaching sequences across the curriculum. 	<p>Rosenshine's Principles of Instruction, particularly the emphasis on daily review and spaced practice.</p> <p><u>May Newsletter - Retrieval Practice What it is, Why it Works and How to Do It Better.PDF</u></p> <p>Reinforces the value of frequent, low-stakes retrieval as a tool for embedding knowledge and closing gaps.</p>	4
<p>SLT and Year Leaders to develop and embed a spiralling mathematics curriculum to ensure disadvantaged pupils revisit key knowledge regularly and secure strong conceptual understanding. Each mathematical domain will be taught through a basic, advancing and deep sequence.</p> <p>Across each academic year:</p> <ul style="list-style-type: none"> Topics are revisited at planned intervals to strengthen retention and address gaps. 	<p><u>What Is A Spiral Curriculum: What, How And When To Implement</u></p> <p>The approach is rooted in research around the Science of Learning, including cognitive load theory and retrieval practice, which highlight the importance of spaced, interleaved practice for long-term retention.</p> <p>It is aligned with findings from Ofsted's Mathematics Subject Report which states that 'a well-sequenced curriculum, systematic teaching and opportunities for practice help pupils to become proficient in mathematics.'</p>	4

<ul style="list-style-type: none"> • Level of challenge increases ensuring all pupils have access to deeper learning. • New content is explicitly connected to previous learning so pupils can make links across concepts and apply knowledge flexibly. 	<p>In line with this guidance, curriculum sequencing has been adjusted so that domains, such as geometry, are no longer taught solely as isolated blocks. Instead, they are interleaved throughout the year, ensuring ongoing retrieval and application alongside other strands (e.g., number, measure, and spatial reasoning).</p> <p>This approach supports disadvantaged pupils by reducing cognitive overload, ensuring misconceptions are addressed early and providing frequent opportunities for cumulative practice.</p>	
<p>SLT to implement a connected, knowledge-rich curriculum across all foundation subjects, supporting pupils to develop a deep understanding and make links across topics and years.</p> <p>Over each year:</p> <ul style="list-style-type: none"> • Key concepts are revisited in different contexts • Learning builds progressively from basic to advanced understanding • New knowledge is explicitly connected to prior learning 	<p>This approach is informed by Chris Quigley's Essentials Curriculum, which emphasises the importance of building knowledge and vocabulary progressively, while connecting topics and threshold concepts, to ensure coherent understanding.</p> <p>Research into cognitive science and the Science of Learning (spacing, retrieval, interleaving).</p> <p>Ofsted curriculum research highlighting the importance of connected, knowledge-rich curriculum design.</p>	4, 5
<p>Metacognition and self-regulation – AHTs and class teachers to develop pupils' ability to plan, monitor and evaluate their own learning, embedding these strategies across the curriculum to support independent, effective learners.</p> <p>Teachers to use the 7-step approach to planning and delivering lessons, with a focus on coaching disadvantaged pupils to become self-regulated learners.</p> <p>Pupils are supported to reflect on and evaluate their own learning, for example through self-evaluation grids in writing that</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation This approach is informed by the Education Endowment Foundation's research on metacognition and self-regulation, which shows an average impact of +8 months' additional progress. Evidence indicates that teaching pupils how to plan, monitor, and evaluate learning is most effective when applied to the usual curriculum content, rather than through discrete 'thinking skills' lessons. For example, in mathematics, teachers may model their thought process when tackling a complex problem, while in English, pupils might plan and reflect on how to structure a persuasive argument, developing habits of independent, reflective learning.</p> <p>The Writing Framework 2025.</p>	4, 5

reference the success criteria for the specific genre.		
<p>AHTs, Year Leaders and Class teachers to develop pupils' understanding and use of tier 2 vocabulary across the curriculum to support knowledge acquisition – giving pupils opportunities to practise, revisit and apply words across subjects.</p> <p>Teachers model the use of vocabulary in speaking and writing, supporting pupils to integrate new terms into their own work.</p> <p>Vocabulary consistently displayed on working walls in classrooms, using the widget resources for dual coding and a targeted word aware intervention for disadvantaged pupils with a vocabulary gap.</p>	<p>The Oxford Language Report https://fslive.oup.com/www.oup.com/oxed/wordgap/Oxford_Language_Report_2023-24_Building_Vocabulary_At_School.pdf?region=uk</p> <p>The Oxford Language Report highlights that many pupils — particularly those who are disadvantaged — enter secondary school with insufficient academic vocabulary. As pupils move from primary to secondary, the quantity and complexity of the words they must understand increases significantly, especially Tier 2 vocabulary that underpins comprehension across subjects. This reinforces the importance of our work in primary school: building strong, transferable vocabulary knowledge so that pupils are well prepared for the demands of secondary learning and able to access the curriculum confidently in every subject.</p>	4, 5
<p>AHTs and Year Leaders to work together to provide structured home-learning tasks that focus on developing pupils' fluency in key skills including reading (daily reading and comprehension), spelling and maths (number facts, times tables, arithmetic fluency). Tasks will be short and purposeful so pupils can practise independently and consolidate essential knowledge. Additional support and guidance will be offered to disadvantaged pupils and families to ensure equitable access and engagement with home learning.</p>	<p>Homework EEF</p> <p>The EEF indicates that homework, when well-designed and purposeful, has a positive impact on average of around +5 months of additional progress for pupils. The EEF emphasises that homework is most effective when the purpose is explicitly clear to pupils — such as developing fluency in foundational skills in reading, spelling and maths. Fluency-focused tasks that provide repeated practice, reinforce classroom learning and can be completed independently are particularly recommended for primary-aged pupils. By ensuring homework supports overlearning of key knowledge and essential skills, we help disadvantaged pupils close gaps and strengthen long-term retention.</p>	6
<p>Invest in high-quality educational apps and online platforms to strengthen pupils' learning in reading, phonics, spelling and mathematics. Resources will include programmes such as Numbots, Times Tables Rockstars, Wayfinder, Oxford Owl, Oxford Reading Buddy,</p>	<p>The EEF's Digital Technology Guidance Report states that the effective use of technology can lead to improved pupil progress in both English and maths, with evidence suggesting particularly strong gains in mathematics. Digital tools are most effective when they are used to supplement high-quality teaching, provide targeted practice and give rapid feedback that helps pupils address misconceptions and build</p>	4, 6

<p>LetterJoin, Rapid Reading, Reading Plus and Floppy's Phonics. These tools provide structured practice, adaptive learning and immediate feedback to help pupils consolidate key skills.</p> <p>Teachers and AHTs will monitor usage, progress data and pupil engagement to ensure digital tools are used effectively and consistently. Additional guidance will be provided for disadvantaged pupils to ensure equitable access and sustained support at home and in school.</p>	<p>fluency. Many of the selected programmes (e.g., Numbots, TT Rockstars, Reading Plus, Oxford Reading Buddy) are designed to deliver repeated practice, adaptive tasks, and personalised pathways, all of which the EEF identifies as features associated with positive impact.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1765181901</p>	
<p>Pupil premium team to provide disadvantaged pupils in Years 5 and 6 with Kindles to increase access to a wider range of high-quality texts and promote regular reading for pleasure. Pupils will be supported in choosing engaging books matched to interest and reading level, with teachers monitoring engagement and providing guidance on reading habits. This aims to remove barriers to book access at home and foster positive reading identities in upper KS2.</p>	<p>The Education Endowment Foundation (EEF) reports that reading for pleasure is strongly associated with improved comprehension, vocabulary development and overall academic achievement, with evidence suggesting that children who read widely and regularly make greater progress in literacy and across the curriculum.</p> <p>Digital reading devices such as Kindles can help overcome barriers related to book availability, cost, and motivation by offering a broad selection of age-appropriate texts, adjustable reading features (e.g. font size and built-in dictionary) and an increased autonomy in book choice.</p>	<p>5, 6</p>
<p>AHTs will lead termly pupil progress meetings to review pupils' progress towards end-of-Key-Stage targets from Years 3 to 6. These meetings will ensure that all teachers maintain high expectations, identify pupils at risk of falling behind and plan timely, targeted support. Discussions will focus on academic progress, barriers to learning and the effectiveness of current interventions, enabling staff to refine provision and ensure strong, sustained progress towards pupils' long-term goals.</p>	<p>The Education Endowment Foundation (EEF) emphasises that high expectations, strong assessment practice, and regular use of data to inform teaching are key features of effective schools, particularly for disadvantaged pupils. Their guidance on 'Leadership and Management' and 'Feedback & Assessment' notes that structured opportunities for teachers and leaders to reflect on pupil progress can improve outcomes by:</p> <ul style="list-style-type: none"> • enabling early identification of pupils falling behind • supporting teachers to make evidence-based decisions • ensuring targeted interventions are timely and appropriate. <p>https://educationendowmentfoundation.org.uk/using-pupil-premium</p>	<p>4</p>

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

Budgeted cost: £77,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of IT to develop structured interventions.	<p>Using diagnostic tools to identify gaps and then using individual or small group targeted support is proven to be effective in raising progress rates.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3, 4
SLT to provide whole-staff training and ongoing support to ensure TAs are deployed effectively across the school. Training will focus on clarifying the purpose of interventions, aligning them closely with in-class learning, and ensuring TAs are well-prepared to deliver targeted support. Class teachers will retain responsibility for planning and high-quality instruction, ensuring that pupils with Special Educational Needs (SEN) continue to	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>The Education Endowment Foundation (EEF) guidance on Deployment of Teaching Assistants indicates that TAs can have a positive impact on pupil outcomes when their work is carefully planned, targeted, and integrated with classroom teaching. Key recommendations include:</p> <ul style="list-style-type: none"> - Interventions should be explicitly linked to curriculum content and teacher instruction, rather than delivered in isolation. - TAs are most effective when they receive clear guidance and training, understand the purpose of their role, and they are supported by structured planning and monitoring. - Class teachers must continue to provide high-quality teaching; TAs should supplement, not replace, expert instruction, particularly for pupils with SEN or other additional needs. - Evidence shows that properly trained TAs can support learning in small groups or one-to-one contexts, contributing to improved outcomes for 	4

<p>receive expert teaching from the classroom teacher. Progress and impact of interventions will be monitored regularly by class teachers and AHTs to ensure consistency and effectiveness.</p>	<p>disadvantaged pupils when interventions are purposeful and aligned with the classroom curriculum.</p>	
<p>Invest in a range of catch-up phonic reader books to support the reading development of pupils in Key Stage 2, who require targeted support. Books will be carefully selected to match both the pupils' reading age and interest level, ensuring engagement and accessibility. Reading sessions will be delivered regularly, with progress monitored.</p>	<p>The Education Endowment Foundation (EEF) reports that reading approaches have a strong evidence base for improving pupil outcomes, particularly for disadvantaged pupils. Targeted reading interventions, such as structured phonics-based programmes, are most effective when delivered regularly and with appropriate scaffolding.</p> <p>Key points from the EEF guidance include:</p> <ul style="list-style-type: none"> • Reading comprehension strategies and structured reading interventions have moderate to high impact on progress, particularly when tailored to pupils' current reading ability. • Interventions are most effective when they consider both reading age and engagement, increasing motivation and the likelihood of sustained practice. • Regular review and monitoring of progress ensure pupils receive appropriately challenging material and allows teachers to intervene promptly if progress stalls. 	
<p>AHTs to invest, support and monitor the use of Wayfinder, a digital platform, to provide personalised learning pathways for pupils. This includes independent study tasks that can be completed both at school and at home, bespoke retrieval activities, and small-group revisits led by teachers or TAs. The platform enables teachers to monitor progress efficiently and focus on providing targeted,</p>	<p>Individualised instruction EEF</p> <p>The Education Endowment Foundation (EEF) identifies individualised instruction as an effective approach to increasing pupil attainment, particularly when activities are adapted to meet each pupil's current level of understanding.</p> <p>Individualised instruction improves learning outcomes by allowing pupils to work at their own pace and receive feedback on specific gaps.</p> <p>Implementing individualised programmes can be challenging due to the additional planning and monitoring required. However, digital platforms such as Wayfinder can reduce teacher workload by automatically assigning tasks, tracking progress and identifying areas for intervention.</p> <p>Small group tuition EEF.</p>	

<p>individualised support where it is most needed. This approach combines digital technology, independent practice and small-group tuition to accelerate learning and close gaps for disadvantaged pupils.</p>	<p>The EEF also highlights the effectiveness of small-group tuition, particularly when combined with personalised learning, for closing attainment gaps among disadvantaged pupils.</p> <p>Using digital tools to complement teacher-led instruction ensures pupils benefit from targeted practice, retrieval opportunities and reinforcement of key knowledge, both in school and at home.</p>	
<p>Enable children with social and emotional needs to feel valued e.g. through developing leadership roles.</p>	<p>Pupil leadership and voice improve self-esteem, confidence, and engagement, particularly for children with social and emotional needs (EEF).</p> <p>Leadership roles foster a sense of value and belonging, supporting emotional regulation and positive behaviour (DfE, 2018).</p> <p>Structured roles such as school councils or peer mentoring enhance engagement, relationships and social skills (Ofsted, 2019).</p>	

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

Budgeted cost: £46,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AHTs to work with Year Leaders and UPS teachers to create practical strategies, guides and instructional videos to help parents support their child's learning at home.</p> <p>Additionally, Year Leaders and class teachers will support pupils to lead curriculum showcases to increase parental attendance and engagement with school.</p>	<p>Parental engagement EEF</p> <p>The Education Endowment Foundation (EEF) reports that parental engagement approaches can have a positive impact of around 4 months' additional progress. Key findings include:</p> <ul style="list-style-type: none"> - Parents play a crucial role in children's learning and higher levels of parental engagement are consistently associated with better academic outcomes. - Effective approaches include providing parents with practical, clear strategies for supporting learning at home, particularly where parents may feel less confident due to their own educational experiences. - Engaging parents through interactive events, such as pupil-led curriculum showcases, increases engagement and helps parents understand the learning taking place in school. 	6

<p>Classroom staff will actively monitor attendance and work alongside AHTs to strengthen relationships, foster an inclusive school community and address barriers to regular attendance. Targeted interventions will be implemented for disadvantaged pupils who are persistently absent, ensuring personalised support to re-engage them with learning.</p> <p>Dedicated staff, including a Pastoral Support Worker and an Independent Education Social Worker, will be strategically deployed to support pupils and families, address attendance concerns and provide guidance for overcoming barriers to school engagement.</p> <p>The SENCo and AHTs will lead the development and monitoring of Emotional-Based School Avoidance (EBSA) plans, supporting pupils in returning to school and sustaining positive attendance. Progress will be monitored by AHTs closely, with interventions adapted to meet the needs of individual pupils.</p>	<p><u>Why is school attendance so important and what are the risks of missing a day? – The Education Hub (blog.gov.uk)</u></p> <p>Research shows a clear link between attendance and academic attainment: children who miss more days of school tend to perform less well than those with higher attendance (Education Hub, gov.uk). Disadvantaged pupils are disproportionately affected by absence, making targeted support crucial to closing attainment gaps.</p> <p>The Department for Education (DfE) identifies best-practice strategies for improving attendance, including:</p> <ul style="list-style-type: none"> • Active monitoring by classroom staff and senior leaders • Targeted, personalised interventions for pupils at risk of persistent absence • Employment of dedicated staff to provide pastoral support and family liaison • Structured plans for pupils experiencing Emotional-Based School Avoidance. 	7
<p>A member of the school's Pupil Premium team will attend a masterclass on 'Improving Attendance for Disadvantaged Learners'</p> <p>Following the training, staff will receive targeted CPD to embed systems and practices aligned with the masterclass and the DfE Improving School Attendance guidance, ensuring that interventions and support for disadvantaged pupils are prioritised and consistently applied across the school.</p> <p>Deputy Head to monitor attendance of disadvantaged pupils and deploy staff as required to support.</p>	<p><u>Improving Attendance for Disadvantaged Learners</u></p> <p>The DfE's Improving School Attendance guidance highlights the importance of:</p> <ul style="list-style-type: none"> • Systematic monitoring of attendance • Early identification of pupils at risk of persistent absence • Tailored interventions that respond to individual barriers • Whole-school approaches and consistent application of attendance strategies. 	7
<p>All class teachers to offer pupils opportunities to develop skills and interests through a broad range of extra-curricular activities, including sports, performance and arts clubs as well as</p>	<p>Research shows that participation in extra-curricular activities is associated with positive academic, social and emotional outcomes. Key findings include:</p>	5

<p>leadership roles which impact the school community. Activities will be designed to be inclusive and accessible to disadvantaged pupils, ensuring that all can participate and develop teamwork, leadership and social skills beyond the classroom.</p>	<ul style="list-style-type: none"> Pupils who engage in structured activities outside the classroom tend to demonstrate improved motivation, self-confidence and engagement with learning. Extra-curricular participation can help close gaps for disadvantaged pupils by providing experiences, skills and enrichment opportunities that they may not otherwise access. Activities that build soft skills, such as teamwork, resilience and communication, contribute to broader educational outcomes, and support personal development. 	
<p>Key staff will provide guidance and assistance to parents and carers in accessing the School Uniform Grant, helping to remove financial barriers that may prevent pupils from attending school. A grant of £50 per pupil will be allocated to ensure all disadvantaged pupils have access to appropriate school uniform. This support aims to reduce absenteeism linked to uniform issues, promote equity, and ensure pupils feel confident and included in school.</p>	<p>School uniform EEF educationendowmentfoundation.org.uk</p> <p>The Education Endowment Foundation (EEF) highlights that financial barriers, including the cost of school uniform, can impact attendance and engagement, particularly for disadvantaged pupils. Key points include:</p> <ul style="list-style-type: none"> Ensuring pupils have access to appropriate uniform reduces barriers to attendance and helps families manage costs, contributing to improved school engagement. Supporting families in practical ways, such as grants or uniform assistance, can increase pupils' sense of belonging and confidence in school. 	6
<p>Funding will be used to supplement 50% of the cost of residential visits for up to 42 pupils in Years 4 and 6. These residential visits enrich the national curriculum, providing opportunities for experiential learning, outdoor adventure and personal development. Pupils will develop resilience, teamwork, independence and social skills through structured activities and challenges, while also accessing experiences they might not otherwise have.</p>	<p>Outdoor adventure learning EEF educationendowmentfoundation.org.uk</p> <p>The Education Endowment Foundation (EEF) reports that outdoor adventure learning, including residential experiences, can have positive impacts on pupils' academic achievement, personal development and social-emotional skills. Pupils engaging in outdoor adventure programmes show gains in self-confidence, motivation and teamwork, which can support learning in the classroom.</p> <ul style="list-style-type: none"> These experiences are particularly beneficial for disadvantaged pupils, who may have fewer opportunities for enrichment outside school. 	5

	<ul style="list-style-type: none"> • Evidence indicates that residential and outdoor learning can enhance engagement with the curriculum, promote problem-solving skills and support personal growth. 	
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Total budgeted cost: £195,435

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 to 2025 academic year.

To evaluate the performance of our disadvantaged pupils in the previous academic year, we have drawn on internal self-evaluation processes alongside standardised assessment data.

Phonics Outcomes

In the 2025 Year 1 phonics assessment, disadvantaged pupils performed below their non-disadvantaged peers. Fifty percent of disadvantaged pupils met the expected standard compared with 92% of non-disadvantaged pupils. Although this outcome is below the national figure of 67%, it is important to note that three of the five disadvantaged pupils who did not meet the standard are currently receiving SEND support.

In contrast, all disadvantaged pupils in Year 2 who retook the phonics test achieved the expected standard. This demonstrates the positive impact of the additional targeted support they received. Nevertheless, enhanced early intervention in phonics for Year 1 disadvantaged pupils will remain a priority to ensure gaps are closed at the earliest stage.

End of Key Stage 2 Outcomes

To further assess performance, we compared the outcomes of disadvantaged pupils in Key Stage 2 with those of non-disadvantaged pupils at school, as well as national and local benchmarks.

Although disadvantaged pupils did not attain at the same level as all pupils in the school across reading, writing, and maths, they performed above national averages in all subjects:

- Reading: 15% above national
- Writing: 22% above national
- Maths: 20% above national

Overall, 79% of disadvantaged pupils achieved the expected standard in reading, writing and maths combined—an increase of 13 percentage points from 2024. This is significantly above the national average of 47%. Likewise, 14% achieved the greater depth standard in all three subjects, outperforming the national figure of 8%. These results indicate that the provision in place enabled pupils to make strong progress and reach their potential.

Progress Towards Targets

Across all subjects, disadvantaged pupils met or exceeded their FFT-aligned targets in their 2025 SATs assessments. This represents a substantial narrowing of the attainment gap for this cohort. Many pupils in receipt of the pupil premium benefitted from additional tutoring in reading and maths, which contributed to these improved outcomes.

Attendance and Wider Outcomes

School data also highlights improvement in attendance for disadvantaged pupils, with figures now above the national average. This reflects a positive shift from last year and meets our intended target of reducing the attendance gap to below 1%. Staff CPD and the work of our Parent Support Worker—who has provided targeted, bespoke support in line with EEF guidance—have been central to this improvement.

Overall, disadvantaged pupils achieved most of the outcomes set for 2025, as outlined in our previous pupil premium strategy report. Our evaluation indicates the need to further strengthen high-quality teaching and learning across the school, with a particular focus on phonics delivery and early intervention in Year 1. We also remain committed to supporting disadvantaged pupils, who are persistently absent, to ensure they have equitable access to high-quality education. We have reviewed and updated our intended outcomes in line with this evaluation and have carefully considered how best to allocate our pupil premium funding for the coming academic year.