

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Our Lady of Grace Catholic Academy
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dianne Mason
Pupil premium lead	Jessica Davis
Governor / Trustee lead	Rebecca Page

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,288
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,288

Part A: Pupil premium strategy plan

Statement of intent

Saint Gabriel The Archangel.

Forming pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.

Inspired by St Gabriel the Archangel, we live this mission by standing in God's presence with confidence and humility, speaking with peace and courage, believing in the impossible, listening with love, and serving a mission greater than ourselves.

Many organisations have 'values' that underpin what they stand for and how to behave. For St Gabriel the Archangel CMAT we have a set of 5 characteristics (rather than 'values'). These are the character and culture of the Trust we wish to grow; the principles that should be lived out daily by staff, pupils, leaders and governors. These characteristics are complementary to our mission. The mission explains why the Trust exists and what it aspires to, whilst characteristics explain how we go about our work.

1. We Stand in God's Presence with Confidence and Humility

"I am Gabriel, and I stand before the throne of God." We live and lead with the knowledge that our authority, dignity, and purpose come from God - not from status, success, or self. Like Gabriel, we know who we are and Whose we are. In our schools, we cultivate a culture of quiet confidence, rooted in our divine identity and grounded in humility

Lived Out as:

- Leaders who serve to empower others
- Staff and students who find strength in faith
- A community that reflects God's presence in all we do

2. We Speak with Peace and Courage "Do not be afraid."

In a world full of uncertainty, we echo Gabriel's greeting by offering reassurance, compassion, and stability. We recognise that learning, change, and faith can be frightening—and we walk with others through it. Our Trust builds a culture of safety, kindness, and pastoral attentiveness.


Lived Out As:

- A Trust where wellbeing and pastoral care are foundational
- Staff who comfort before they correct
- Classrooms that encourage risk-taking through reassurance

3. We Believe that with God nothing is Impossible "Nothing is impossible for God."

Gabriel announces world-changing hope. We believe every child, every family, and every member of staff holds limitless God-given potential. We are not defined by our past or our limitations, but by the

transforming power of grace. Our vision is bold, our faith is bold, and with courage we dare to step forward in hope

 Lived Out As:

- Schools that celebrate growth
- Leadership that nurtures possibility, not just policy
- A shared conviction that every life can be renewed

4. We Listen with Love

“The holy one to be born will be called the Son of God.” Gabriel communicates God’s message with clarity and compassion, adapting his words to Daniel, Zechariah, and Mary. In the same way, our vocation is not only to teach but to communicate with love - listening deeply, understanding, and responding to each unique member of our community. Our pedagogy is relational, attentive, and compassionate. We are messengers of meaning, not just content.

 Lived Out As:

- Staff who adapt their communication to pupils’ needs and contexts
- A curriculum that nourishes hearts as well as minds
- Education that forms the whole person in Christ

5. We Serve a Mission Greater Than Ourselves

Gabriel does not act for himself, but as a servant of God’s plan. So too, we serve our schools not for personal ambition, but in service of God’s Kingdom. Each of us — whatever our role — is called to lead with humility and purpose. We plant seeds whose harvest we may never see. Our work is vocational, hopeful, and future-facing.

 Lived Out As:

- Leaders who steward, not control
- Decisions made in light of long-term Kingdom impact
- A Trust that builds lasting legacy rooted in Gospel mission, devoted to the common good

Our vision for Our Lady of Grace Catholic Academy is summed up in the words-

The school welcomes the focus upon ‘raising the achievement of disadvantaged children’ as part of its commitment to ensuring that all of its pupil premium pupils receive the best teaching, engage safely in school life and make comparable progress to their peers in order for them to achieve their God given potential.

We recognise that not all pupils who are eligible for the Pupil Premium are under-achieving and that others may be under-achieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our school is fully committed to ensuring the progress of all pupils, particularly those that are disadvantaged.

The school's ultimate objectives for our disadvantaged pupils.

- Develop and maintain positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils' needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Evidence informed research informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

key principles of the strategy plan

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy.
- Access to improved educational resources and experiences for all disadvantaged students across all subject areas
- Targeted academic support for disadvantaged students including an academic tutor, intervention, small group tuition, as well as assessment
- Provision of strategies to support disadvantaged students with their attendance, and wellbeing including extra-curricular activities, breakfast clubs, after school clubs and enrichment opportunities..
- Bespoke support to meet the needs of individual circumstances.

Challenges

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

Challenge number	Detail of challenge
1	Capacity to provide continuous on-going support of subject leads to ensure continuity in the teaching of the school's curriculum.
2	Sustaining consistent, high-quality curriculum delivery through sustained professional development and a strong culture of coaching and adaptive teaching for all staff.
3	Maximise the impact of technology to enhance teaching quality, streamline assessment, and personalise learning for disadvantaged pupils.
4	Continuous professional development to support teachers to meet the specific needs of disadvantaged pupils with SEND.
5	Deliver targeted interventions in early language, literacy, and numeracy to close gaps for disadvantaged pupils, including those with SEND.
6	Reduce persistent absence among disadvantaged pupils, especially those with SEND, through targeted support and engagement strategies.
7	Support identified pupils social, emotional and behaviour needs, in particular self-regulation and resilience.
8	Sustain the work done previously to engage parents of disadvantaged pupils.
9	Ensure the extra-curricular and extended schools' timetable are delivered as planned, whilst also considering staff well-being.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Intended Outcome 1 Subject leads continue to develop their curriculum area so that the curriculum is delivered as intended and meets the needs of pupils, particularly the most disadvantaged.</p>	<p>All subject leads have a curriculum in place that is regularly evaluated and amended to meet the needs of all pupils.</p> <p>Training ensures that teachers' knowledge and pedagogical expertise across the curriculum results in high quality teaching.</p> <p>Selection and investment in high quality curriculum materials supports subject leaders' development and ensures the quality of teaching is high.</p> <p>As a result of sustained subject leadership, high quality teaching is evident in all subjects across the curriculum and improves pupil premium attainment.</p>
<p>Intended Outcome 2 Mentoring and coaching is established across the curriculum and forms part of the school's culture of teaching.</p>	<p>A mentoring and coaching model approach is established across the curriculum, with leaders identifying which method is appropriate for the subject area and/or teacher.</p> <p>Staff are supported through an established culture of mentoring/ coaching, which motivates them whilst supporting their well-being.</p> <p>An established culture of mentoring/ coaching results in high quality teaching in all subject areas and has a positive impact on pupil progress and attainment, with a particular focus on Maths and PP children achieving GDS.</p> <p>All subject leads implement a coherent curriculum that is regularly reviewed and adapted.</p> <p>100% of teaching judged good or better in monitoring.</p> <p>Evidence of adaptive strategies in lesson observations and pupil progress</p>
<p>Intended Outcome 3 Maximise the impact of technology to enhance teaching quality, streamline assessment, and personalise learning for disadvantaged pupils.</p>	<p>The increased use of technology, such as Ipads, provides a pedagogical rationale for adopting a form of technology. Carefully planned training ensures teachers are well equipped to use technology effectively so that it impacts positively on teaching and learning.</p> <p>Technology helps teachers model in new ways and provides opportunities to highlight how experts think as well as what they do.</p> <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>Technology is used to increase the accuracy of assessment, and the speed with which assessment information is collected. It informs teachers' decision-making and reduces workload.</p> <p>Technology used effectively in 100% of classrooms for modelling, retrieval, and assessment.</p>

	<p>Assessment data captured digitally and informs planning.</p> <p>Increased engagement and progress for disadvantaged pupils through personalised digital tools.</p>
<p>Intended Outcome 4</p> <p>All staff are highly trained to meet the specific needs of disadvantaged pupils with SEND.</p>	<p>Staff training ensures that staff have the knowledge and skills to meet the needs of specific pupils, particularly those who are PP with SEND.</p> <p>Specific approaches to support disadvantaged pupils with SEND are in place including: explicit instruction, cognitive and meta-cognitive strategies, scaffolding and flexible grouping and the use of technology.</p> <p>Approaches to support disadvantaged pupils with SEND, help to close the gap and ensure that pupils achieve as well as they can, particularly in Maths and Writing.</p> <p>All staff trained in adaptive strategies for SEND and disadvantaged pupils.</p> <p>SEND pupils make progress in line with peers in core subjects.</p> <p>Monitoring shows consistent use of scaffolding, cognitive strategies, and flexible grouping.</p>
<p>Intended Outcome 5</p> <p>Interventions used in: whole class teaching, small groups and 1:1, have a clear impact on pupil progress and ensure that PP children achieve well.</p>	<p>Staff are well trained in the use of whole class, small group and 1:1 interventions and deliver these effectively, demonstrating a clear impact on pupil progress.</p> <p>Interventions are carefully linked to classroom teaching and matched to the specific needs of pupils.</p> <p>Pupils access to the full curriculum is not inhibited through the use of interventions, ensuring that all pupils, particularly the most disadvantaged build their cultural capital.</p> <p>Effective interventions to support literacy and numeracy impact on raising standards in identified children.</p> <p>EYFS GLD for disadvantaged pupils rises to $\geq 60\%$ by 2027.</p> <p>KS1 writing gap reduced to ≤ 10 percentage points.</p> <p>Phonics maintained at $\geq 80\%$ for disadvantaged pupils.</p>
<p>Intended Outcome 6</p> <p>The % of pupil premium children with SEND who are persistent absentees is reduced.</p>	<p>A wide range of approaches to improve attendance are in place, including regular rewards for good attendance. These are communicated regularly with parents and pupils.</p> <p>Attendance is the priority of all staff and is high on the school's agenda. This is outlined clearly within the school's attendance policy.</p> <p>Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance, for example, use of EWO, attendance clinics, Early help support.</p>

	<p>Persistent absence for disadvantaged pupils reduced to below 15% by 2026.</p> <p>Attendance for disadvantaged pupils remains at or above national average.</p> <p>Termly monitoring shows sustained improvement.</p>
<p>Intended Outcome 7 Social and emotional learning skills are integrated and modelled through every day teaching and reinforced through the whole school ethos and activities.</p>	<p>All staff have received training on the explicit teaching and modelling of social and emotional skills, including how to support pupils with needs relating to attachment and trauma.</p> <p>A shared vision for SEL is well established and connected with other school priorities.</p> <p>The Relationships Policy is well established in school and informs everyday practice, ensuring positive relationships between staff, pupils and parents. Schoolwide norms, expectations and routines that support children’s social and emotional development are embedded.</p> <p>The teaching of SEL skills is carefully embedded in teaching across a range of subject areas and promotes greater resilience in pupils. Subjects such as: literacy, history, drama and PE all provide good opportunities to link to SEL.</p> <p>The teaching of SEL across the curriculum is monitored and evaluated regularly to ensure that it meets pupils’ needs.</p> <p>SEL strategies embedded across curriculum and evident in lesson observations.</p> <p>Reduction in behaviour incidents for disadvantaged pupils.</p> <p>Pupil voice indicates improved resilience and wellbeing.</p>
<p>Intended Outcome 8 Parents of disadvantaged pupils are actively engaged in their children’s learning.</p>	<p>There is an established link between the home learning environment and school.</p> <p>There is a clear plan in place detailing how the school supports parents; this is monitored regularly to ensure effective implementation.</p> <p>Parents are actively engaged in supporting children’s reading.</p> <p>Regular parental workshops/ school events support parents in engaging with the school and help to promote positive relationships between home and school.</p> <p>Systems are in place to support parents to create a regular routine and encourage good homework habits.</p> <p>Parents receive regular communication with regards to their child’s learning , progress and achievements.</p>

	<p>Communication between school and parents is a two way process, where parents are involved and valued in the decision making process.</p> <p>Increased attendance at parental workshops and events.</p> <p>Positive feedback from parents on engagement strategies.</p> <p>Increased home reading and homework completion rates for disadvantaged pupils.</p>
<p>Intended Outcome 9 Extra-curricular and extended schools timetable are delivered as planned and have a positive impact on pupils academically and socially and emotionally.</p>	<p>Before and after school programmes have a clear structure, a strong link to the curriculum, and are delivered by well-qualified and well-trained staff.</p> <p>Extra-curricular activities impact positively on areas that span outside the curriculum such as aspects of social and emotional learning.</p> <p>Extended school's activities such as booster sessions impact positively on pupil progress and attainment, especially for disadvantaged pupils.</p> <p>Planning ensures that extra-curricular and extended schools activities meet pupils' needs and build on their capabilities. Attendance is monitored rigorously to ensure pupils who need additional support can benefit.</p> <p>≥85% of disadvantaged pupils participate in at least one enrichment activity.</p> <p>Activities mapped to curriculum priorities and monitored for impact.</p> <p>Staff wellbeing maintained through balanced scheduling.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention) 2024-25 (£44, 867)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intent 1:</u> <i>Subject leads continue to develop their curriculum area so that the curriculum is delivered as intended and meets the needs of pupils, particularly the most disadvantaged.</i></p> <p>Ensure subject leads develop and maintain a coherent curriculum that meets the needs of disadvantaged pupils.</p> <p>Provide sustained professional development for all subject leaders, including:</p>	<p><u>EEF Toolkit:</u> Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development.</p>	1

<p>NPQs for leadership development.</p> <p>CMAT network collaboration for sharing best practice.</p> <p>Embed structured opportunities for:</p> <p>Curriculum review and refinement. Lesson observations and feedback. Pupil work scrutiny to monitor progression.</p> <p>Embed coaching and mentoring cycles focused on:</p> <p>Power Maths for mastery in mathematics. Phonics Bug for systematic phonics delivery. Bug Club Guided Reading for fluency and comprehension.</p> <p>Deliver targeted CPD sessions to strengthen:</p> <p>Adaptive teaching strategies.</p> <p>Use of cognitive and metacognitive approaches.</p> <p>Continue to invest in high-quality curriculum resources to support progressive planning and ensure fidelity to programmes.</p> <p>Continue to monitor to ensure teaching is consistent and high quality across all subjects.</p>	<p>Fluency EEF (educationendowmentfoundation.org.uk)</p> <p>Reading fluency</p> <p>Effective Professional Development</p> <p>Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities.</p> <p><u>Great teaching toolkit:</u> Great Teaching Toolkit</p> <p>Accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</p> <p>Considering a balanced design: Planning professional development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://www.ambition.org.uk/blog/supporting-schools-to-maximise-the-impact-of-instructional-coaching/</p> <p>https://www.edreports.org/resources/article/quality-curriculum-drives-evidence-based-teacher-practices</p> <p>https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p>	
<p><u>Intent 2:</u> <i>Mentoring and coaching is established across the curriculum and forms part of the school's culture of teaching.</i></p> <p>Instructional Coaching:</p> <p>Embed coaching cycles for core subjects (e.g., Power Maths, Phonics, Reading) and across the curriculum so that all staff have the opportunity to be coached once per term.</p> <p>Pair experienced staff with identified teachers for curriculum delivery support (identified coaches through coach the coach programme).</p>	<p>https://www.ambition.org.uk/blog/supporting-schools-to-maximise-the-impact-of-instructional-coaching/</p> <p>Mentoring and coaching of teachers</p> <p>Effective Professional Development</p> <p>Power Maths/Maths Mastery Improving Mathematics in the Early Years and Key Stage 1</p> <p>Improving Mathematics in Key Stage 2 and 3</p>	2

<p>Schedule coaching and monitoring focused on adaptive teaching strategies.</p> <p>Professional Development</p> <p>Deliver CPD on:</p> <p>Adaptive teaching and scaffolding. Cognitive and metacognitive strategies. Use of technology for modelling and assessment.</p> <p>Professional Learning Communities:</p> <p>Termly sessions for subject leads to review curriculum implementation and share challenges across the CMAT.</p> <p>Use of NPQs and CMAT Networks</p> <p>Support leaders to access NPQs and external networks for expertise.</p> <p>Digital Tools for Coaching</p> <p>Use video recordings of lessons for reflective coaching discussions.</p> <p>Evaluate the effectiveness of the coaching provided and its impact on teaching and learning</p>	<p>Bug Club Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Bug Club Reading https://educationendowmentfoundation.org.uk/reading-house/fluency</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p>Intent 3: <i>Maximise the impact of technology to enhance teaching quality, streamline assessment, and personalise learning for disadvantaged pupils.</i></p> <p>CPD on Digital Pedagogy</p> <p>Train staff on effective use of technology for modelling, retrieval practice, and assessment. Include sessions on adaptive teaching using digital tools.</p> <p>Digital Assessment Tools</p> <p>Explore platforms like Purple Mash, Evidence Me, or Google Forms for quick formative assessment. Use data dashboards to identify gaps and personalise interventions.</p>	<p>https://researchschool.org.uk/durington/news/an-evidence-informed-approach-to-curriculum-design</p> <p>Using Digital Technology to Improve Learning EEF</p> <p>Effective Professional Development</p>	3

<p>Technology for Modelling</p> <p>Use visualisers and iPads linked to interactive whiteboards to model problem-solving and writing processes.</p> <p>Explore apps like Book Creator for collaborative writing tasks.</p> <p>Personalised Learning</p> <p>Provide disadvantaged pupils with access to tablets or laptops for independent learning.</p> <p>Use adaptive learning software (e.g., Times Tables Rockstars, Bug Club) for targeted practice.</p> <p>Monitoring & Evaluation</p> <p>Regularly review how technology is used in lessons and its impact on pupil progress.</p> <p>Share best practice through staff meetings and CMAT networks.</p>		
<p>Intent 4: <i>All staff are highly trained to meet the specific needs of disadvantaged pupils with SEND.</i></p> <p>Whole-School CPD Programme</p> <p>Focus on EEF’s five key strategies for SEND in mainstream:</p> <ul style="list-style-type: none"> • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding • Flexible grouping • Targeted use of technology <ul style="list-style-type: none"> • Deliver termly workshops and practical modelling sessions. <p>Adaptive Teaching Training</p> <p>CPD on adaptation without lowering expectations.</p>	<p>EEF Effective approaches to support Literacy Literacy EEF (educationendowmentfoundation.org.uk) Oral language interventions To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Phonics approaches – as part of a balanced approach – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read. Reading comprehension strategies</p> <p>Mathematics EEF (educationendowmentfoundation.org.uk)</p> <p>SEND in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	4

<p>Use case studies of disadvantaged pupils with SEND to model adaptations.</p> <p>SEND subject leader meetings (PLC)</p> <p>Subject-specific meetings to embed SEND strategies in all subjects (Maths, Writing, Reading).</p> <p>Coaching and Mentoring</p> <p>Structured coaching cycles for all teachers working with high-need pupils. On-going monitoring focused on adaptive strategies and scaffolding.</p> <p>Targeted Progress Meetings</p> <p>Termly reviews with SMT to track progress of disadvantaged SEND pupils and adjust interventions.</p> <p>Technology Integration</p> <p>Training on assistive tech (e.g., text-to-speech, visualisers) to support access to curriculum.</p> <p>Teaching Assistant Deployment</p> <p>CPD for TAs on effective intervention delivery and classroom support (EEF: Making Best Use of Teaching Assistants).</p>	<p>EEF Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	
--	--	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions) (£14, 433)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intent 5: Interventions used in: whole class teaching, small groups and 1:1, have a clear impact on pupil progress and ensure that PP children achieve well.</i></p> <p>Early Language & Literacy</p> <p>Whole-Class Teaching</p>	<p>EEF guidance report ‘Using Teaching Assistants.’ EEF Early Literacy EEF KS1 and KS2 Literacy guidance. Nuffield</p> <p>EEF Oral Language Interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Early Years Guidance Report</p>	<p>5</p>

<p>Continue to embed Phonics Bug daily sessions with fidelity to the DfE-validated programme.</p> <p>Use whole class reading to model fluency, decoding, and comprehension strategies.</p> <p>Small Group Interventions</p> <p>Before-school phonics boosters for pupils below benchmark.</p> <p>“Talk Boost” interventions in place for oral language development. SSO tool used to identify pupils.</p> <p>1:1 Support (where appropriate)</p> <p>Daily individual reading sessions using Phonics Bug books and decodable texts.</p> <p>Pre-teaching vocabulary for disadvantaged SEND pupils before whole-class lessons.</p> <p>Numeracy</p> <p>Whole-Class Teaching</p> <p>Continue to embed Power Maths mastery approach for all pupils.</p> <p>Use Mastering Number in EYFS and KS1 for number sense.</p> <p>Use manipulatives and visual models for all pupils, particularly those who are disadvantaged and/ or have SEND.</p> <p>Small Group Interventions</p> <p>1:1 Support (where appropriate)</p> <p>Precision teaching for number bonds and times tables.</p> <p>Daily fluency practice for identified pupils.</p> <p>Cross-Phase Strategies</p> <p>Link interventions to classroom teaching to avoid curriculum narrowing.</p> <p>Ensure interventions are regular, brief, and sustained (EEF recommendation).</p>	<p>Early Year Interventions</p> <p>Validated Systematic Synthetic Programme</p> <p>EEF reports for: Early Literacy - preparing for Literacy Improving maths in EYFS and KS1 Use of Teaching Assistants</p> <p>EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>EEF Selecting Interventions Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Effective approaches to support Literacy Literacy EEF (educationendowmentfoundation.org.uk) Oral language interventions</p> <p>To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Phonics approaches – as part of a balanced approach – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read.</p> <p>Reading comprehension strategies</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Maximising the Impact of Teaching Assistants - trial EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance report on SEND in Mainstream Education</p>	
--	---	--

Monitor impact through frequent formative assessment (e.g., phonics checks, Power Maths end-of-unit tests and during termly progress meetings).	Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	
--	---	--

Wider strategies (for example, related to attendance, behaviour, wellbeing) (8,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intent 6: <i>The % of pupil premium children with SEND who are persistent absentees is reduced.</i></p> <p>Attendance Monitoring & Early Intervention</p> <p>Daily first-call system for absences. Weekly attendance reviews by SLT and Attendance Champion. Use of data dashboards to identify patterns early.</p> <p>Parental Engagement</p> <p>Termly attendance clinics for families of pupils at risk. Home visits for persistent absentees. Positive communication strategies (fresh start and congratulation texts, letters, praise calls).</p> <p>Incentives & Rewards</p> <p>Class attendance trophies and certificates. Termly class attendance reward. 100% attendance trip- annually. Punctuality Prize Week (10 weeks per year)</p> <p>Pastoral Support</p> <p>Attendance champion aware of each PP/SEND pupil with attendance concerns. Daily check-ins and personalised support plans where needed.</p> <p>External Agency Collaboration</p>	<p>The DfE guidance report which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Use strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships.</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	6

<p>Engage Education Welfare Officer (EWO) for targeted cases.</p> <p>Use Early Help referrals for families with complex needs.</p> <p>Flexible Provision</p> <p>Adjusted timetables for pupils with medical or anxiety-related needs.</p> <p>Whole-School Culture</p> <p>Attendance as a standing agenda item in staff meetings.</p> <p>Attendance discussed at all parent’s evening consultations.</p> <p>Staff training on relational approaches and trauma-informed practice.</p>		
<p>Intent 7: <i>Social and emotional learning skills are integrated and modelled through every day teaching and reinforced through the whole school ethos and activities.</i></p> <p>Whole-School SEL Integration</p> <p>Embed SEL objectives into curriculum planning (e.g., literacy, PE, drama).</p> <p>Continue to use Jigsaw as an evidence-based SEL framework.</p> <p>Model self-regulation strategies during lessons (e.g., “think aloud” problem-solving).</p> <p>Staff Training</p> <p>Provide on-going CPD on trauma-informed practice and relational approaches.</p> <p>Refresher training for all staff (including lunchtime supervisors) on emotion coaching and restorative practices.</p> <p>Daily Routines and Norms</p> <p>Establish consistent routines that promote emotional safety (e.g., calm starts, check-ins).</p> <p>Continue to use visual prompts and scripts for self-regulation strategies.</p> <p>Targeted Support</p> <p>Small-group interventions for pupils with high SEMH needs (e.g., Drawing and Talking therapy).</p> <p>1:1 mentoring for pupils with persistent behaviour challenges.</p>	<p>EEF Social and Emotional learning in school Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Behaviour Interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>7</p>

<p>Pupil Voice and Leadership</p> <p>Create pupil wellbeing warriors to promote resilience strategies. Regular feedback sessions to monitor emotional wellbeing.</p> <p>Family Engagement</p> <p>Host workshops for parents on supporting resilience and emotional regulation at home. Work with MHST to deliver watch me learn well-being sessions. Coffee morning for parents. Share resources for home practice (e.g., mindfulness activities).</p> <p>External Agency Support</p> <p>Continue to collaborate with Mental Health Support Teams (MHST) and Young Minds for specialist input.</p>		
<p><i>Intent 8: Parents of disadvantaged pupils are actively engaged in their children’s learning.</i></p> <p>Structured Parental Engagement Plan</p> <p>Maintain and expand parent workshops (phonics, reading, maths mastery, well-being). Continue “Watch Me Learn” sessions where parents observe classroom practice. Host family learning events (e.g., Inspire workshops, breakfast clubs).</p> <p>Communication Systems</p> <p>Regular updates via newsletters, texts, and digital platforms (e.g., Arbor). Share home learning resources (phonics videos, reading guides, logins for Purple Mash, Phonics Bug, Phonics Play). Two-way communication: parent forums and feedback surveys.</p> <p>Reading and Homework Support</p> <p>Provide home reading packs and guidance for supporting phonics. Use Bug Club online reading platform for parental involvement. Encourage structured homework routines through parent guidance.</p> <p>Positive Relationships</p> <p>Maintain open-door policy and termly drop-in sessions.</p>	<p>Working with Parents to Support Children's Learning EEF</p> <p>Working with parents to support children's learning : Mentally Healthy Schools</p> <p>Help for early years providers : Working in partnership with parents and carers</p> <p>https://educationendowmentfoundation.org.uk/</p>	8

<p>Celebrate parental contributions through newsletters and assemblies.</p> <p>Targeted Support Identify families with low engagement and offer personalised support (home visits, Early Help referrals).</p> <p>Cultural Capital and Enrichment</p> <p>Invite parents to participate in enrichment activities (trips, themed days). Share strategies for extending learning beyond school. Continue to engage parents in Children’s University.</p>		
<p><i>Intent 9: Extra-curricular and extended schools timetable are delivered as planned and have a positive impact on pupils academically and socially and emotionally.</i></p> <p>Structured Planning</p> <p>Continue to map extra-curricular and extended school activities to curriculum priorities (e.g., STEM clubs, reading clubs, sports). Ensure activities continue to complement academic goals and build cultural capital.</p> <p>Staff Well-being Measures</p> <p>Rotate staff responsibilities for clubs to avoid overload.</p> <p>Continue to offer time-in-lieu or flexible scheduling for staff delivering extended provision.</p> <p>Targeted Pupil Engagement</p> <p>Prioritise disadvantaged pupils for enrichment opportunities.</p> <p>Continue to monitor attendance at clubs and booster sessions to ensure equitable access.</p> <p>Provide transport or financial support for pupils who face barriers to participation.</p> <p>Academic Booster Sessions</p>	<p>EEF Extending School Time https://educationendowmentfoundation.org.uk/</p> <p>The EEF Guide to Pupil Premium Education Endowment Foundation EEF</p>	<p>9</p>

<p>Deliver structured interventions after school for phonics.</p> <p>Academic booster support for identified Y6 pupils. Ensure booster sessions are short, focused, and linked to classroom learning.</p> <p>Social and Emotional Development</p> <p>Include activities that promote resilience and teamwork (e.g., sports, drama, music).</p> <p>Embed SEL strategies within enrichment activities.</p> <p>Monitoring and Evaluation</p> <p>Continue to track participation rates and pupil premium enriched curriculum offer and impact on academic progress and wellbeing.</p> <p>Collect pupil and parent feedback to refine provision.</p>		
---	--	--

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

1. EYFS Outcomes

- **IDSR Data:**
 - All pupils: 50% GLD (2025), disadvantaged: 33%, 3-year average disadvantaged: 54%.
- **PP Strategy Link:**
 - **Challenge 5** (language, literacy, numeracy interventions) and **Intended Outcome 1 & 5** (curriculum continuity and effective interventions).
- **Analysis:**
 - Despite interventions, disadvantaged pupils remain significantly below all pupils and national averages. Indicates need for stronger early language and numeracy support and parental engagement (Outcome 8).

2. Phonics

- **IDSR Data:**
 - Latest year: All pupils 83%, disadvantaged 80%, national 80%.
 - 3-year average disadvantaged: 87%.
- **PP Strategy Link:**
 - **Challenge 5** and **Intended Outcome 5** (phonics interventions, targeted support).
- **Analysis:**
 - Disadvantaged pupils broadly in line with national, but dip from previous years suggests monitoring and sustaining interventions like Bug Club and before-school phonics sessions.

3. KS1 Outcomes

- **IDSR Data (2024/25):**
 - Reading: All 86%, disadvantaged 80%.
 - Writing: All 79%, disadvantaged 62%.
 - Maths: All 79%, disadvantaged 80%.
- **PP Strategy Link:**
 - **Challenge 5** and **Intended Outcome 5** (closing gaps in writing and maths).
- **Analysis:**
 - Maths gap closed, but writing gap remains significant. Indicates need for targeted writing interventions and CPD for adaptive teaching (Outcome 4).

4. KS2 Outcomes

- **IDSR Data (2025):**
 - Combined RWM: All pupils 83%, disadvantaged 60%, national disadvantaged 47%.
 - Subject detail for disadvantaged: Reading 60%, Writing 60%, Maths 60%, EGPS 80%.
- **PP Strategy Link:**
 - **Challenges 1, 2, 4, 5** and **Intended Outcomes 1, 2, 4, 5** (curriculum leadership, coaching, SEND strategies, interventions).
- **Analysis:**
 - Disadvantaged outperform national disadvantaged but remain behind school average and national non-disadvantaged. Maths and writing gaps persist despite improvement. Greater depth for disadvantaged is very low compared to whole school (0% combined GDS vs 25% for all pupils).

5. Year 4 MTC

- **IDSR Data:**
 - All pupils: 22.7 vs national 20.6; PP average historically strong (22.9 in 2024).
- **PP Strategy Link:**
 - **Challenge 5** and **Intended Outcome 5** (numeracy interventions).
- **Analysis:**
 - Strong performance suggests interventions like Power Maths and Mastering Number are effective for disadvantaged pupils.

6. Attendance

- **IDSR Data:**
 - FSM6 attendance: 95.5% vs national 92.6%. Persistent absence: 10.5% vs national 24.4%.
- **PP Strategy Link:**
 - **Challenge 6** and **Intended Outcome 6** (attendance strategies).
- **Analysis:**
 - Attendance for disadvantaged pupils is excellent and a clear success of PP strategy actions (EWO, incentives, parental engagement).

7. Social, Emotional & Parental Engagement

- **IDSR Data:**
 - No direct attainment measure, but strong attendance and participation in enrichment activities reported in PP review.
- **PP Strategy Link:**
 - **Challenges 7, 8, 9** and **Intended Outcomes 7, 8, 9**.
- **Analysis:**
 - Engagement strategies (workshops, extra-curricular) appear effective; 83% PP children attended extra-curricular activities last year.

Overall Alignment

- **Strengths:**
 - Attendance and MTC outcomes show PP strategy impact.
 - Phonics and KS2 attainment for disadvantaged above national disadvantaged.
- **Areas for Development:**
 - EYFS and KS1 writing remain key gaps.
 - KS2 combined and greater depth for disadvantaged pupils need targeted focus.
 - Sustain phonics improvement and language development interventions

Teaching Activities (CPD, Curriculum Leadership, Coaching)

Strategy Intent:

- Improve curriculum continuity, embed mentoring/coaching, and use technology effectively.

Impact Evidence from IDSR:

- **KS2 Outcomes:**
 - All pupils: 83% combined RWM vs national 62% (significant improvement).
 - Disadvantaged: 60% vs national disadvantaged 47% (above national but gap to non-disadvantaged remains).
- **Subject Strengths:**
 - Reading and Writing for disadvantaged pupils above national averages.
 - Maths improved to 83% for all pupils (previously below national).
- **Interpretation:**
 - CPD and curriculum leadership have driven strong gains in core subjects, especially reading and writing.
 - Coaching and mentoring likely contributed to greater depth attainment (Reading 67%, Maths 67% vs national 33% and 26%).
 - Technology impact less visible in attainment data but supports assessment and modelling.

2. Targeted Academic Interventions

Strategy Intent:

- Small group and 1:1 interventions for phonics, language, maths, and writing.

Impact Evidence:

- **Phonics:**
 - Disadvantaged pupils: 80% vs national 80% (maintained parity despite dip).
- **KS1:**
 - Reading gap narrowed (80% disadvantaged vs 86% all pupils).
 - Writing gap persists (62% disadvantaged vs 79% all pupils).
- **KS2:**
 - Disadvantaged pupils improved in maths (60%) and writing (60%) but still below school average.
- **Interpretation:**
 - Interventions have clear impact in phonics and maths (Year 4 MTC: PP average 22.9 vs national 20.6).
 - Writing remains a priority—interventions need refinement for sustained improvement.

3. Wider Strategies (Attendance, SEL, Parental Engagement, Enrichment)

Strategy Intent:

- Improve attendance, embed SEL, and increase parental engagement and extra-curricular participation.

Impact Evidence:

- **Attendance:**
 - FSM6: 95.5% vs national 92.6%; persistent absence 10.5% vs 24.4% (excellent outcome).
- **SEL & Enrichment:**
 - 83% PP children attended extra-curricular activities; strong engagement reported.
- **Parental Engagement:**
 - Positive impact noted in PP review (workshops, reading sessions).
- **Interpretation:**
 - Attendance strategies highly effective; SEL and enrichment improving resilience and engagement.
 - Strong parental engagement supports language development and phonics success.

Overall Impact Summary

- **Teaching Activities:** Major driver of KS2 improvement and greater depth attainment.

- **Academic Interventions:** Effective in phonics and maths; writing gap remains.
- **Wider Strategies:** Attendance and engagement outcomes are exemplary; strong foundation for wellbeing and academic success.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power Maths	Pearson
Phonics Bug	Pearson
Accelerated Reading	Renaissance. Place.
KS1 and KS2 Guided reading	Pearson
No Nonsense Spelling'	Raintree
Bug Club Whole Class Reading	Pearson
Evidence Me	2Simple
Purple Mash	2Simple
Jigsaw	Jigsaw Education Group
Mastering Number	Mastering Number
Ten Ten Life to the Full	Ten Ten Resources

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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