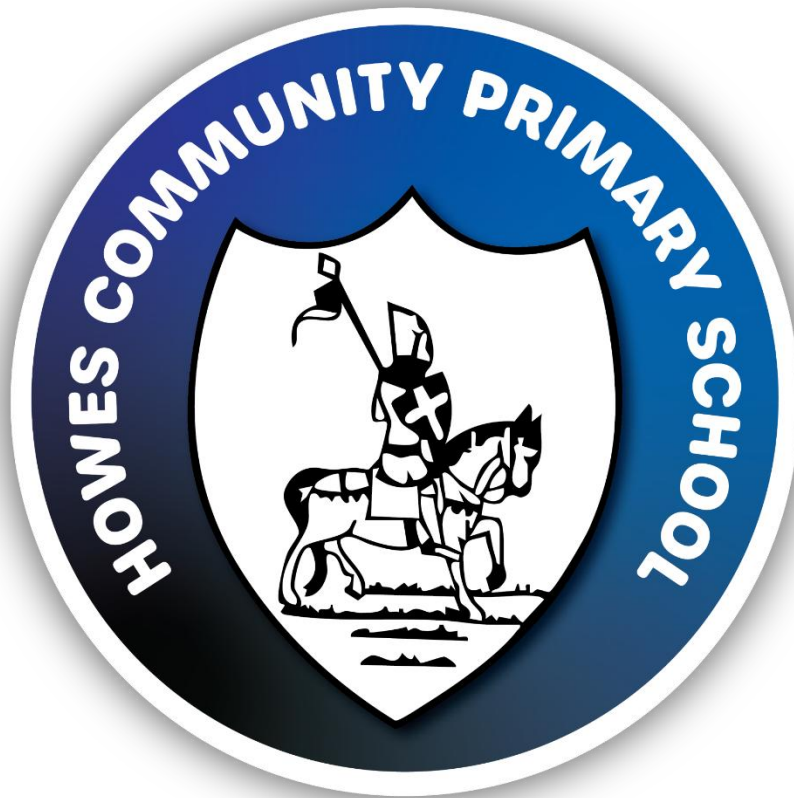


Howes Community Primary School



Pupil Premium Strategy Statement 2025-2028

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	177
Proportion (%) of pupil premium eligible pupils	32%
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)	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Zoe Cook
Pupil premium lead	Zoe Cook and Melanie Walters
Governor / Trustee lead	Colin Marscheider

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,720
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>	£72,720

Part A: Pupil premium strategy plan

Statement of intent

At Howes community Primary School, our aim is for every child to be the best they can be, achieving their full potential, regardless of their background or any barriers they may face. We believe all pupils should have equal opportunities to succeed, make strong progress across the curriculum, and attain highly in all subject areas.

To achieve this, we believe in early identification, intervention, and support not only for pupils' academic needs, but we also work closely with parents and the wider community. By fostering strong partnerships, we ensure that every child has the best chance to become a successful, lifelong learner who can thrive in both our local and global community.

National research and our own school data show that children from disadvantaged backgrounds often face additional challenges that can affect their learning. To prevent attainment gaps from growing we provide an engaging and ambitious curriculum and intervene early. This plan outlines strategies implemented to achieve this and by using the Pupil Premium Grant effectively, we aim to remove barriers, promote equity and help all pupils reach their potential. We also recognise the needs of other vulnerable groups, such as pupils with a social worker or young carers, and this strategy supports them too.

At Howes community Primary School, we recognise that a significant number of our disadvantaged children are double or triple disadvantaged. Internal data (November 2025) shows that 48 % of children in receipt of PPG are double disadvantaged (have SEND or EAL) and 9% of PPG of children in receipt of PPG are triple disadvantaged (have SEND and EAL). It is therefore essential that these pupils are given careful consideration within this strategy. Our approach will ensure that children who are doubly or triply disadvantaged benefit from personalised support, targeted interventions, and resources designed to remove barriers to learning.

To achieve these objectives, we follow the tiered approach from: 'Using Pupil Premium: Guidance for School Leaders and the Education Endowment's Fund's Guide to Pupil Premium'. As a result, High Quality Teaching, Targeted Academic Support and Wider Strategies are embedded in this plan.

Howes Community Primary School ensures high standards through rigorous quality assurance processes. We closely monitor pupil outcomes to guarantee excellent provision for all. This includes detailed tracking of individual pupils, cohorts, and key groups using academic data, progress measures, pupil voice, and our deep understanding of families. As a result, our strategy remains responsive to both shared challenges and individual needs.

The core principle of our plan is to raise attainment for disadvantaged pupils, giving them the best possible life chances. High-quality teaching is central to this, as evidence shows it has the greatest impact on closing the attainment gap while benefiting all pupils. Implicit in the intended outcomes detailed below, is the intention that non-

disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Alongside high-quality teaching, this strategy prioritises the social and emotional well-being of every pupil and this is achieved through targeted intervention and wider whole school strategies. At Howes Community Primary School, we recognise that adverse childhood experiences, particularly for disadvantaged children, can create additional barriers to learning. Guided by research such as Dan Siegel's work on interpersonal neurobiology and Maslow's hierarchy of needs, we adopt a trauma-informed and attachment-aware approach to teaching and learning. We understand that when pupils' basic emotional needs are met and pupils are able to regulate their emotions, they are better equipped to engage in higher-level thinking and achieve academically. By addressing these social and emotional needs, we create the conditions for improved learning and long-term success.

To maximise impact, we apply a tiered approach to all challenges identified for disadvantaged pupils. This ensures high-quality education, meets individual academic needs, and gives greater consideration to social and emotional wellbeing. When pupils feel confident and emotionally secure, they are better able to access learning and achieve success. Research, including Sobel's *Narrowing the Attainment Gap* (2018), highlights the importance of understanding each child's unique needs and barriers. Our strategy uses strong evidence to implement practices that are proven to make a difference.

To achieve this, we will:

- Ensure disadvantaged pupils are consistently challenged in their learning.
- Act early to provide timely intervention when needs are identified.
- Adopt a whole-school approach where all staff take responsibility for outcomes and maintain high expectations.

At Howes Community Primary School, we recognise that we *"must endeavour to do 'fewer things better'. In doing so, (we) can take a step closer to ensuring that all pupils, regardless of their background or circumstances, have access to high-quality, evidence-informed education."* (Sonia Thompson Director of St Matthew's Research School.)

Close monitoring and regular review of all elements of the strategy will inform any adjustments needed. This responsive approach ensures that every child at Howes Community Primary School has the best possible opportunity to thrive and be the best they can be!

Challenges

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

Challenge number	Detail of challenge																				
1	Attendance and Punctuality Whole school attendance for the previous three years is below national. Attendance for children in receipt of the PPG is lower than whole school and just below national. <table><tr><th>Year</th><th>Whole school attendance</th><th>+/- National</th><th>PPG attendance</th><th>+/- National</th></tr><tr><td>2022-2023</td><td>92.2%</td><td>93.8%</td><td>90.3%</td><td>91.3%</td></tr><tr><td>2023-2024</td><td>92.6%</td><td>94.3%</td><td>91.1%</td><td>91.8%</td></tr><tr><td>2024-2025</td><td>91.8%</td><td>94.5%</td><td>89%</td><td>92%</td></tr></table> Persistent absence for the last three years has been above national average, and a high proportion of persistent absentees are disadvantaged. Our attendance data for academic year 2024-2025 shows that our persistent absence is 28% which is well above national average and 31% of the children who are persistently absent are disadvantaged. A significant number of children who are late to school are also in receipt of PPG. During the academic year 2024-2025 35.4% of the children who were late were in receipt of PPG. Of the most persistent (20 or more sessions (4 weeks) 58.6% of these children were disadvantaged.	Year	Whole school attendance	+/- National	PPG attendance	+/- National	2022-2023	92.2%	93.8%	90.3%	91.3%	2023-2024	92.6%	94.3%	91.1%	91.8%	2024-2025	91.8%	94.5%	89%	92%
Year	Whole school attendance	+/- National	PPG attendance	+/- National																	
2022-2023	92.2%	93.8%	90.3%	91.3%																	
2023-2024	92.6%	94.3%	91.1%	91.8%																	
2024-2025	91.8%	94.5%	89%	92%																	
2	Attainment and progress in Reading Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Internal and external assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 2024-2025 end of Key Stage 1 and end of Key Stage 2 data for disadvantaged children achieving the expected level in reading is below national and significantly below whole school data. Phonics data for disadvantaged children in Year 1 was in line with national and in line with whole school data. However, whole school data was well below national.																				
3	Attainment and progress in Writing Internal and external assessments indicate that writing attainment among disadvantaged pupils in Key Stage one is significantly below that of non-disadvantaged pupils. Internal and external moderation shows that writing outcomes are impacted by a lack of vocabulary acquisition and spelling, which is a result of attainment in phonics.																				

	2024-2025 end of Key Stage 2 data for disadvantaged children achieving the expected level in writing is below national and well below whole school data.
4	Attainment and progress in Maths Internal and external assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 2024-2025 end of Key Stage 1 and end of Key Stage 2 data for disadvantaged children achieving the expected level in Maths is below national and below whole school data.
5	Social, Emotional, Mental Health and Behaviour Assessments, observations, and discussions with pupils and families suggest disadvantaged pupils have greater difficulties with social, emotional and mental health needs compared to non-disadvantaged pupils. As of July 2025, 32% of disadvantaged children are on the SEND register for SEMH, have social care involvement or have been referred to CAHMS or the School Mental Health Team. This is compared to 1.7% of non-disadvantaged pupils.
6	Lack of extra-curricular opportunities and cultural capital. Discussions with pupils and families suggest that disadvantaged children have less access to sporting and other community-based clubs outside of school compared to non-disadvantaged pupils due to cost and transport. School data shows that 52% of disadvantaged children attended an after school club in comparison to 59% of all children. 20% of disadvantaged children accessed sport school club compared to 26% of the whole school and in Key Stage 1 only 7% of disadvantaged children accessed any after school club in comparison to 53% of all children in Key Stage one.
7	Parental support Parents and families of disadvantaged children need extra support from school with parenting and family life. Including housing, money management and managing children's behaviour. In 2024-25 100% of families on early help were disadvantaged. 100% of families on early help were disadvantaged. 100% of families with social care involvement.

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
1.1 Attendance and Punctuality Attendance for disadvantaged pupils will improve in line with non-disadvantaged pupils, ensuring whole-school and Pupil Premium attendance meets or exceeds the national average.	• Robust monitoring of attendance data for disadvantaged pupils which shows a measurable increase each term, moving closer to national averages. • SLT and pastoral team conduct robust weekly monitoring and follow-up actions for pupils below target. • Incentive systems (class competitions, 100% attendance awards, personalised incentives for children and families) are implemented and celebrated weekly and termly. • Offers of Early Help and other targeted interventions lead to families of disadvantaged pupils feeling supported and in receipt of regular communication. • Breakfast club is offered free of charge to disadvantaged pupils to support punctuality and attendance. • Doubly and triply disadvantaged pupils are monitored individually, and tailored family support is provided to improve attendance. • Classroom morning routines promote attendance and punctuality. They follow a relational approach, fostering a sense of belonging and are welcoming and consistent. (Howes Hello)
1.2 Attendance and Punctuality The percentage of disadvantaged pupils who are persistently absent will reduce.	• Robust monitoring of the persistent absence rate for disadvantaged pupils shows a decrease term-on-term, year on year. • Individual attendance targets are set for poor attenders and reviewed at half-termly parental meetings. • Targeted family support plans are in place for pupils at risk of persistent absence, with evidence of engagement and improvement. • Incentive systems (class competitions, 100% attendance awards, personalised incentives for children and families) are implemented and celebrated weekly and termly. • Early Help and multi-agency support offered where needed, with documented impact on attendance. • SLT presence at school gates promotes positive attendance and punctuality. • Classroom morning routines promote attendance and punctuality. They follow a relational approach, fostering a sense of belonging and are welcoming and consistent. (Howes Hello)

1.3 Attendance and Punctuality Disadvantaged pupils will arrive punctually, before 8:55 a.m. daily, in line with all pupils across school.	• SLT presence at school gates promotes positive attendance and punctuality. • Classroom morning routines promote attendance and punctuality. They follow a relational approach, fostering a sense of belonging and are welcoming and consistent. (Howes Hello) • Breakfast club is offered free of charge to disadvantaged pupils to support punctuality and attendance. • Breakfast club provision is actively used by targeted pupils to support punctual arrival. • Robust analysis shows a reduction in the number of late marks for disadvantaged pupils compared to baseline data. • Doubly and triply disadvantaged pupils are monitored individually, and tailored family support is provided to improve punctuality.
2.1 Attainment and progress in Reading The attainment gap in reading between disadvantaged pupils and their peers across all year groups, including EYFS, will narrow. As a result, disadvantaged pupils will achieve improved reading attainment at the end of Key Stage 1 and Key Stage 2, reaching outcomes in line with the national average.	• Robust monitoring of termly data shows a reduction in the reading attainment gap between disadvantaged and non-disadvantaged pupils. • Robust monitoring of EYFS data shows disadvantaged pupils increasingly meet or exceed Early Learning Goals in reading by the end of Reception. • Data tracking system to be tailored to meet the school's needs and support in early identification of areas for development including those children with SEND. • Monitoring confirms consistent high-quality teaching of reading and provision across all year groups. • End-of-year assessments show disadvantaged pupils achieving outcomes closer to or at national averages in KS1 and KS2 reading. • Phonics screening results for disadvantaged pupils meet or exceed national benchmarks. • Targeted interventions (phonics, fluency, early reading) demonstrate measurable impact in progress data. • Work collaboratively with other schools to improve teaching and learning. • Phonic Lead/SLT to monitor all teaching to ensure high quality phonics provision for all. • Purchase and subscribe to DfE approved phonics scheme • Resource phonic books that correspond to phonic ability • Purchase resources and monitor that they are effectively being used in lessons

	• Teachers robustly track children's phonics knowledge using tracker to monitor progress with quantifiable data to show impact • Identify and deliver daily phonics interventions for children who are not keeping up. • Staff CPD on precision teaching
2.2 Attainment and progress in Reading Disadvantaged pupils will make at least expected progress in reading from their individual starting points, with some achieving accelerated progress.	• Progress tracking shows all disadvantaged pupils making at least expected progress, with a proportion achieving accelerated progress. • Data tracking system to be tailored to meet the school's needs and support in early identification of areas for development including those children with SEND • All pupils identified as double or triple disadvantaged have individual profiles and are tracked through a robust data system for attainment and progress. • Data tracking system identifies pupils at risk early and informs timely intervention. • SEND and disadvantaged pupils receive tailored support, evidenced by improved progress scores. • Additional staffing is allocated to facilitate small group reading fluency lessons, accelerating pupil progress. • Reading fluency lessons are resourced with high quality texts. • Classroom book corners are inviting and are well resourced with high quality texts. • English lessons are supported by high quality texts. • A love of reading is promoted across school. • All staff receive regular reading CPD to ensure high quality teaching.

	Disadvantaged children with EAL or who are NEL receive 1:1 or small group language and reading intervention. Progress is robustly monitored using the Bell Foundation Assessment tracker and shows impact of progress.
3.1 Attainment and progress in Writing The attainment gap in writing between disadvantaged pupils and their peers across all year groups, including EYFS, will narrow. As a result, disadvantaged pupils will achieve improved writing attainment at the end of Key Stage 1 and Key Stage 2, reaching outcomes in line with the national average.	- Robust monitoring of termly data shows a measurable reduction in the writing attainment gap. - Robust monitoring of EYFS data shows disadvantaged pupils increasingly meet or exceed Early Learning Goals in writing. - Lesson observations confirm consistently high-quality teaching of writing and provision. - English writing cycles to be reviewed and a full progression document for each genre of writing to be created. - Progression documents to be used effectively by teaching staff and pupils to increase progress and attainment. - Work collaboratively with other schools to improve teaching and learning. - KS1 and KS2 writing outcomes for disadvantaged pupils be closer to or meet national averages. - Internal and external moderation confirms accuracy and consistency of teacher assessments. - Targeted interventions (e.g., Mighty Writers, Language Link) demonstrate measurable impact. - Quality CPD and support is provided for staff to be able to deliver high quality phonics lessons
3.2 Attainment and progress in Writing Disadvantaged pupils will make at least expected progress in writing from their individual starting points, with some achieving accelerated progress.	- Robust progress tracking shows all disadvantaged pupils making expected progress, with a proportion achieving accelerated progress. - All pupils identified as double or triple disadvantaged have individual profiles and are tracked through a robust data system for attainment and progress. - Data systems identify pupils at risk early and inform timely intervention. - SEND and disadvantaged pupils receive tailored support, evidenced by improved progress scores. - English lessons are well resourced. - Regular internal and external CPD to ensure high quality teaching. - Data tracking system to be tailored to meet the school's needs and support in early identification of areas for development including those children with SEND - Children with identified additional needs receive timely and targeted adult support during writing

	sessions, enabling them to access the curriculum and make measurable progress towards age-related expectations.
3.3 Attainment and progress in Writing Disadvantaged pupils will develop improved oral language skills and a broader vocabulary to support writing achievement and learning across the curriculum.	• Voice 21 program embedded and monitored for impact on vocabulary and oracy. • Standardised language assessments show measurable improvement in vocabulary understanding and sentence structure. • Robust monitoring on entry to school and throughout KS1 using Language Link. • Small group and 1:1 speech and language interventions delivered and evaluated for effectiveness. (Talk Boost, Language Link, Pepper Therapy). • Disadvantaged children with EAL or who are NEL receive 1:1 or small group language and writing intervention. Progress is robustly monitored using the Bell Foundation Assessment tracker and shows impact of progress. • CPD for all staff on the importance of language acquisition and understanding vocabulary across all subjects. (ELKAN) • Devise tiered vocabulary to support children's vocabulary acquisition • Ensure that vocabulary is pre-taught to support SEND • Displays to support vocabulary across school
4.1 Attainment and progress in Maths The attainment gap in mathematics between disadvantaged pupils and their peers, across all year groups including EYFS, will narrow. As a result, disadvantaged pupils will demonstrate improved attainment in mathematics at the end of Key Stage 1 and Key Stage 2, achieving outcomes in line with the national average.	• Robust monitoring of termly assessment data shows a measurable reduction in the maths attainment gap. • Robust monitoring of EYFS data shows disadvantaged pupils increasingly meet or exceed Early Learning Goals in number and numerical patterns. • Lesson observations confirm consistently high-quality maths teaching and provision across all year groups. • KS1 and KS2 maths outcomes for disadvantaged pupils meet or exceed national averages. • Moderation confirms accuracy and consistency of teacher assessments. • Targeted interventions demonstrate measurable impact on attainment. • Work collaboratively with other schools to improve teaching and learning • Reputable scheme (White Rose) used to support high quality teaching and learning.
4. Attainment and progress in Maths Disadvantaged pupils will make at least expected	• Robust progress tracking shows all disadvantaged pupils making expected progress, with a proportion achieving accelerated progress.

progress in mathematics from their individual starting points, with some achieving accelerated progress.	• All pupils identified as double or triple disadvantaged have individual profiles and are tracked through a robust data system for attainment and progress. • Data systems identify pupils at risk early and inform timely intervention. • SEND and disadvantaged pupils receive tailored support, evidenced by improved progress scores. • Maths lessons are well resourced with a range of manipulatives to support learning. • White Rose resources used to deliver effective small group and 1:1 interventions (1 minute Maths, TA hub) • Regular internal and external CPD to ensure high quality teaching. • Data tracking system to be tailored to meet the school's needs and support in early identification of areas for development including those children with SEND • Children with identified additional needs receive timely and targeted adult support during Maths sessions, enabling them to access the curriculum and make measurable progress towards age-related expectations.
5. Social, Emotional, Mental Health and Behaviour To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	• Pupil voice surveys and wellbeing questionnaires and SEMH assessments show improved scores year on year. • Increased engagement in pastoral and enrichment activities by disadvantaged pupils. • Staff report improved emotional resilience and wellbeing in pupils through observations and behaviour logs (CPOMS). • All pupils identified as double or triple disadvantaged have individual profiles and their wellbeing is tracked and monitored.

5.1 Social, Emotional, Mental Health and Behaviour All children will have positive mental health or will be supported with strategies to enable them to manage their own emotions and well-being. Consequently, children will be able to co regulate and some will move towards being able to self-regulate their emotions.	• All pupils identified with SEMH needs have personalised support plans in place and/or individual Behaviour Plans. • Purchase and embed Mulbury Bush Curriculum for identified children and use assessment tool included to monitor impact. • Evidence of pupils using taught strategies (e.g., Zones of Regulation, mindfulness, Mulbury Bush Curriculum) to manage emotions. • Reduction in SEMH-related incidents recorded on behaviour systems (CPOMs) compared to baseline. • Pastoral lead and dog mentor to work with all children to increase positive mental health • Engage with external agencies to ensure that the whole child is supported and safeguarded in and out of school • Social skills and emotion interventions in place in school to support self-esteem and self-confidence • Pastoral lead to support positive family relationships • Staff CPD so that they can confidently apply Forest School principles to outdoor learning, creating regular opportunities for pupils to engage in nature-based activities that promote resilience, self-regulation, and positive wellbeing, as evidenced by improved pupil engagement and reduced wellbeing concerns. • Observations and behaviour logs (CPOMS) show increased ability to co-regulate and self-regulate. • Staff CPD delivered on co-regulation and self-regulation strategies, (Emotion Coaching) with impact seen in classroom practice. • Targeted interventions (e.g., nurture groups, Learning Mentor sessions) demonstrate measurable progress for identified pupils. • Support from Learning Mentor for children dealing with grief, desertion, or long-term separation • Pastoral lead and dog mentor work with children to learn strategies to support them to regulate their emotions • Drawing and Talking Intervention for identified children.
5.2 Social, Emotional, Mental Health and Behaviour	• Relational Policy to be implemented, embedded and used effectively by all staff. • Relational practices CPD for all staff.

Number of permanent exclusions, fixed term and internal suspensions will decrease.	• Termly behaviour data shows a reduction in exclusions and suspensions compared to previous year. • Disadvantaged pupils are proportionately represented in behaviour data, with a downward trend in incidents. • Positive behaviour strategies and restorative approaches embedded and monitored for impact.
6. Lack of extra-curricular opportunities and cultural capital. Disadvantaged pupils will participate in all areas of school life, including after-school activities and curriculum-linked trips, to broaden their horizons and deepen their understanding.	• All disadvantaged pupils are provided with equitable access to at least one extracurricular club each term, ensuring participation in enrichment opportunities. (Clubs discounted) • Disadvantaged pupils actively participate in a variety of school events (e.g., performances, competitions, celebrations) alongside their peers to develop confidence, teamwork, and social skills. • Every disadvantaged pupil attends curriculum-linked educational trips and residential visits to broaden experiences and cultural awareness beyond the classroom. • Disadvantaged pupils engage in cultural capital activities (e.g., theatre visits, museum trips, author workshops) to deepen curriculum understanding and raise aspirations. • Pupil voice surveys demonstrate increased enjoyment, engagement, and sense of inclusion in extra-curricular and cultural activities among disadvantaged pupils. • All doubly and triply disadvantaged pupils are offered opportunities to access extracurricular activities, trips, and cultural capital experiences to ensure inclusion and equality of opportunity. • A structured timetable of diverse, high-quality activities is implemented within the wraparound club, ensuring pupils regularly access experiences that broaden horizons and promote cultural capital, as evidenced by increased participation rates and positive feedback from pupils and parents.
7. Parental Support Parents and carers of disadvantaged pupils will be actively engaged in their child's learning and school life, receiving targeted support and guidance to strengthen home-school partnerships and improve pupil outcomes.	• Parents of disadvantaged pupils receive consistent updates on their child's progress through termly meetings, phone calls, and digital platforms. • Increasing numbers of parents of disadvantaged pupils attend one or more school workshop or information session focused on supporting learning at home. Ultimately aiming for 80% attendance by year 3. • Evidence from homework completion and reading logs shows increased parental involvement in supporting home learning.

	• Parent surveys indicate improved confidence in supporting their child's education and satisfaction with school communication and support. • Families of pupils who are double or triple disadvantaged receive enhanced communication and support (e.g., workshops, Early Help referrals), with engagement tracked and improving over time. • Families identified as needing additional help receive tailored interventions (e.g., Early Help, pastoral support), with impact tracked through improved attendance and engagement. • Disadvantaged families participate in school events and activities alongside their peers, promoting inclusion and community engagement.
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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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy development: Embed Voice 21 to promote vocabulary and oracy. Whole school staff CPD through the Voice 21 Program.	Research shows that children's vocabulary is directly linked to their economic background with gaps emerging as early as the age of 3. Alex Quigley's Closing the Vocabulary Gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Vocab_in_Action_Poster_v1.0.pdf?v=1764944678	2 3 4

Whole staff CPD to support robust phonics and fluency schemes and early reading interventions.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/early-years/literacy/the-importance-of-reading-in-early-years-education Phonics approaches don't work for all children including some children with SEND so the teaching of whole words supports them in reading 85% of a text. https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency	2
Staff CPD focused on effective pedagogy. Pedagogical approaches to increase opportunities for revisiting and challenge tasks to raise attainment.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Spaced learning, interleaving, retrieval practice, using strategies to manage cognitive load and dual coding are research proven to increase attainment. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	2 3 4
Enhancement of our maths teaching and curriculum planning in line with DfE, EEF guidance and Maths Hub involvement.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	4

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Increase writing attainment by having a clear focus on mastering early writing skills and talk for writing. Purchase high-quality writing resources (Might Writers/hand-writing scheme) and deliver comprehensive CPD for all staff on pedagogy.	Evidence shows that in EYFS we must develop children's capability and motivation to write. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Evidence shows that we must teach writing composition strategies through modelling and supported practice and develop pupils' transcription and sentence construction skills through extensive practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3
Sustain and improve quality of teaching and learning across all year groups, including EYFS by providing CPD for all staff in EYFS. Including release time for EYFS lead to complete NPQEY	Early years education aims to ensure that young children have high-quality learning experiences before they start school. Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early education approaches typically include: communication and language activities. play-based learning; interactive story-book reading, physical and creative activities, and support for parents to encourage learning at home. EEF research states that: Early Years providers play an important role in supporting all children's learning and development, but attending a setting with high quality provision can be particularly beneficial for children experiencing poverty.	2 3 4

	https://educationendowmentfoundation.org.uk/early-years/professional-development-guide https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years?utm_source=/guidance-for-teachers/early-years&utm_medium=search&utm_campaign=site_searchh&search_term The DFE have created National Standards to increase high quality teaching and leadership capabilities. https://www.gov.uk/guidance/national-professional-qualification-npq-courses https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school	
CPD for SLT to ensure effective leadership and management of teaching and learning and curriculum development. Deputy Headteacher to complete NPQH.	The EFF commissioned a report to investigate recruitment and retention of staff in disadvantaged schools. They found that retention was most effective when there is Supportive school community and professional development opportunities. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/recruitment-and-retention-in-disadvantaged-schools Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf The DFE have created National Standards to increase high quality teaching and leadership capabilities.	2 3 4

	https://www.gov.uk/guidance/national-professional-qualification-npq-courses	
Invest in and implementation of new data tracking system (Insight) to ensure data training is effective and reduces teacher workload. CPD for all teachers to ensure robust data tracking and monitoring systems to identify gaps and measure impact and provide effective feedback to pupils. Fund release time for Data Lead and SLT to regularly monitor impact of teaching and interventions.	The EEF finds data tracking is a highly effective tool when used purposefully to inform teaching, provide specific feedback, and monitor the impact of school strategies. The ultimate effectiveness depends on how the information is used to improve outcomes, rather than the mere act of collection. https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf Research shows that effective implementation of any new strategy is essential to its success and therefore impact on children and attainment. https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf	2 3 4
Staff CPD for best strategies for teaching children with SEND.	A significant proportion of our disadvantaged pupils also have SEND. To ensure these pupils make strong progress, it is essential that staff possess a broad and deep understanding of SEND. By developing and maintaining a wide knowledge base in this area, teachers can implement high-quality, inclusive strategies that meet diverse needs, thereby improving teaching and learning outcomes for all disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2 3 4 5
Staff CPD for best strategies for teaching children with EAL.	A high proportion of our disadvantaged pupils also have EAL. To support these learners effectively, staff must develop strong knowledge and understanding of strategies that promote language acquisition alongside academic progress. By embedding approaches that build vocabulary, develop oral language skills, and provide clear	2 3 4 5

	scaffolding, teachers can ensure that EAL pupils access the curriculum fully and achieve positive outcomes. This focus on language development enhances teaching and learning for all disadvantaged pupils. https://www.bell-foundation.org.uk/re-sources/guidance/classroom-guidance/effective-teaching-of-eal-learners/	
Social and Emotional (SEL) CPD for all staff including regulation and relational practices.	Investing in social and emotional learning (SEL) CPD for staff significantly improves children's outcomes by equipping teachers with strategies to foster resilience, self-regulation, and positive relationships. Evidence from the Education Endowment Foundation (EEF) highlights that high-quality SEL approaches can lead to an average of +4 months' progress in academic attainment, while also promoting protective factors that support pupil wellbeing. When staff model and explicitly teach social and emotional skills, pupils are better able to manage emotions, engage with learning, and build confidence—key drivers for closing the attainment gap for disadvantaged learners. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing	
Implementation of a structured SEMH curriculum and use of a Social and Emotional Assessment Tool to identify needs more accurately	Evidence from the Education Endowment Foundation (EEF) indicates that disadvantaged pupils are more likely to experience social, emotional, and mental health (SEMH) challenges compared to their peers. These needs can significantly affect engagement, behaviour, and academic progress. The EEF's guidance on social and emotional learning highlights that children from disadvantaged backgrounds often have weaker social and emotional skills at all ages, which can lead to increased vulnerability to mental health difficulties. Implementing structured SEMH interventions, such as dedicated curricula and targeted support, has been shown to improve emotional	1 5

	regulation and resilience, contributing to better learning outcomes and wellbeing for these pupils. Research shows that disadvantaged children often have higher rates of SEMH needs, as factors like poverty, trauma, unstable environments, and lack of resources create significant barriers to emotional regulation and wellbeing, impacting their ability to learn and thrive in school, making early support crucial. Improved social and emotional literacy is linked with improved academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Language interventions using Language Link and Talk Boost in the EYFS and KS1.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2 3 4 5
Additional Speech and language 1:1 intervention with a trained SALT therapist.	Compelling evidence from the Early Intervention Foundation (EIF) and other studies shows disadvantaged children have significantly more speech and language needs, with large vocabulary gaps (up to 19 months by age 5) compared to wealthier peers, leading to major risks in reading, mental health, and future employment, often stemming from less early language input and chronic stress. This is a key driver of educational	2 3 4 5

	inequality, with up to 50% of children in deprived areas starting school with inadequate communication skills, creating a significant attainment gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Standardised tests provide insights into strengths and areas of development for individual pupils and whole cohorts. Diagnostic QLA provide focus for interventions or whole class work. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2 3 4 5
Small group Fluency reading sessions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks with interim assessment points https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2 3

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on school new <i>Positive Attitudes Behaviours and Relationships Policy</i> . To improve relational approach to behaviour management, developing our school ethos and improving behaviour across school.	Relational approaches significantly benefit disadvantaged children by building trust, safety, and belonging, counteracting trauma and instability often experienced, leading to reduced exclusions, better emotional regulation, improved attendance, and higher attainment, unlike punitive methods which often worsen outcomes. These methods focus on secure attachments with adults, using empathy, active listening, and co-regulation to help children process difficult emotions, learn self-control, and develop resilience within a consistent, supportive school culture. Research and evidence from individuals such as Paul Dix, Tom Bennett and bodies like the EEF, SEBDA, and various school reports strongly support that relational approaches to behaviour management. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1 5 7
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	Research from the Education Endowment Foundation (EEF) highlights that attendance is a significant barrier to learning for disadvantaged pupils. National data shows that pupils from socio-economically disadvantaged backgrounds are nearly twice as likely to be persistently absent compared to their peers, with persistent absence defined as missing 10% or more of schooling. Poor attendance is strongly linked to lower academic attainment across all stages and can exacerbate existing gaps in progress. EEF guidance recommends that schools prioritise strategies to improve attendance as part of their Pupil Premium approach, recognising its critical role in enabling disadvantaged pupils to access high-quality teaching and learning opportunities https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1

Mental Health support for children including referrals to SMHT and CAHMS.	Referring disadvantaged pupils for specialist mental health support can have a significant positive impact on their wellbeing and academic outcomes. Early intervention through mental health services helps address underlying issues such as anxiety, trauma, or emotional regulation difficulties, which are more prevalent among disadvantaged children. Research shows that improving mental health can lead to better attendance, increased engagement in learning, and stronger social relationships. By providing timely access to professional support, schools can reduce barriers to learning and create a more inclusive environment where pupils feel safe and supported, ultimately narrowing the attainment gap.	1 5
Small group and 1:1 SEMH support such as Boomerang and learning outdoors. Learning Mentor	Social, Emotional and Mental Health (SEMH) needs are a significant barrier to learning for many disadvantaged pupils. Addressing these needs improves engagement, behaviour, and academic progress. Pupils with unmet SEMH needs are more likely to experience persistent absence, exclusions, and lower attainment. Targeted interventions help remove these barriers and create a positive learning environment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1 5
Breakfast and Wraparound Club	School breakfast clubs offer significant benefits, improving children's academic performance, behaviour, attendance, and concentration by providing essential nutrition and a calm start to the day, while also supporting social skills through peer interaction. They reduce hunger, support healthy eating habits, and help close educational gaps for disadvantaged students, boosting attainment in key subjects like reading and maths, see sources from GOV.UK and the Education Endowment Foundation (EEF). Wraparound care offers significant benefits for children, parents, and schools by providing structured, safe environments with varied activities (sports, arts, homework help) that boost academic performance, social skills, and wellbeing, while also supporting parents.	1 5 6 7

After school extra curricular activities	Disadvantaged pupils are significantly less likely to access paid extracurricular activities such as sports, music, and language tuition compared to their peers. Cost and accessibility are major barriers. Free, school-based clubs remove these barriers and increase participation. [nuffieldfoundation.org] The Social Mobility Commission highlights that extracurricular activities build confidence, social skills, and aspirations, but children from low-income families often miss out due to financial and cultural barriers. [gov.uk] EEF Teaching and Learning Toolkit: Physical activity interventions (including after-school sports) show a small but positive impact on attainment (+2 months), especially when linked to structured academic components (e.g., literacy or numeracy alongside sport). [educationendowmentfoundation.org.uk]	1 5 6 7
Pastoral Team Interventions including Dog Mentor Therapy	Disadvantaged pupils are more likely to experience social, emotional, and mental health challenges that affect attendance, engagement, and attainment. Pastoral interventions provide targeted support to address these barriers. [alongnovember.com]. Effective pastoral care creates a safe, inclusive environment, fostering resilience, empathy, and positive behaviour. This holistic approach improves wellbeing and academic outcomes. [mybalancingact.co.uk]. EEF Teaching and Learning Toolkit: Social and Emotional Learning (SEL) interventions, which underpin pastoral strategies, show an average +3 months progress in academic attainment over a year. These approaches improve pupils' ability to manage emotions and interact positively, which supports learning. [educationendowmentfoundation.org.uk]. Contact with dogs can enhance reading confidence and motivation, contributing indirectly to academic progress. Dog Mentors create nurturing environments that boost morale and pupil wellbeing. [abbotsfarm.co.uk]	1 5
Residential/ Trip Funding	Disadvantaged pupils are less likely to access enriching experiences outside school due to financial barriers. Funding trips ensures equity and supports cultural capital development. Educational visits provide opportunities for real-world learning, independence, and social development that cannot be replicated in the classroom. EEF Teaching and Learning Toolkit highlights how outdoor adventurous activity can help close the disadvantage gap: <i>Outdoor Adventure Learning might</i>	1 5 6

	<i>provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i> Learning Away Research: Residential experiences linked to curriculum content (e.g., creative writing, geography) significantly improved progress and SATs outcomes for Year 6 pupils. [learningaway.org.uk]	
Parental Workshops and additional parenting and family support.	Parental engagement is strongly linked to improved academic outcomes. The Education Endowment Foundation (EEF) reports that effective parental engagement can lead to +4 months' additional progress over a year. [educationendowment.org.uk]. Parents play a crucial role in shaping the home learning environment. Research shows that family influence in primary years has a more powerful effect on attainment than school factors. [cdn.oxfordowl.co.uk]. Disadvantaged families often face barriers such as lack of confidence, time constraints, and limited knowledge of how to support learning. Workshops and targeted support help overcome these barriers. [schoolsweek.co.uk]	1 3 7
Robust monitoring of attendance and punctuality by Attendance Lead. Including letters and 1:1 meetings, interventions such as collecting children and rewards.	Poor attendance correlates with lower attainment, higher exclusion rates, and increased vulnerability to harm and risky behaviours. [committees.parliament.uk] Positive recognition and low-cost rewards (certificates, extra playtime, homework passes) can motivate pupils when combined with a whole-school culture of attendance and family engagement. [attendanceworks.org]. EEF and Youth Endowment Fund findings: Approaches that address the root causes of absence—such as parental engagement, personalised communication (e.g., “nudge” letters or texts), and responsive interventions—show more promise than incentives alone. [youthendowment.org.uk].	1

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.