# St Nicholas Church School Pupil Premium Strategy Statement 2025-2026

This strategy document aims to analyse outcomes for our disadvantaged pupils and draw conclusions from the findings to formulate into a school Pupil Premium Strategy Statement. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

## School overview

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| **Total number of pupils in school** | **174 Pupils (December 2025)** |
| **Proportion of disadvantaged pupils** | **83 (48% of children on roll)** |
| **Proportion of disadvantaged pupils who have SEND** | **53/78 68%** |
| **Resource Base (SEMH)** | **13 pupils**<br>**100% EHCP**<br>**100% PP** |
| **Proportion of SEN pupils that have EHCP**<br><br>**Proportion of disadvantaged EHCP pupils** | **16/84 (19%)**<br><br>**12/16 (75%)** |
| **Pupil premium allocation this academic year** | **£116,952 anticipated** |
| **Publish date** | **December 2025** |
| **Review date** | **December 2025 – completed**<br><br>**December 2026** |
| **Statement authorised by** | **Joe Beament**<br>**Leanne Maidment (Chair of Governors)** |
| **Pupil Premium lead** | **Will Low** |
| **Governor lead** | **Leanne Maidment** |

Our intent links to our school vision to *'nurture and encourage one another to be life long learners'.*

Our aim is to use pupil premium funding effectively to help us achieve our vision for our disadvantaged pupils. We do this by providing an excellent education, memorable experiences, high expectations and challenge, and we inspire them to reach their fullest potential, and create happy, lifelong learners.

A significant proportion of our pupils face the challenge of socio-economic disadvantage and our strategy will benefit all pupils in achieving this vision irrespective of their background or the challenges they face.  Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. Although needs differ greatly from child to child, we do not allocate personal budgets per pupil in receipt of the Pupil Premium Grant.  Instead, we identify interventions that will have the greatest impact across the widest number of pupils and fund these interventions accordingly, whether for small / large groups, classes or whole school interventions.

**Key objectives linked to the vision**

1.  Children identified as disadvantaged feel safe in school and want to come to school each day. Through implementation of the strategy, the removal of potential barriers allows for disadvantaged children to have equal opportunities as their peers to all aspects of school life.

2.  Adults have high expectations of all pupil premium children. Evidence based support and strategies are in place to enable progress, remove barriers and ensure children make expected (or better) progress and catch up where relevant.

3.  To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

**Challenges**

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| Challenge | Detail of challenge |
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| 1 | Pupils oracy and language skills are underdeveloped on entry into reception and therefore starting points are lower in communication, language and literacy. Low level of phonic / sound awareness and recognition. This persists as they move through school and results in weaker outcomes at the end of KS2. |
| 2 | Pupils not being 'ready to learn' in class (pupils not being in a secure place mentally/emotionally). Attachment difficulties and external factors that impact on their learning are having a significant negative influence on outcomes and attainment. |
| 3 | Some pupils have very poor one to one counting skills on entry into reception and this leads to poorer levels of fluency with maths as they move through the school. |
| 4 | Some children have not had the broad range of life experiences, high quality learning in the home environment, and protective factors expected for primary school aged children. |
| 5 | Overall absence and Persistent Absence is higher amongst disadvantaged pupils, with often lower levels of parental engagement with school. |

## Intended Outcomes 2023 - 2026

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

| Challenge | Cost allocated | Intended Outcome | Success Criteria |
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| 1 | | Teaching and learning:<br><br>With the implementation of the Voice 21 project as part of our SDP, Oracy will become embedded in the curriculum. PP | • Children's oracy skills and vocabulary will be in line with or better than their peers. |

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| | | children will become a target group as they move through the school, and the gap in language skills, evident at EYFS, will be reduced over time. All children in the pupil premium group access high quality phonics teaching (**Little Wandle).** | • Pupils are taught to engage skilfully in a range of different types of talk and discover new contexts for them to develop and hone their oracy skills.<br><br>• Pupils' confidence increases as they speak to different audiences in a range of contexts. |
| **2** | | Readiness for learning/ Social, emotional mental heath:<br><br>Children will be offered a range of support within school to assist with mental well-being. Visible improvements in emotional regulation and resilience that allow children to engage fully with their learning. Children with have access to ELSA, Play Therapy, MHST and Speech & Language. Safeguarding coordinator will be available for specific interventions as needed. | • Children are emotionally regulated and make at least expected progress or better with their learning, narrowing the gap between them and their peers.<br><br>• Pupils feel happier both within school and about coming to school and anxiety is reduced. |
| **3** | | Teaching and learning:<br><br>Focussed support for children to ensure accelerated progress with counting skills, fluency and number. Targeted interventions in number bonds, times tables and step counting as well as embedded fluency sessions as part of all maths lessons. | • End of KS2 outcomes show increased progress and disadvantaged pupils achieve in line or better than peers and more meet the expected standard.<br><br>• Evidence of improvement in termly PUMA assessments. |

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| | | | • Pupils are able to do more because they know and remember more. |
| 4 | | Teaching and learning:<br><br>High quality, broad and balanced curriculum, specifically aimed at the needs of the children, including trips, visits and school events that fill the gaps in life experience. Improved overall school experience for disadvantaged children. | • Children's overall academic attainment improved and children's learning specifically evidences links to school experiences.<br><br>• Deeper understanding of subject matter, evidenced through assessment and use of language. |
| 5 | | Attendance:<br><br>Use the full range of strategies within the Trust's attendance policy and strategy, along with other specialised interventions (including closely working with the BANES A&WSS) to support the children to be in school on time and every day. | • Improvement in overall attendance of PP children.<br><br>• Reduction in the number of PP children who are persistently absent.<br><br>• Reduction in unauthorised absence, including holidays.<br><br>• Families attend meetings and engage positively with the attendance process. |

**Activity in this Academic year 2025 – 2026**

Following the review of the 2024/2025 action plan, and drawing on evidence from the Education Endowment Foundation (EEF) and wider educational research, it is clear that schools achieve greater impact by concentrating on a small number of high-leverage strategies rather than implementing multiple initiatives at once. EEF guidance highlights that sustained, high-quality implementation of a few carefully selected priorities—such as improving feedback, developing metacognitive strategies, or enhancing literacy—builds staff expertise, strengthens monitoring, and delivers better outcomes for pupils. In contrast, spreading effort across too many areas dilutes resources and often results in superficial change. A disciplined focus enables schools to embed practices effectively and evaluate impact over time.

Therefore, this year's objectives will focus on the following key priorities with the majority of the spend in the 'teaching' section:

1. Writing curriculum

2. Behaviour and routines

3. Resource Base development

4. Speech and Language

5. Safeguarding and family support – including attendance and access to wider and extra-curricular opportunities.

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

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

**Budgeted Cost: £82,000**

| Activity | Evidence that supports this approach: <br><br> Teaching and Learning Toolkit \| EEF (educationendowmentfoundation.org.uk) | Challenge number(s) | Costing | Implementation | Impact |
|----------|----------------------------------------------------------------------------------------------------------------------------|---------------------|---------|----------------|--------|
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| **Writing**<br><br>Strengthen consistency and quality of the teaching of writing across all year groups | EEF evidence for explicit instruction, feedback.<br><br>The EEF Teaching & Learning Toolkit rates feedback with average impact of +6 months, one of the highest-impact strategies, emphasising task-focused, timely, actionable feedback.<br><br>Reflecting on disadvantaged pupils specifically, feedback combined with metacognitive/self-regulatory prompts has an even greater impact, notably closing learning gaps.<br><br>EEF describes scaffolding as temporary, adaptive support that fades over time, crucial for pupils who struggle to work independently.<br><br>Scaffolding reduces cognitive load and builds independence, aligning with EEF's focus on SEN & mainstream support.<br><br>EEF's guidance on targeted academic support highlights that one-to-one or small-group tuition delivered by well-trained Teaching Assistants can be highly effective, especially when linked closely to classroom teaching.<br><br>Research Schools share that effective TA deployment, combined with teaching metacognitive strategies, empowers disadvantaged learners to practice independent learning and regulation | 1, 3, 4 | CPD time (INSET), T&L Lead monitoring time (protected slot), printing of success criteria and scaffolds.<br><br>TA to implement with teachers<br><br>Key focus for leadership team<br><br>£40,000 | Teachers implement the I–We–You model; TAs pre-teach vocabulary, support guided practice, run handwriting/spelling routines, and deliver small-group scaffolding; success criteria stuck in books; assessment used to adapt support. | |

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| **Behaviour and routines**<br><br>Behavioural routines designed and embedded (Signal–Pause–Insist, cold calling, visual supports) | EEF evidence on behaviour approaches and metacognition/self-regulation supporting routine-based classroom management.<br><br>EEF identifies explicit instruction as especially effective for pupils with SEND — a "Five-a-day" core strategy — highlighting small steps, modelling, scaffolded practice, anticipated misconceptions and clarity. Supported by four systematic reviews across 116 studies.<br><br>Closing the Disadvantage Gap report notes disadvantaged pupils benefit from explicit teaching of metacognition and self-regulation, with gains up to +7 months<br><br>The EEF's behaviour guidance outlines consistent classroom routines and positive school ethos to reduce misbehavior and support learning.<br><br>Behaviour interventions reduce disruption with gains of +3 months and are effective when paired with academic content and rehearsal | 1, 3, 4 | Minimal cost: posters/signage; staff CPD time; monitoring walkthroughs.<br><br>TA to implement with teachers<br><br><br>£30,000 | Teachers and TAs use common routines with fidelity; TAs model routines in transitions and small groups, prompt with visual supports, and log implementation during daily walkthroughs; displays installed; pupil voice monitored. | |
| **Resource Base:**<br><br>Vision and strategic plan; LA funding discussions; | EEF labels collaborative learning "moderate impact, very low cost" with +5 months progress.<br><br>Emphasises structured interaction so all engage — especially lower-attaining pupils — reinforcing peer discussion and shared problem-solving. | 1, 3, 4 | TBC<br><br>Leadership estimated £12,000 | TAs in RB co-develop SEMH routines, provide structured emotion coaching, collect evidence and trial adapted curriculum resources; contribute to stakeholder | |

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| review and action plan; SEMH curriculum review and external visit | Closing the Disadvantage Gap affirms enhanced benefits for disadvantaged pupils when collaborative learning is thoughtfully designed | | | feedback and implementation logs. |

## Targeted Academic Support (for example tutoring, one to one support, structured interventions)

## Budgeted Cost: £16,000

| Activity | Evidence that supports this approach<br><br>Teaching and Learning Toolkit \| EEF (educationendowmentfoundation.org.uk) | Challenge number(s) addressed | Costings | Implementation | Impact |
|---|---|---|---|---|---|
| | See teaching section for overlap objective:<br>- Writing curriculum<br>- Behaviour Routines | | | | |
| **Speech and Language**<br><br>Targeted oral language intervention groups (Y1–Y3) led by SLT/TAs: dialogic reading, structured questioning, explicit vocabulary teaching. | EEF Teaching & Learning Toolkit: Oral language interventions show ~+6 months progress and are very low cost; focus on dialogic approaches, vocabulary extension, structured questioning.<br><br>EEF Early Years Toolkit: Communication and language approaches yield ~+7 months for very low cost; emphasise trained adults and interactive reading. Preparing for Literacy guidance highlights prioritising | 2, 4, 5 | 16,000 | Weekly 30-min small groups; align texts to current curriculum; plan explicit tier 2/3 vocabulary; use pre/post language measures; coach TAs; monitor fidelity. | |

| Speech and Language therapist and TA intervention | communication/language and high-quality interactions.<br><br>EEF Special Educational Needs in Mainstream Schools (2025): create positive and supportive environments; ensure access to best teaching; proactive behaviour approaches. | | | | |
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## Wider Strategies (for example, related to behaviour, attendance, well-being)

## Budgeted Cost: £37,000

| Activity | Evidence that supports this approach<br><br>Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk) | Challenge number(s) addressed | Costing | Implementation | Impact |
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| **Attendance**<br><br>Weekly attendance check of all classes. Weekly contact made with families where attendance is low.<br><br>Identification of absence patterns – targeted action to address.<br><br>Full termly attendance reviews: robust procedures followed | EEF: Parental Engagement + 4 Months<br><br>Research consistently shows that there is a strong correlation between attendance and academic achievement. Poor attendance can lead to lower academic performance, particularly among disadvantaged groups, including pupil premium children (DfE, 2016).<br><br>Schools that leverage data analytics to monitor attendance trends can make informed decisions about interventions. By analysing attendance data, schools can identify at-risk pupils and tailor support accordingly (DfE, 2016). | 2, 5 | 2500 | Attendance strategy | |

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| including letters, support meetings, action plans.<br><br>Termly meetings with BANES A&WSS – key pupils identified and targeted interventions put in place | Recognising the mental health challenges that may affect attendance is vital. Providing access to mental health resources and support can help address underlying issues that contribute to absenteeism (Education Endowment Foundation, 2021). | | | | |
| **Safeguarding and Family Support**<br><br>Increased parental empowerment – Safeguarding coordinator supports targeted children / families as designated part of role. | EEF: Behaviour Intervention + 4 Months<br><br>EEF: Social & Emotional Learning + 4 Months<br><br>EEF: Parental Engagement + 4 Months<br><br>Research shows that when parents are actively involved in their children's education, it leads to better academic outcomes. Workshops can equip parents with the skills and knowledge needed to support their children's learning at home, fostering a more collaborative relation-ship between home and school (Education En-dowment Foundation, 2021). | 2, 4, 5 | 28,000 | 0.6 Safeguarding Coordinator in place<br><br>Clear responsibility and links to SLT safeguarding in place | |
| **Team Teach and de-escalation**<br><br>Team Teach trained staff to support with regulation | EEF: Social and emotional Learning +4 Months<br><br>EEF - metacognition and self –regulation equate to +7months<br><br>The **Education Endowment Foundation (EEF)** recommends explicit teaching of self-regulation strategies in the classroom, such as goal-setting and self-monitoring, to help pupils direct their own learning and improve outcomes (EEF, 2021). | 2, 4, 5 | 4000 | Routine training | |

| | A meta-analysis by **Dignath and Büttner (2008)** found a strong correlation between self-regulated learning and academic performance. Children who develop self-regulation skills, such as goal-setting, self-monitoring, and self-evaluation, tend to achieve higher academic outcomes. | | | | |
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| **Clubs/ extra-curricular**<br><br>Held places on school clubs with limited space and / or cost that may be prohibitive to PP children | Disadvantaged children may have limited access to a diverse range of interests or experiences outside of school. Extra – curricular activities allow children to explore particular interests and experience new activities. | 2 , 4 | 1000 | Office systems | |
| **Wider experiences**<br><br>Subsidised school activities, trips, visits to ensure equal access for PP children | Children need these experiences to take a full and active part in lessons and learning in school, being able to relate and make connections to their previous experiences to their learning within the classroom.<br><br>Research indicates that school trips play a crucial role in providing experiential learning opportunities that can enhance academic engagement and personal development. Subsidising trips ensures that financial barriers do not prevent vulnerable children from participating, thereby promoting equity (Department for Education, 2019). | 2, 4 | 1000 | | |
| **Subsidised school uniform** | Helps to support children in feeling they belong to the school and has a positive impact on behaviour. Recognition that with a uniform policy | 2, 4, 5 | 500 | Office systems and safeguarding role to refer | |

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| in place, there is a need to support those families who may not be able to afford uniform.<br><br>EEF: "Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline." | | |

**Total Budgeted Cost: £116,952**

# Part B: Review of outcomes in the previous academic year 2024 – 2025 Pupil premium outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

**Data Summary:**

**Context:**

There are 40 students at St Nicholas Church School Radstock who have both SEND (Special Educational Needs and Disabilities) and are recipients of Pupil Premium. This group accounts for 23.0% of the total student population.

The complete SEND population both PP and non-PP is 48%

| Subject | Commentary on outcomes | Conclusions / Actions |
|---------|------------------------|------------------------|
| EYFS | **Early Years Foundation Stage Profile (EYFSP)**<br><br>- **Good Level of Development (GLD)** outcomes show a significant gap:<br>  - **Disadvantaged pupils:** 43%<br>  - **Other pupils:** 86%<br>  - **Gap:** 43 percentage points<br>- Across all learning areas, **disadvantaged pupils consistently achieve lower outcomes than their peers**, with gaps frequently exceeding **30 percentage points**.<br><br>**Vulnerability**<br>- Within the Early Years cohort, **7 children receive Transition Support Funding**, and **many have Child Protection involvement**, indicating multiple layers of vulnerability.<br><br>**Key Observations**<br>- The **PP+SEND group is large and complex**, requiring targeted approaches that address both disadvantage and additional needs.<br>- The **GLD gap of 43 percentage points** demonstrates a significant disparity in early attainment.<br>- The presence of multiple vulnerabilities (SEND, disadvantage, safeguarding concerns) means these pupils require coordinated support across education and welfare. | Embed **adaptive teaching strategies** across all classrooms: for example,<br>- Scaffolded tasks<br>- Pre-teaching vocabulary<br>- Use of visuals and manipulatives<br><br>Ensure **quality-first teaching** is consistent and monitored through lesson observations and pupil progress reviews.<br><br>Provide **staff training** in, for example:<br>- Adaptive teaching for SEND<br>- Trauma-informed practice<br>- Effective use of assessment to close gaps<br><br>**Dedicated Safeguarding Officer** (or increase DSL capacity) to:<br>- Provide **direct support for pupils with Child Protection plans** and those with multiple vulnerabilities.<br>- Coordinate **multi-agency involvement** for families requiring social care, health, and educational support.<br>- Monitor **attendance and engagement** for PP+SEND pupils and intervene early.<br>- Act as a **key contact for parents**, improving communication and trust. |
| Phonics | **Year 1 Phonics screening threshold:**<br>- **Disadvantaged: 67%**<br>- **Other pupils: 91%** | Little Wandle programme very effective in supporting children to achieve phonics<br>Pupils accessing daily phonic sessions |

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| | **Barriers identified:** SEND and Child Protection (CP) support, with attendance and school readiness impacting learning. | Group of children unable to access these intervention and has led to SEND support.<br><br>**Actions:**<br><br>• Daily **language-rich activities** and **systematic phonics**.<br>• Targeted **Speech and Language Therapy (SALT)** for identified pupils.<br>• Increase **adult-to-child ratio** for disadvantaged SEND pupils in EYFS.<br><br>**Dedicated Safeguarding Officer** (or increase DSL capacity) to:<br>• Provide **direct support for pupils with Child Protection plans** and those with multiple vulnerabilities.<br>• Coordinate **multi-agency involvement** for families requiring social care, health, and educational support.<br>• Monitor **attendance and engagement** for PP+SEND pupils and intervene early.<br>• Act as a **key contact for parents**, improving communication and trust. |
| Reading | **KS2**<br>**Expected Standard (Tests/TA) for disadvantaged children:**<br>    o   Reading: 35% (37% gap)<br><br>From monitoring visit throughout 24/25 the following strengths were observed:<br><br>**Improving Outcomes in Reading**<br><br>• There are improving outcomes in reading, particularly in **Year 1**, where the school's consistent approach to the *Little Wandle* phonics scheme has resulted in **81% of pupils achieving the Phonics Screening Check in 2023/24**. | Teachers need to **identify individual gaps in reading and teach explicitly to close these before moving on**.<br><br>Pupils are not given enough opportunities to practice writing in foundation subjects, which impacts reading comprehension and vocabulary development. Leaders should **identify at least one extended writing task per foundation subject each half term**.<br><br>Develop and share a clear set of **"Ingredients of Excellence"** for teaching and learning, including strategies for modelling and scaffolding reading and writing. |

**Strong Phonics Teaching**

- Teaching and learning behaviours in the **Resource Base were strong**, with good phonics teaching observed.

**Skilled Early Reading Practice**

- Particularly skilled teaching was observed in **EYFS and Year 1**, supporting early reading development effectively.

**Learning Environments Supporting Reading**

- EYFS and KS1 classrooms have **well-developed working walls** and scaffolds that aid independence and reinforce reading strategies.

**Positive Pupil Attitudes Toward Learning**

- Pupil voice indicates enthusiasm for learning and challenge, which supports engagement in reading activities.

**Ofsted 2024**

'Reading is at the heart of the school's curriculum. As soon as children start in Reception Year, they learn to read. The strong focus on listening to stories is integral within the curriculum. Staff are experts in the teaching of reading. They quickly identify pupils who are at risk of falling behind. Swift support helps pupils to catch up. Pupils in the early stages of reading have books that match the sounds they know. This helps them to develop confidence and read with fluency. Older pupils enjoy reading. They talk enthusiastically about their favourite books and stories. They are very excited about the new library and wide range of books that are available.'

Plan CPD that allows teachers to **master key strategies (e.g., modelling, scaffolding, feedback loops)** before moving on, ensuring consistency in early reading and comprehension approaches.

Reduce reliance on worksheets and ensure **curriculum planning includes explicit reading comprehension and vocabulary development**, especially in foundation subjects.

| Writing | **KS2** <br> **Expected Standard (Tests/TA) for disadvantaged children:** <br>     ○ Writing: 24**%** (32% gap) <br><br> From monitoring visit throughout 24/25 the following strengths were observed: <br><br> **Structured Writing Lessons** <br> Model lessons in Year 3 and Year 5 demonstrated strong practice, including: <br> • Activating prior knowledge <br> • Explaining and modelling in small steps using *I–We–You* <br> • Shared writing and independent work <br> • Self and peer assessment <br><br> **Focus on Quality Writing** <br> • Leaders are promoting an approach that prioritises **quality over quantity**, helping pupils craft well-structured writing rather than focusing solely on extended pieces. <br><br> **Improved Presentation and Organisation** <br> • Leaders have started consolidating English books so pupils can see the connection between all elements of their learning, including *Wizard Writing*. <br><br> **CPD and Teacher Development** <br> • CPD has begun on scaffolding and modelling strategies, supporting teachers to improve writing instruction. <br><br> **Learning Environments** <br> • EYFS and KS1 classrooms have strong working walls and scaffolds that support writing development and independence. | **Clarify Writing Approach** <br> • Revisit the school's writing learning journey to ensure a **shared understanding of "Wizard Writing"** and how it fits within the overall approach. <br><br> **Embed Success Criteria** <br> • Ensure **success criteria are consistently available in pupils' books** so they can craft writing at age-related expectations. <br><br> **Increase Extended Writing Opportunities** <br> • Identify at least **one extended writing task per foundation subject each half term** to reduce reliance on worksheets and improve writing across the curriculum. <br><br> **Improve Presentation Standards** <br> • Implement a **whole-school presentation framework** to ensure consistent high expectations for writing presentation. <br><br> **Focus CPD on Modelling and Scaffolding** <br> • Design CPD to focus on fewer, high-impact strategies such as **explaining and modelling in small steps**, deliberate practice, and feedback loops. <br><br> **Monitor and Support** <br> • Continue **weekly lesson drop-ins and feedback** to ensure consistency in writing pedagogy and identify areas for targeted CPD. |

| Maths | **KS2**<br>**Expected Standard (Tests/TA) for disadvantaged children:**<br>　　o　Maths: 53% (14% gap)<br><br>**MTC**<br>• **50%** of disadvantaged pupils achieved 20+ marks. (19% gap)<br><br>**Reduced Reliance on Worksheets**<br><br>• Leaders have successfully addressed previous concerns about over-reliance on worksheets. Pupils are now given **frequent opportunities to practise skills taught**, improving fluency and problem-solving.<br><br>**Effective Use of Modelling**<br><br>• Some teachers are using **visualisers to model mathematical processes**, supporting pupils' understanding and independence.<br><br>**EYFS Provision**<br><br>• Leaders have ensured that pupils in EYFS with complex needs receive an **appropriate educational experience**, including maths, through tailored support and training for staff. | **Continue Monitoring Book Work**<br><br>• Leaders should **regularly sample pupil books** to ensure the reduced reliance on worksheets is maintained and that pupils are recording learning appropriately.<br><br>**Clarify Expectations for Maths Presentation**<br><br>• Share clear expectations for **how maths work should look in books** and monitor consistency across classes.<br><br>**Embed Pedagogical Consistency**<br><br>• Define and communicate the **core elements of maths teaching** (e.g., modelling, scaffolding, use of manipulatives) as part of the school's "Ingredients of Excellence."<br><br>**Targeted CPD**<br><br>• Provide CPD focused on **effective modelling strategies in maths**, including the use of visualisers and worked examples.<br><br>**Support Teachers Needing Development**<br><br>• Leaders have identified teachers who need support; ensure **coaching and follow-up observations** are in place to secure consistently good maths teaching. |

| Review of expenditure 2024 - 2025 | | |
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| **1. Teaching** | | |
| **Outcomes and Impact** Include impact on pupils not eligible for PP, if appropriate | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| ☑ **Continue Voice 21 Oracy Project**<br><br>• **Evidence:** Pupil voice is strong; pupils articulate their learning well and express enthusiasm for challenge and learning. This suggests oracy strategies are embedded and having impact. **Statu:** Achieved in part – positive pupil voice, but further work to do in implementing change for SEND and disadvantaged children.<br><br>☑ **Continue high-quality phonics training (Little Wandle)**<br><br>• **Evidence:** Outcomes in phonics are strong –and skilled teaching observed in EYFS and Year 1.<br><br>**Status:** Achieved – consistent approach and impact evident.<br><br>☑ **Access and development of quality schemes (English & Maths – White Rose)**<br><br>• **Evidence:** Maths shows reduced reliance on worksheets and improved practice; English books consolidated for clarity. However, writing success criteria and extended writing opportunities still need embedding.<br><br>**Status:** Partially achieved – schemes are in use, but consistency and depth need further work. | 1. **Clarity and Consistency Are Critical**<br><br>    ○ Teachers expressed confusion over mixed messages (e.g., extended writing vs. quality-focused writing). This shows the need for **clear communication of pedagogical expectations** and consistent messaging from leaders.<br><br>2. **CPD Must Be Focused and Practical**<br><br>    ○ CPD is most effective when it focuses on **fewer strategies in depth**, with opportunities for deliberate practice and rehearsal. Broad or fragmented approaches dilute impact.<br><br>3. **Monitoring Alone Isn't Enough**<br><br>    ○ While monitoring is happening (lesson visits, book scrutiny), it must be paired with **follow-up coaching and feedback loops** to secure improvement.<br><br>4. **Curriculum Embedding Takes Time** | 25,000 |

☑ **Embed wider curriculum (Kapow)**

- **Evidence:** Kapow is being used, but there is over-reliance on worksheets and limited extended writing in foundation subjects. Leaders are reviewing curriculum time and planning improvements.

  **Status:** In progress – embedding continues, CPD needed.

☑ **Internal monitoring and support for reading and writing**

- **Evidence:** Lesson visits, book scrutiny, and feedback sessions have taken place. Leaders are conducting weekly drop-ins and planning CPD on modelling and scaffolding.

  **Status:** Achieved in part – monitoring is happening, but clarity and consistency in writing approach still needed.

☑ **Walkthru's CPD for teaching staff**

- **Evidence:** Walkthru strategies (e.g., short feedback loops) were referenced as a recommended approach for improving feedback. CPD on scaffolding has started.

  **Status:** In progress – some elements introduced, but full implementation not confirmed.

o Kapow and other schemes are in place, but over-reliance on worksheets and lack of extended writing show that **embedding requires ongoing CPD and subject leader support**.

5. **Early Reading Success Shows Impact of Consistency**

   o Strong phonics outcomes and skilled EYFS/KS1 teaching demonstrate that **consistent implementation of a high-quality scheme (Little Wandle) works when training is sustained**.

6. **Pupil Voice Is a Powerful Indicator**

   o Positive pupil attitudes and ability to articulate learning highlight the success of oracy work, even if not explicitly referenced as Voice 21. **Embedding oracy strategies benefits engagement and confidence**.

7. **Strategic Use of Funding Matters**

   o PP strategy was spread too thinly; focusing on **fewer, high-leverage activities (especially teaching)** will have greater impact on outcomes.

## 2. Targeted Academic Support

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| ☑ **Pupil Progress Meetings with SENCO + CoHead**<br><br>   • **Evidence:** Notes confirm that leaders are monitoring teaching and learning through lesson visits, book scrutiny, and data reviews. SENCO was present<br><br>   **Status:** Evidenced – meetings and monitoring are happening and have supported focus for individual needs<br><br>☑ **Targeted interventions as part of Little Wandle Phonics (Years R–3)**<br><br>   • **Evidence:** Strong phonics outcomes (and skilled teaching observed in EYFS and Year 1.<br><br>   **Status:** Evidenced – Little Wandle is consistently implemented.<br><br>☑ **Focused KS2 intervention led by teachers and TAs**<br><br>   • **Evidence:** Lesson visits and book scrutiny show interventions are in place, though not detailed by name. Leaders identified teachers needing support and planned coaching.<br><br>   **Status:** Partially evidenced – interventions implied, not explicitly implemented<br><br>☑ **Ongoing CPD on adaptive teaching**<br><br>   • **Evidence:** CPD on scaffolding delivered; plan for "Ingredients of Excellence" and adaptive strategies in progress.<br><br>   **Status:** Evidenced – CPD started, more depth needed. | 1. **Targeted Interventions Work Best When Linked to Data**<br><br>   o Pupil progress meetings and SENCO involvement are essential, but impact depends on **clear identification of gaps and matching interventions to specific needs**. Data-driven planning must remain central.<br><br>2. **Consistency in Phonics Delivers Results**<br><br>   o The success of Little Wandle shows that **whole-school consistency and ongoing training** lead to strong outcomes in early reading. This model should guide other intervention areas.<br><br>3. **CPD Must Be Practical and Sustained**<br><br>   o Adaptive teaching CPD has started, but teachers need **time to master strategies before moving on**. Fragmented or one-off sessions do not embed practice effectively.<br><br>4. **Leadership Oversight Is Crucial**<br><br>   o Monitoring and feedback loops are happening, but **leaders must be present in reflective sessions** to prevent misconceptions and reinforce priorities.<br><br>5. **Curriculum Embedding Takes Longer Than Expected** | **Cost**<br><br>**60,000** |

| | | |
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| ☑ **Guided Reading as part of Little Wandle in EYFS & KS1**<br><br>• **Evidence:** EYFS and KS1 environments strong; pupils articulate learning well. Little Wandle phonics embedded.<br><br>**Status:** Evidenced –embedded as part of phonics approach.<br><br>☑ **HLTA/TAs/specialists delivering speech & language programmes**<br><br>• **Evidence:** Resource Base teaching strong; leaders working with LA for complex needs and EHCPs. No direct mention of speech & language programmes.<br>**Status:** support for complex needs in place<br><br>☑ **Year 6 focused interventions by SLT / Subject Leaders (Terms 4 & 5)**<br><br>• **Evidence:** Year 6 writing support visit planned (Clare Sutherland) and targeted CPD scheduled.<br><br>**Status:** completed | o Kapow and wider curriculum schemes are in place, but **over-reliance on worksheets and lack of extended writing** show that embedding requires ongoing CPD and subject leader support. | |

### 3. Wider Strategies

| **Outcomes and Impact** Include impact on pupils not eligible for PP, if appropriate | **Lessons learned**<br>(and whether you will continue with this approach) | **Cost** |
|---|---|---|
| ☑ **Weekly attendance checks & family contact**<br><br>• **Evidence:** Attendance is strong overall, including for PP pupils | 1. **Proactive Attendance Monitoring Works**<br>   o Weekly checks and early family contact have resulted in **strong attendance rates**, especially for disadvantaged pupils. This shows that **consistent monitoring and communication are highly effective**.<br>2. **Early Intervention Prevents Escalation** | **60,000** |

**Impact:** Improved attendance and reduced absence compared to Nat average.

☑ **Identification of absence patterns & targeted action**

- **Evidence:** Attendance data indicates effective systems..

☑ **Full termly attendance reviews & robust procedures**

- **Evidence:** Attendance strategy reviewed during PP visit; procedures appear embedded.
  **Impact:** Consistent attendance monitoring supports early intervention.

☑ **Parental empowerment & safeguarding coordinator role**

- **Evidence:** Pupil voice shows strong sense of belonging and enjoyment of school; safeguarding processes referenced in all Trust visits.
  **Impact:** Positive relationships and engagement with families evident.

☑ **Play Therapist employed (2 days/week)**

- **Evidence:** Mental health and wellbeing support a strength in school.
  **Impact:** positive pupil attitudes and behaviour.

☑ **Team Teach trained staff**

- **Evidence:** Behaviour across school is good; low-level disruption rare
  **Impact:** Training supports positive behaviour management.

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- Robust termly reviews and targeted support meetings ensure issues are addressed before they become persistent. **Structured processes lead to measurable impact**.

3. **Wellbeing Support Improves Behaviour**
   - Play therapist provision, ELSA training, and mental health CPD contribute to **positive pupil attitudes and low-level disruption**. Investing in wellbeing reduces behaviour incidents.

4. **Parental Engagement Is Key**
   - Pupil voice reflects a strong sense of belonging and enjoyment of school, suggesting that **open communication and safeguarding support for families build trust and partnership**.

5. **Enrichment Needs Sustained Focus**
   - While subsidies and held places help, pupils noted fewer clubs this year. **Access alone isn't enough—schools must maintain a rich offer to support cultural capital and equality of opportunity**.

6. **Specialist Training Supports Inclusion**
   - Team Teach and targeted CPD for mental health lead to **calm, regulated environments**, but these need ongoing refreshers to remain effective.

7. **Documentation of Impact Matters**
   - Some interventions (e.g., speech and language programmes, IT provision) were not clearly evidenced in visit notes. **Recording and sharing impact is essential for accountability and improvement planning**.

| ☑ **Held places in clubs & subsidised activities/uniform** | | |
|---|---|---|
| • **Evidence:** Pupil voice indicates enjoyment of school, but pupils noted fewer clubs this year. Leaders plan to develop enrichment. **Impact:** Some provision in place, but enrichment offer needs strengthening. | | |

## 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 |
|---|---|
| ELSA | |
| Wordsmith | |
| Whiterose Maths | |
| Testbase | |
| Nessi | |
| Walkthrus | |

## 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 |