

Pupil premium strategy statement – St James the Less RC Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	212
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26-2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jessica Bell-Shaw-Headteacher
Pupil premium lead	Holly Langan
Governor / Trustee lead	Julian Brandon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£55,570

Part A: Pupil premium strategy plan

Statement of intent

Our mission—*Safe and secure in our friendly Catholic school; joyful and happy with Jesus in our hearts; to be the best that we can be; loving and respecting the uniqueness of others*—underpins every aspect of our work with disadvantaged pupils. Guided by this mission, our aim is to ensure that every child can flourish academically, socially, emotionally and spiritually, regardless of background or barrier.

Our approach begins with a rigorous understanding of disadvantage. In our school, disadvantage extends beyond eligibility for Pupil Premium funding. It includes social, emotional, contextual and structural barriers that limit full participation in school life and may place pupils at risk of underachievement, persistent absence, or exclusion. Our definition ensures that support is equitable, responsive and rooted in early identification, high expectations and a whole-school commitment to inclusion.

Our Pupil Premium strategy draws directly on the EEF Guide to the Pupil Premium and the Menu of Approaches, ensuring that spending decisions are grounded in the strongest available evidence. In line with the guidance, our plan focuses on:

1. High-quality teaching
2. Targeted academic support
3. Wider strategies addressing non-academic barriers

Evidence consistently shows that *high-quality teaching* has the greatest impact on closing attainment gaps. Therefore, improving daily classroom practice is our central priority. Our staff development is driven by our whole-school CPD model, including Tom Sherrington's WalkThru programme, principles from cognitive science, and the instructional insights of Rosenshine and Wiliam. This ensures a consistent, structured and ambitious approach to teaching across the school.

Adaptive teaching sits at the heart of our provision. We aim to ensure that every child—particularly those with SEND, those experiencing vulnerability or instability, and those facing linguistic or cultural barriers—can access the full curriculum. Our curriculum is deliberately designed to build knowledge cumulatively, strengthen vocabulary, and enable all children to “know more and remember more” over time.

Alongside this, we use the Menu of Approaches to shape decisions around targeted intervention. Support is tightly linked to assessment, responsive to individual needs, and planned so that it complements rather than replaces high-quality classroom instruction. Approaches include structured phonics, reading fluency development, language and vocabulary programmes, small-group tutoring, diagnostic assessment, and evidence-based SEND strategies including scaffolding, metacognitive support and explicit instruction.

Our strategy also draws on the guidance for wider strategies within the EEF menu. Many of our children face barriers linked to attendance, wellbeing, mental health, family instability or limited access to enrichment. Our pastoral systems, Early Help processes, and strong relationships with families ensure that pupils are supported holistically. We

invest in social, emotional and behavioural support, high-quality pastoral care, and attendance initiatives aligned with national guidance. We also ensure that enrichment—sports, outdoor learning, cultural visits, music, clubs and leadership opportunities—is accessible to all, so that no child is excluded due to cost or circumstance.

Crucially, partnership with parents is at the centre of our work. We offer practical workshops, positive communication, shared reading support, and targeted engagement for families who need it most. This strengthens relationships, increases trust and ensures that families feel confident supporting learning and wellbeing at home.

Our ambitions for disadvantaged pupils mirror our ambitions for every pupil:

- access to excellent teaching every day
- participation in a broad, rich curriculum
- timely, targeted and effective support
- high-quality pastoral care
- meaningful enrichment and wider opportunities
- raised aspirations, strengthened independence and flourishing wellbeing

Implicit within our strategy is our commitment that outcomes for non-disadvantaged pupils will also be maintained and improved. Excellence for all remains our core ambition. With the right support every child in our care can thrive—academically, personally and spiritually.

Challenges

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

Challenge number	Detail of challenge
1	<p>A key challenge for our pupil premium cohort is the variability in academic progress across Reading, Writing and Maths. While a majority of pupils are meeting expected progress in most subjects, a significant proportion are not yet securing the gains needed to close attainment gaps.</p> <p>This pattern highlights the ongoing challenge of ensuring consistently strong progress—particularly in Reading—and improving the proportion of pupils who move beyond expected standards.</p>
2	<p>In recent years, we have seen a growing proportion of pupils who are both Pupil Premium and have identified SEND needs. This shift has increased the complexity of the cohort and requires us to ensure that teaching is carefully adapted to meet a wider range of learning profiles. To respond effectively, staff need access to high-quality, targeted professional development that strengthens inclusive practice and equips them with the strategies necessary to meet these needs consistently across the curriculum.</p>

3	Over the past 12 months, the attendance rate for our pupil premium (PP) children was 95.3% (excluding those on part-time timetables), compared with 97% for non-disadvantaged pupils and a national and local average of 94.8%. Our key objective is to narrow the attendance gap between disadvantaged pupils and their peers. We continue to monitor attendance closely, engaging with families through discussions and internal tracking, and working in partnership with our attendance officer. Families are supported to understand the impact of missed learning time, with termly attendance letters clearly outlining absences and the resulting lost learning opportunities.
4	Assessments indicate a need to strengthen fluency in reading and mathematics, particularly among our disadvantaged pupils, and to ensure they develop strong foundational skills.
5	Data indicates that there is a noticeable gap in writing attainment between pupil premium boys and their non-disadvantaged peers. This is particularly evident in our Early Years and Year 2 cohorts. The gap suggests that disadvantaged boys may require additional support to build strong foundations.
6	Wider opportunities and enrichment- Discussions with our families show that pupil premium pupils have reduced access to enrichment opportunities beyond the classroom, including educational visits, extracurricular activities, and wider cultural experiences. This can limit the development of cultural capital, confidence, aspiration, and engagement with learning, particularly for those pupils who may already face barriers related to disadvantage. As a result, these pupils may have fewer opportunities to develop wider skills, interests, and real-world connections that support academic progress and personal development.

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
Pupil premium pupils will make consistently strong progress across Reading, Writing, and Maths, with a particular focus on accelerating progress in Reading. The proportion of pupils meeting and exceeding expected standards will increase, ensuring that all pupils develop deeper fluency, comprehension, and mastery in key skills. Robust tracking and targeted support will enable gaps to be closed and higher-level achievement to be fostered across the cohort. (Challenge 1)	<ul style="list-style-type: none"> Short-term monitoring: Regular tracking of pupil premium groups will take place in classrooms to identify pupils who are under-achieving. Teachers will use formative assessments and targeted interventions to address gaps quickly, ensuring pupils receive the support they need in Reading, Writing, and Maths. Mid-term review: In the spring term, progress data will be analysed to evaluate the impact of in-

	<p>interventions. This includes reviewing group performance, identifying pupils at risk of falling behind, and updating support plans accordingly. Pupil Progress Meetings will be held to discuss strategies and next steps with teachers and leadership staff.</p> <ul style="list-style-type: none"> • Long-term outcomes: By the end of the academic year, pupil premium pupils are expected to make strong overall progress, with an increased proportion meeting and exceeding expected standards. Success will be measured against the targets set for Reading, Writing, and Maths, ensuring that pupils develop fluency, comprehension, and mastery of key skills. <p>Through this cycle of monitoring, targeted support, and review, we aim to close attainment gaps, foster higher-level achievement, and ensure sustained progress for all pupil premium pupils.</p>
<p>Provision for children with SEND and those with EHCPs is highly effective, supported by external expertise and targeted investment in high-quality CPD for all staff.</p> <p>(Challenge 2 and SIP)</p>	<p>Short-Term</p> <ul style="list-style-type: none"> • High-quality teaching is strengthened in line with the EEF's focus on quality first teaching, with adaptive teaching strategies introduced through Walkthru CPD coaching model, and Key Stage meetings. • We use high quality online learning platforms to drive improvement: <ul style="list-style-type: none"> -Lexia is implemented as a targeted, research-based intervention for identified pupils, using adaptive learning algorithms to personalise reading instruction. Staff receive CPD to ensure consistent, high-impact use. -LBQ (Learning by Questions) is used to support personalised learning pathways in English and

	<p>Maths, providing instant feedback and adaptive question sets.</p> <ul style="list-style-type: none"> • SENDCo updates provision maps to reflect new interventions and ensures adaptations align with the EEF SEND recommendations for meeting individual needs. • External specialists (such as EP, SALT, School nurse) contribute advice that is embedded into classroom practice. • Early interventions begin in EYFS and KS1 to strengthen foundational literacy and numeracy skills. • SEND and Pupil Premium leads work together to ensure pupils' barriers are accurately identified and addressed from the outset. • We contribute to the Acorn Education Psychology Service to ensure early identification of SEND needs and to provide timely, specialist support for pupils. <hr/> <p>Mid-Term</p> <ul style="list-style-type: none"> • Adaptive teaching practices are increasingly consistent across classrooms, monitored through coaching sessions, learning walks, and Key Stage discussions. • Provision maps reflect strong delivery of targeted support, with adjustments made based on data from Lexia, LBQ, and formative assessments. • Lexia usage data shows improved reading fluency and foundational skills for targeted pupils; staff continue to refine instruction using the platform's analytical insights. • LBQ data demonstrates personalised progress in English and Maths, enabling teachers to intervene quickly when misconceptions arise. • Joint monitoring by SENDCo and Pupil Premium lead confirms that
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	<p>SEND and PP pupils are benefiting from coordinated, needs-led provision.</p> <ul style="list-style-type: none"> • Impact from early EYFS and KS1 interventions is evident in improved phonics, reading fluency, and early number skills. • Staff confidence in adaptive teaching continues to rise, supported by ongoing coaching and Walkthru-aligned CPD. <hr/> <p>Long-Term</p> <ul style="list-style-type: none"> • Pupils with SEND and those with EHCPs make strong progress from their starting points, with increasing proportions moving closer to the attainment of their peers. • Adaptive teaching is fully embedded across the school, consistent with EEF recommendations for supporting both disadvantaged and SEND pupils. • Lexia data shows sustained gains in reading fluency, decoding, and comprehension, with targeted pupils closing gaps in key literacy skills. • LBQ data evidences progress towards mastery in English and Maths, supporting improved end-of-year outcomes. • Provision mapping and end-of-year assessments confirm that interventions—particularly Lexia, LBQ, and early foundations work—have secured measurable improvements. • Collaboration between the SENDCo and Pupil Premium lead results in cohesive, high-quality provision meeting the needs of all identified pupils. • External agency recommendations are fully embedded, contributing to sustained improvements in learning and access to the curriculum
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<p>To narrow the attendance gap between pupil premium pupils and their non-disadvantaged peers, ensuring all pupils attend regularly and have full access to learning opportunities. (Challenge 3)</p>	<p>To narrow the attendance gap between pupil premium pupils and their non-disadvantaged peers, we will take a coordinated, multi-layered approach:</p> <ul style="list-style-type: none"> • Close monitoring and support: The attendance team will work closely with the attendance officer to track pupil attendance and identify those at risk of falling below expectations. • Family engagement: Parents of pupils whose attendance is below the expected level will be invited to meetings to discuss barriers to attendance and agree on strategies for improvement. The school will maintain regular communication with families to reinforce the importance of consistent attendance. • Partnerships with external agencies: Where needed, we will collaborate with external agencies to provide additional support for families facing challenges that impact attendance. • Supportive provision: Attendance will be encouraged through wider school provision, such as breakfast clubs, which provide both a safe and welcoming start to the day and help remove barriers to attending school regularly. <p>Through these targeted actions, we aim to ensure that all pupil premium pupils attend school regularly, access learning fully, and make consistent academic progress</p>
<p>Disadvantaged pupils will make accelerated progress in reading, writing and mathematics, developing strong foundational skills and improved fluency. (Challenge 4)</p>	<p>Short Term</p> <ul style="list-style-type: none"> • All staff access high-quality CPD through Walkthrus and the coaching model to strengthen the teaching of reading and mathematics. • Targeted groups are identified using current assessment data, and online learning platforms are set up for disadvantaged pupils who require additional support.

	<ul style="list-style-type: none"> • Provision mapping is updated to reflect targeted interventions, and Pupil Premium pupils are routinely discussed at pupil progress meetings. • High-quality teaching strategies are evident in all classrooms, ensuring disadvantaged pupils receive consistently strong instructional input. <p>Mid Term</p> <ul style="list-style-type: none"> • Monitoring of provision mapping shows that targeted interventions are being delivered consistently and having a measurable impact on pupils' reading and maths fluency. • Pupil Premium data indicates improved rates of progress, with fewer pupils working below expected standards. • Teachers use ongoing assessment to adjust intervention groups and refine teaching strategies, supported by coaching conversations and Walkthru practices. • Reading and maths fluency among disadvantaged pupils shows clear improvement through classroom observations, book scrutiny, and learning platform data. <p>Long Term</p> <ul style="list-style-type: none"> • Disadvantaged pupils make accelerated progress in both reading and mathematics, closing the gap with their peers. • Attainment for disadvantaged pupils is in line with, or improving rapidly towards, that of non-disadvantaged pupils. • Provision mapping and end-of-year data demonstrate that targeted interventions have successfully supported pupils to secure strong foundational skills and improved fluency. • High-quality teaching is fully embedded across the school, with
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	sustained impact shown in pupil outcomes and progress measures.
<p>Disadvantaged boys, particularly in Early Years and Year 2, will make accelerated progress in writing, developing strong foundational skills and closing the attainment gap with their non-disadvantaged peers.</p> <p>(Challenge 5)</p>	<p>Short-Term (Autumn Term)</p> <ul style="list-style-type: none"> • High-quality teaching is strengthened through the Tom Sherrington WalkThru coaching model, with a focus on early writing, phonics, handwriting, and targeted adult support—aligned with the EEF’s emphasis on quality first teaching. • Targeted groups for phonics begin in EYFS, KS1, and KS2 (RWI and Fresh Start), ensuring pupils who have not yet secured phonics knowledge receive daily, structured support. • Lexia is implemented for identified pupils, providing personalised literacy instruction through adaptive learning technology. Staff receive CPD to ensure consistent, high-impact use. • Daily reading opportunities are in place for targeted pupils, with close adult guidance from teachers, TAs, and the HLTA in Year 2. • Provision maps are updated to reflect targeted writing interventions and phonics support, and disadvantaged boys are discussed at all pupil progress meetings. • Additional staffing capacity in Year 2 (HLTA) enables focused support for early writing, vocabulary, and handwriting. <hr/> <p>Mid-Term (Spring Term Review)</p> <ul style="list-style-type: none"> • Monitoring (learning walks, book looks, coaching cycles) shows that high-quality teaching and adaptive approaches are increasingly embedded, consistent with EEF recommendations for supporting disadvantaged learners.

	<ul style="list-style-type: none"> • Assessment information gathered termly through the plan–do–review cycle identifies emerging gaps in writing fluency, transcription, and composition; teachers adjust support and interventions accordingly. • Lexia usage data evidences growing gains in foundational literacy skills for disadvantaged boys, particularly in Year 2 and Year 5. • Fresh Start and RWI groups show improved phonics accuracy, blending, and spelling, contributing to stronger writing foundations. • Targeted pupils demonstrate improved handwriting, stamina, and sentence construction, particularly within Year 2. • Evidence from pupil progress meetings shows that disadvantaged boys are moving closer to expected progress benchmarks. • Additional teacher support in Year 5 (spring/summer) begins to strengthen writing confidence, vocabulary, and sentence structure for identified disadvantaged pupils. <hr/> <p>Long-Term (End of Year)</p> <ul style="list-style-type: none"> • Disadvantaged boys in EYFS, Year 2, and Year 5 make accelerated progress in writing, closing the attainment gap with their non-disadvantaged peers. • End-of-year assessments show clearer gains in foundational writing skills, including handwriting, phonics application, spelling, and composition. • Lexia data demonstrates sustained improvement in literacy skills, with noticeable impact on writing fluency and independence. • Phonics interventions (RWI and Fresh Start) result in significantly increased proportions of disadvantaged pupils meeting expected standards.
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	<ul style="list-style-type: none"> • Pupil progress meetings and provision maps provide evidence that targeted support has effectively addressed barriers to writing. • High-quality teaching is fully embedded through consistent use of WalkThru coaching, strengthening classroom practice across EYFS, KS1, and KS2. • The additional HLTA in Y2 and targeted teacher support in Y5 contribute to measurable improvement in writing outcomes for disadvantaged boys, supporting long-term skill development and readiness for the next stage of learning.
	<p>Short-term:</p> <ul style="list-style-type: none"> • Barriers to participation in enrichment activities are identified and reduced for disadvantaged pupils through targeted financial and pastoral support. • Disadvantaged pupils are actively encouraged and supported to access enrichment opportunities, including Lego Club, musical theatre, forest school, and extracurricular clubs. • Participation data is monitored to ensure pupil premium pupils are represented across enrichment provision. • Staff promote enrichment opportunities consistently and communicate the benefits clearly to families. <p>Mid-term:</p> <ul style="list-style-type: none"> • An increased proportion of disadvantaged pupils regularly participate in enrichment activities, including educational visits, forest

	<p>school sessions, and music provision (individual lessons and group opportunities).</p> <ul style="list-style-type: none"> • Disadvantaged pupils engage in curriculum-linked enrichment such as day trips and outdoor learning, supporting engagement, wellbeing, and personal development. • Pupil voice and feedback indicate improved confidence, enjoyment, and sense of belonging. • Participation and impact are reviewed through pupil progress meetings and internal monitoring. <p>Long-term:</p> <ul style="list-style-type: none"> • Disadvantaged pupils have sustained access to a broad and balanced enrichment offer, including residential trips, music, forest school, and extracurricular activities. • Engagement, confidence, and social development improve, supporting positive attitudes to learning and attendance. • Gaps in participation between disadvantaged pupils and their peers are significantly reduced or eliminated. • Enrichment contributes positively to pupils' overall wellbeing and academic progress, ensuring disadvantaged pupils access the same opportunities and experiences as their peers.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WalkThru Professional Development Programme</p> <p>Cost covers CPD and release time</p>	<p>The Walkthru instructional coaching model (Sherrington & Caviglioli) provides a structured, research-informed framework that supports teachers in developing consistent, high-quality classroom practice. Its step-by-step methods help staff embed effective routines, improve clarity of instruction, and strengthen modelling and guided practice. Schools that implement Walkthrus report greater consistency across classrooms, increased teacher confidence, and more precise, responsive teaching. For pupils, this leads to clearer explanations, improved opportunities for guided and independent practice, and more successful learning behaviours. In turn, pupils—particularly those who are disadvantaged—benefit from better scaffolded support, stronger retention of learning, and more secure progress over time.</p> <p>Cost will include investing in high quality CPD and release time</p> <p>Effective Professional Development EEF</p> <p>Teaching WalkThrus Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars Oliver Caviglioli - Tom Sherrington UK</p>	

	Mechanisms for effective professional development: how we built the Great Teaching Toolkit	
<i>Adaptive Teaching CPD</i>	<p>We are committed to ensuring that all pupils, including those eligible for the Pupil Premium, access high-quality teaching every day. Our approach is guided by EEF recommendations, where learning is responsive to pupils' needs without lowering expectations. To strengthen this practice, staff will engage with professional development focused on metacognition and self-regulation, enabling pupils to develop effective learning strategies and greater independence. In addition, we will embed the EEF guidance on teacher feedback to ensure that responses to learning are timely, purposeful, and drive progress. Through this combined focus, we aim to remove barriers, improve learner confidence, and secure stronger outcomes for disadvantaged pupils.</p> <p>The EEF Guide to the Pupil Premium EEF</p> <p>Metacognition and Self-Regulated Learning EEF</p> <p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	
<p>Developing Oracy in the classroom</p> <p>Invest in CPD</p>	<p>Evidence indicates that oracy should be systematically embedded within the curriculum. To strengthen this approach, we will invest in high-quality CPD for staff, supported by the Walkthru coaching model. Improved oracy skills are expected to have a positive impact on pupils' writing outcomes. According to EEF findings, targeted oracy interventions can accelerate progress by up to six months, and the implementation of communication and language strategies can lead to gains of up to seven months. As part of our</p>	

	<p>commitment to improving outcomes for disadvantaged pupils, we will prioritise this investment in staff development.</p> <p>Development Matters - GOV.UK Oracy Across the Curriculum: The Evidence - Voice 21 EEF Communication and Language</p>	
Phonics CPD		


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


Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online Learning Platforms including – LBQ, Lexia, Timetable Rockstars, Mathletics	<p>Online learning platforms, including Times Tables Rock Stars (TTRS), Learning by Questions (LBQ), Lexia and Mathletics, will be used to support and consolidate learning for pupils eligible for Pupil Premium. These platforms provide personalised, adaptive practice that responds to individual pupil need, enabling targeted reinforcement of key skills in reading and mathematics. Access will be used both in school and at home to support consistency, engagement and increased opportunities for practice.</p> <p>The Education Endowment Foundation (EEF) identifies Digital Technology as having a moderate impact (+4 months) when used to support learning, particularly where it is targeted, aligned with curriculum objectives and used to supplement high-quality teaching rather than</p>	

	<p>replace it. The EEF highlights that digital tools can be effective in providing immediate feedback, personalised learning pathways and increased practice opportunities, all of which support disadvantaged pupils.</p> <p>The Sutton Trust–EEF Teaching and Learning Toolkit emphasises that technology is most effective when used to enhance proven teaching strategies rather than replace them. Therefore, online platforms will be used as part of a wider, evidence-informed approach to targeted academic support.</p> <p>Impact will be evaluated through platform analytics, teacher assessment and progress data, ensuring that provision is adapted in response to pupil outcomes.</p> <p>Selecting interventions EEF</p>	
Staffing -Additional Teacher	<p>Research suggests that increasing teacher capacity — for example by reducing pupil-teacher ratios or adding an extra teacher — can lead to improvements in both teaching quality and pupil outcomes. With our additional teacher in place, we are better positioned to deliver more responsive, differentiated instruction, provide timely feedback, and offer more one-to-one or small-group support where needed. These are factors shown to support improved attainment and behaviour, particularly for pupils from disadvantaged backgrounds</p> <p>1. High-quality teaching EEF</p>	

	Reducing class size EEF	
Interventions- Teaching Assistants including two Higher Level Teaching Assistants (HLTAs) will be deployed for two afternoons per week to deliver high-quality, targeted interventions for pupils	<p>TAs, including two Higher Level Teaching Assistants (HLTAs) will be deployed for two afternoons per week to deliver high-quality, targeted interventions for pupils eligible for Pupil Premium. Interventions will be carefully planned, time-limited and aligned with classroom teaching, focusing on identified gaps in learning in reading, writing and mathematics. HLTAs will receive appropriate training and ongoing support to ensure interventions are delivered consistently and effectively.</p> <p>This approach is strongly supported by evidence from the Education Endowment Foundation (EEF), which highlights that <i>targeted academic support</i> can have a high impact for moderate cost, particularly when interventions are well-structured, closely linked to classroom practice and delivered by trained staff. The EEF Teaching Assistant Guidance Report emphasises that teaching assistants should be deployed to deliver structured interventions rather than providing general classroom support, and that effective TA-led interventions can lead to positive outcomes equivalent to several months' additional progress.</p> <p>The EEF also also identifies targeted small-group and one-to-one interventions as an effective strategy for closing attainment gaps for disadvantaged pupils, particularly when focused on early identification of need and delivered by skilled staff. Ensuring interventions are evidence-</p>	

	<p>informed and monitored for impact supports improved outcomes and value for money.</p> <p>Impact will be monitored through regular assessment, pupil progress meetings and evaluation of intervention effectiveness, ensuring provision is adapted in response to pupil need.</p> <p>Deployment of Teaching Assistants EEF</p> <p>Selecting interventions EEF</p>	
<p>The Nuffield Early Language Intervention (NELI) will be implemented to improve listening, narrative and vocabulary skills for pupils with identified speech and language needs. The programme will be delivered to pupils who have relatively low levels of spoken language, with a focus on developing speaking and listening skills alongside early language comprehension.</p>	<p>The Education Endowment Foundation (EEF) highlights that oral language interventions can have a positive impact on pupils' language skills, particularly for disadvantaged pupils, with evidence suggesting around 6 months' additional progress. Approaches that focus on speaking, listening and a combination of language skills are shown to be especially effective when delivered in structured, small-group sessions by trained adults. NELI is an evidence-based programme that aligns with EEF guidance and supports early intervention to close gaps in communication and language development.</p> <p>Progress will be monitored through baseline and follow-up assessments to ensure the intervention is meeting pupils' needs and informing next steps.</p> <p>Initially to be trialled in EYFS</p> <p> EEF Early Literacy</p>	

	 EEF Communication and Language	
To improve reading fluency (including external RWI support)	<p>To improve reading fluency, pupils will be supported through phonics streaming in KS1, targeted reading groups and structured intervention. In KS2, pupils who require additional support will access the Read Write Inc. Fresh Start programme to address gaps in decoding and fluency. All pupils will have access to daily reading opportunities, supported by appropriately matched reading books, and progress will be further reinforced through the use of Accelerated Reader to promote regular practice, comprehension and reading engagement.</p> <p>The Education Endowment Foundation (EEF) identifies phonics as a high-impact approach (+5 months) for improving early reading skills, particularly for disadvantaged pupils. The EEF recommends systematic, structured phonics instruction, delivered in small, targeted groups, as an effective strategy for improving decoding and early fluency.</p> <p>In KS2, the EEF supports the use of structured phonics-based catch-up programmes, such as Fresh Start, for older pupils who have not yet secured decoding skills. These approaches are most effective when delivered consistently, monitored closely and aligned with classroom reading instruction.</p> <p>The EEF also highlights that reading comprehension strategies and</p>	

	<p>increased opportunities for independent reading practice, when carefully matched to pupils' reading ability and supported by assessment, can contribute positively to reading outcomes. Programmes such as Accelerated Reader support this by enabling pupils to read widely at an appropriate level and providing staff with ongoing assessment information to inform next steps.</p> <p>Impact will be monitored through phonics assessments, reading fluency checks, Accelerated Reader data and termly reading assessments, ensuring interventions are responsive and effective for disadvantaged pupils.</p> <p>Reading comprehension strategies EEF</p> <p>Phonics EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and meetings when needed. Engage the relevant support 6 12 professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. Dedicated	Improving attendance for pupils eligible for Pupil Premium is a key priority, with the aim of bringing attendance in line with non-disadvantaged peers. The DfE guidance <i>Working together to improve school attendance</i> highlights the strong link between regular	

<p>attendance officer time to be provided, include CPD as required</p>	<p>attendance, improved attainment and pupil wellbeing, and emphasises the importance of early identification, family engagement and targeted support.</p> <p>The EEF's <i>Supporting School Attendance</i> guidance notes that even small improvements in attendance can have a positive impact on learning outcomes, particularly for disadvantaged pupils. Evidence suggests that personalised, relationship-based approaches and targeted pastoral support are most effective in addressing persistent absence.</p> <p>Attendance will be closely monitored, with early intervention and support put in place where concerns arise, to ensure pupils are able to access learning consistently and make progress in line with their peers.</p> <p>Working together to improve school attendance - GOV.UK Supporting school attendance EEF</p>	
<p>Use of outdoor learning to support key groups of pupils by embedding a sustainable Forest Schools approach. This will allow more pupils to benefit from outdoor activities, while staff receive training to feel confident delivering sessions and ensuring all pupils have access to enriching outdoor experiences.</p>	<p>Outdoor learning, including Forest Schools, provides valuable enrichment for disadvantaged pupils, giving them access to experiences they might not otherwise have. Research shows that regular participation in Forest School can improve communication and language skills, social interaction, confidence, and motivation. The EEF notes that outdoor adventure learning can also support the development of non-cognitive skills such as resilience, self-confidence, teamwork, and problem-solving, which may in turn support learning in the classroom. By embedding a</p>	

Cost includes supporting families with wrap around care to improve attendance	<p>sustainable outdoor learning model and providing staff training, more pupils can benefit from these experiences and staff can deliver sessions confidently, ensuring outdoor learning is inclusive and impactful for all.</p> <p>Outdoor adventure learning EEF Forest Schools: impact on young children in England and Wales - Forest Research</p>	
Offer quality enrichment opportunities	<p>The EEF Guide to the Pupil Premium EEF</p> <p>We provide a range of high-quality enrichment opportunities to support disadvantaged pupils, including private music lessons, LEGO club, football club, musical theatre, residential visits, day trips, and wrap-around care. These activities aim to broaden experiences, develop confidence and social skills, and ensure that all pupils have access to extracurricular opportunities that enhance learning and personal development.</p> <p>3. Wider strategies EEF</p>	
Pastoral support from SENCO including TAF/CAF meetings (cost includes release time)	<p>Releasing the SENDCO to provide pastoral support, including CAF and TAF meetings, aligns with the EEF <i>Wider Strategies</i> guidance, which highlights that addressing social and emotional needs is critical for improving pupil outcomes. Targeted pastoral interventions can reduce barriers to learning, improve engagement, and support disadvantaged pupils in making academic progress. Structured support and coordination with families and external agencies are shown to enhance wellbeing and contribute to improved attendance, behaviour, and readiness to learn.</p> <p>3. Wider strategies EEF</p>	

Total budgeted cost: £ 20,570

£23,000

£12,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of Disadvantaged Pupils – Review of Previous Academic Year

The attainment of disadvantaged pupils has been assessed using a combination of:

- End-of-year summative assessments in Reading, Writing and Mathematics benchmarked against age-related expectations.
- Teacher assessment and moderated judgements, drawing on ongoing formative assessment, work scrutiny and pupil conferencing.
- Internal tracking data, enabling comparison with non-disadvantaged pupils within school.
- Consideration of attendance, behaviour and wellbeing records, recognising the wider barriers faced by disadvantaged pupils.

Where available, outcomes have been considered in the context of national assessment frameworks, with the caveat that pupils' earlier schooling was impacted by Covid-19 disruption, which continues to affect cohorts unevenly.

Attainment Outcomes for Disadvantaged Pupils

In Reading, outcomes are comparatively stronger. 36% of pupils are working at the expected standard, with a further 8% working above expectations. 38% are working towards the expected standard, indicating that a significant proportion of pupils are close to achieving age-related outcomes.

In Writing, attainment remains a key area of concern. 58% of pupils are working below the expected standard, while 25% have achieved the expected standard. This reflects ongoing challenges with transcription skills, writing stamina and confidence.

In Mathematics, 32% of pupils are working at the expected standard, while 50% are working below expectations. This suggests that although some pupils are achieving age-related outcomes, a substantial proportion continue to require targeted support to close gaps in core mathematical knowledge and skills.

Overall, the data indicates that while Reading outcomes are comparatively stronger, Writing and Mathematics remain priority areas for improvement in order to raise attainment and reduce gaps for Pupil Premium pupils.

Comparison with Non-Disadvantaged Pupils and Wider Context

Internal comparisons show that disadvantaged pupils continue to underperform compared to their non-disadvantaged peers, particularly in Writing.

This gap is consistent with local and national trends for disadvantaged pupils and reflects the compounding impact of early learning disruption, lower attendance rates and additional SEND needs within the disadvantaged cohort.

Combined Attainment and SEND Analysis

- Disadvantaged pupils with SEND:
- No pupils with SEND are currently working at or above expected standards across all three core subjects.
- This highlights the complex and overlapping barriers faced by this group and reinforces the importance of targeted, personalised intervention and multi-agency support.

Attendance

When the pupil educated on a part-time timetable is removed from the attendance analysis, disadvantaged pupils' attendance is 95.4%, which is broadly in line with national (94.8%) and local authority (94.9%) averages. This provides a more accurate reflection of attendance for pupils accessing full-time provision and demonstrates the positive impact of targeted reintegration and wellbeing support.

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance
Read Write Inc.	OUP
Times Table Rockstars	Maths Circle LTD
Lexia	Core 5
Neli	Nuffield Early Language Intervention
LBQ	BESA
Mathletics	3P Learning