



Stoneydelph Primary School

Pupil Premium Strategy Statement 2025-28

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	214
Proportion (%) of pupil premium eligible pupils	105 (49%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	E Parsons
Pupil premium lead	S Garlick
Governor / Trustee lead	D Dodd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,902.50
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>	£166,902.50

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our ultimate objectives for disadvantaged pupils are grounded in the core RADY principles of equity, ambition and proactive intervention. Specifically, we aim to ensure that:

1. They make accelerated progress

Disadvantaged pupils should achieve at least in line with their non-disadvantaged peers and, where gaps exist, receive targeted teaching and structured support so they can make **faster-than-expected progress** to close those gaps quickly.

2. They have equitable access to high-quality teaching and opportunities

Every disadvantaged pupil should benefit from consistently strong teaching, early intervention, and access to the full curriculum offer. This includes ensuring they are first in line for support, challenge, and leadership opportunities—not last.

3. They experience high expectations at every stage

Following RADY's "reverse the odds" mindset, we aim to ensure that disadvantaged pupils are set ambitious, aspirational targets based on where they should be, not where they currently are. Expectations are deliberately high to raise outcomes and self-belief.

4. Barriers to learning are identified early and addressed quickly

We commit to understanding each child's needs and putting timely support in place—academic, emotional, social and practical—so that barriers are reduced and they can fully engage with learning from the start.

5. They develop confidence, independence and self-efficacy

We aim for disadvantaged pupils to feel confident, valued and capable of success. This includes supporting them to develop resilience, positive learning behaviours and a strong sense of belonging within school.

6. They leave school with strong outcomes and future choices

Ultimately, our goal is that disadvantaged pupils leave us with:

- strong literacy, numeracy and subject knowledge
- a secure foundation for future learning
- readiness for the next stage of education
- the belief that they can achieve highly

How does your current pupil premium strategy plan work towards achieving those objectives?

Our current Pupil Premium Strategy Plan is designed around RADY principles to ensure that disadvantaged pupils are first in line for support, challenge and intervention. It works towards achieving our objectives in the following ways:

1. High-quality teaching for all (RADY: equity through classroom practice)

We prioritise investment in teaching so that disadvantaged pupils consistently benefit from the strongest practice. This includes:

- targeted CPD focused on adaptive teaching, modelling and scaffolding
- consistent use of high-impact approaches such as explicit instruction, feedback and structured routines
- ensuring disadvantaged pupils are prioritised in teacher deployment, questioning and support
- This ensures that high-quality teaching—the most powerful lever for closing gaps—reaches the pupils who need it most.

2. Early identification and accelerated progress (RADY: first in line)

The plan includes systems to identify gaps early and provide **accelerated catch-up** through:

- structured, evidence-informed interventions (phonics, reading fluency, number sense, writing conferencing, etc.)
- pre-teaching and overlearning for key curriculum content
- rigorous half-termly progress reviews with a RADY focus
- These actions ensure disadvantaged pupils receive rapid support rather than waiting for difficulties to widen.

3. Ambitious targets and curriculum access (RADY: raising expectations)

We use RADY expectations to ensure disadvantaged pupils are set **aspirational targets** based on age-related expectations, not past performance. The strategy supports this through:

- curriculum tutoring focused on essential knowledge
- ensuring full participation in enrichment, trips and leadership opportunities
- monitoring of curriculum access and engagement
- This ensures disadvantaged pupils receive the same ambitious curriculum entitlement as all pupils.

4. Removal of non-academic barriers (RADY: whole-child approach)

The Pupil Premium plan includes a strong pastoral, wellbeing and attendance strand to ensure pupils are ready to learn. This includes:

- ELSA, counselling, nurture and SEMH support
- attendance mentoring and early help processes
- uniform, resources and enrichment funding where needed
- This ensures that emotional, financial or practical barriers do not prevent pupils from achieving highly.

5. Strong relationships with families (RADY: shared responsibility)

We work closely with families to raise aspirations and remove barriers through:

- home-school communication and pastoral support
- attendance and engagement work
- shared target-setting and review meetings

- This helps ensure consistency and support across school and home environments.

6. Rigorous monitoring and accountability (RADY: keeping disadvantaged pupils visible)

Leadership and class teachers regularly review progress with disadvantaged pupils at the centre of discussions. The plan ensures:

- clear milestones for impact
- data reviews that specifically track disadvantaged pupils
- action adjustments based on what is and isn't working
- This keeps the needs of disadvantaged pupils visible and ensures rapid response to any concerns.

What are the key principles of your strategy plan?

1. First in Line for Support (RADY principle)

Disadvantaged pupils are prioritised for the strongest teaching, targeted interventions, and enrichment opportunities. We ensure they are never waiting for support—intervention is proactive, not reactive.

2. High-Quality Teaching for Every Child

Our strategy is rooted in the understanding that excellent classroom teaching has the greatest impact on disadvantaged pupils. We focus on:

- consistent, evidence-informed pedagogy
- adaptive teaching
- high expectations and challenge
- high-quality modelling and scaffolding
- This ensures that disadvantaged pupils benefit most from the strongest practice.

3. Early Identification and Rapid Intervention

We use precise assessment and monitoring to identify gaps early and provide:

- pre-teaching
- targeted small-group work
- structured literacy and numeracy interventions
- regular progress reviews
- This enables disadvantaged pupils to make **accelerated progress**, not simply expected progress.

4. Ambitious Targets and Aspirational Curriculum Access

Following RADY's "set the target, then plan the journey," we set **ambitious goals** that reflect pupils' potential, not their starting point. We ensure full access to:

- the full, broad curriculum
- enrichment, trips and leadership roles
- cultural capital experiences
- This supports academic success and wider development.

5. Removing Barriers to Learning (Academic, Emotional, Practical)

We provide tailored support to address barriers such as:

- attendance and punctuality
- SEMH needs (ELSA, counselling, nurture)
- confidence, resilience and motivation
- access to uniform, resources, technology or enrichment
- This ensures pupils are ready to learn and able to thrive.

6. Strong Relationships and Shared Responsibility

We work in close partnership with families and staff to ensure a consistent, joined-up approach. Communication is proactive and supportive, ensuring everyone understands each pupil's needs and next steps.

7. Evidence-Informed and Impact-Driven Practice

Our strategy is grounded in the EEF guidance, RADY principles, and school-level data. We:

- monitor impact regularly
- adapt approaches when they aren't working
- invest in strategies proven to have the highest effect size
- This ensures resources are used effectively and efficiently.

Challenges

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

Challenge number	Detail of challenge
1	<p>Progress and attainment in phonics (early reading)</p> <p>Many children, particularly those eligible for pupil premium, enter school with underdeveloped early language and phonological awareness skills. This affects their ability to secure strong phonics knowledge and apply decoding strategies effectively. Formal assessments and observations highlight gaps in phonics understanding, and these are addressed through targeted teaching and early interventions.</p> <p>Phonics screening check for 2025 show 73 PP v 73% non PP achieved phonics screening check.</p>
2	<p>Progress and attainment in reading (fluency, comprehension, attainment)</p> <p>Reading fluency and comprehension are not as well developed as they should be for a significant number of pupils, especially those eligible for pupil premium. Despite additional support, attainment gaps remain, as reflected in Y6 SATs (2025), where 58% of PP pupils achieved the expected standard compared with 82% of non-PP pupils. Ongoing pupil progress meetings identify individual needs, and targeted interventions are provided to any PP pupil requiring further support.</p>

3	<p>Progress and attainment in writing (including spelling)</p> <p>Progress and attainment in writing remain below expected standards for a number of pupils, particularly those eligible for pupil premium. Partial school closures previously contributed to gaps in core writing skills, and current assessments highlight ongoing weaknesses in spelling, grammar, and overall writing stamina. Targeted provisions are in place to close these gaps and move outcomes closer to national expectations.</p> <p>Y6 SATs (July 2025) show that 58% of PP pupils achieved the expected standard in writing compared with 86% of non-PP pupils, with no PP pupils achieving greater depth.</p> <p>Grammar, punctuation and spelling (GPS) results also show a gap: 58% PP vs 77% non-PP achieving the expected standard.</p>
4	<p>Emotional health and well-being of pupils</p> <p>There continues to be a decline in the emotional health and well-being of pupils, with disadvantaged pupils being disproportionately affected. Well-being surveys, pupil voice activities and regular mental health check-ins highlight increased levels of anxiety, low resilience and reduced emotional regulation. External support services are now harder to access, resulting in a greater need for school-based therapeutic and pastoral provision. As a result, we have expanded the internal support available to ensure pupils' emotional needs are identified early and met effectively.</p>
5	<p>Access to Learning Resources (Technology, Books and Home Learning Materials)</p> <p>Evidence shows that some disadvantaged pupils have limited access to essential learning resources outside of school. A number of pupils do not have books available at home and do not routinely access local library services, which restricts opportunities to develop reading for pleasure. Additionally, some disadvantaged pupils lack access to suitable technology to support remote or home learning. These barriers impact engagement, independence and continuity of learning beyond the classroom.</p>
6	<p>Access to Wider Curriculum Enrichment for Disadvantaged Pupils</p> <p>Parent surveys indicate that many disadvantaged pupils are less likely to access extra-curricular clubs, educational visits and wider enrichment opportunities due to financial barriers. As a result, these pupils miss out on important experiences that broaden cultural capital, enhance engagement and support aspiration. Limited access to enrichment restricts their ability to fully benefit from the wider curriculum offer.</p>
7	<p>Early Language Development and Vocabulary Gaps</p> <p>Assessments, observations, and discussions with pupils indicate that many disadvantaged children enter school with underdeveloped oral language skills and limited vocabulary. Low levels of speech and language development are particularly evident in the Early Years Foundation Stage (EYFS), creating barriers to communication, early literacy, and learning across the curriculum. These gaps are generally more pronounced for disadvantaged pupils compared with their peers, highlighting the need for targeted early intervention and support.</p>

8	<p>Attendance and Punctuality of Disadvantaged Pupils</p> <p>Attendance data indicates that some pupils, particularly those eligible for Pupil Premium, are persistently absent or late. While overall attendance for PP pupils remains above the national average, it is slightly below that of non-PP pupils. Lower attendance and punctuality have a direct impact on progress and learning, and improving consistency of attendance remains a key priority to ensure all pupils can fully benefit from the curriculum.</p>
9	<p>Stretch and Challenge for Disadvantaged Pupils</p> <p>Some pupils who grasp learning quickly are not consistently provided with opportunities to deepen their understanding. As a result, tasks may be too easy, limiting progress and engagement over time. For disadvantaged pupils in particular, ensuring access to appropriately challenging and enriching learning is crucial to close attainment gaps and fully realise their potential.</p>

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
Progress and attainment in phonics will be strong for all pupils relative to their starting points. The gap in phonics attainment between PP and non-PP pupils will be reduced to be in line with national averages.	<p>100% of pupils make good progress through the phonics curriculum, regardless of starting point (by July 2026).</p> <p>Phonics attainment for all pupils, including PP, is in line with national expectations.</p>
Progress and attainment in reading will be strong for all pupils relative to their starting points. The gap in reading attainment between PP and non-PP pupils will reduce, and reading fluency will continue to improve.	<p>100% of pupils make good progress through the reading curriculum, relative to their starting points (by July 2026).</p> <p>100% of pupils make measurable progress in word reading scores (by July 2026).</p> <p>End of Year 6 reading attainment will be in line with national expectations.</p>
Progress and attainment in writing will be strong for all pupils relative to their starting points. The attainment gap between PP and non-PP pupils will continue to reduce.	<p>100% of pupils make good progress through the writing curriculum, relative to their starting points (by July 2026).</p> <p>End of KS2 writing attainment will be in line with national expectations for all pupils, including PP pupils.</p>
The emotional health and well-being of pupils will be regularly assessed, with highly skilled staff identifying needs and providing a broad range of targeted support.	<p>Mental health check-ins will identify priority pupils to receive targeted interventions.</p> <p>Classroom practice and whole-school initiatives will demonstrate measurable improvements in pupils' mental health and well-being.</p> <p>Pre- and post-intervention assessments will show that pupils are developing skills to recognise and manage their emotions effectively.</p>

	<p>Effective use of external agencies will positively impact pupil well-being.</p> <p>There will be a reduction in logged incidents relating to negative behaviour or emotional difficulties.</p> <p>Support and interventions will be consistently monitored and tracked via the MIS system, Arbor.</p>
Disadvantaged pupils will have access to learning resources they need, including books, technology, and home learning materials, to support engagement, independence, and continuity of learning.	<p>All disadvantaged pupils have access to age-appropriate reading books at home and opportunities to engage with reading for pleasure.</p> <p>Pupils have access to appropriate technology and resources to support remote and home learning.</p> <p>Engagement and participation in home learning activities will improve for disadvantaged pupils.</p> <p>Monitoring shows increased use of school-provided resources, including library and digital materials.</p>
All disadvantaged pupils will have equitable access to extra-curricular clubs, educational visits, and wider enrichment opportunities, enabling them to fully benefit from the curriculum and develop cultural capital, engagement, and aspiration.	<p>100% of disadvantaged pupils participate in at least one extra-curricular club or enrichment activity each term.</p> <p>Disadvantaged pupils attend all planned educational visits and enrichment opportunities, with financial barriers removed.</p> <p>Monitoring and feedback show increased engagement, confidence, and aspiration among disadvantaged pupils as a result of enrichment participation.</p> <p>Staff and pupil surveys demonstrate that pupils value and benefit from wider curriculum experiences.</p>
Speech and language skills for pupils in EYFS and KS1 will improve, supporting communication, early literacy, and overall learning.	<p>The percentage of EYFS pupils reaching the expected standard in Communication and Language will increase year on year.</p> <p>By the end of KS1, a higher percentage of pupils, including PP pupils, will meet age-related expectations in speaking and listening.</p> <p>High standards of oral language and spoken communication will be evident across the school, demonstrated through classroom interactions, group discussions, and pupil presentations.</p> <p>Targeted interventions for pupils with speech, language, and communication needs will show measurable progress through pre- and post-assessments.</p>
To achieve and sustain improved attendance for all pupils, with a particular focus on disadvantaged pupils, ensuring they can fully access learning opportunities.	<p>The majority of disadvantaged pupils achieve an attendance rate of 96% or above during 2025/26.</p> <p>The number of disadvantaged pupils classed as persistent absentees will reduce year on year.</p> <p>Attendance monitoring shows improved punctuality and engagement for disadvantaged pupils.</p>
All pupils, including disadvantaged pupils, will have access to appropriately challenging and enriching learning opportunities that enable them to deepen	<p>Disadvantaged pupils consistently complete tasks that extend their learning beyond the expected curriculum.</p> <p>Monitoring and assessment show that disadvantaged pupils make accelerated progress where appropriate, including opportunities for greater depth.</p>

understanding, sustain engagement, and maximise progress.	Lesson observations and work scrutiny demonstrate that tasks are differentiated effectively to provide challenge for all pupils. Pupil voice indicates that disadvantaged pupils feel appropriately challenged and engaged in their learning.
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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: £83,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of standardised diagnostic assessments.</i></p> <p><i>Training for staff to ensure assessments are administered and interpreted correctly</i></p> <p>Currently funded by CAT</p> <p>GL assessments NGRT £7 per pupil NSGT £3 per pupil (NGRT & NGST bundle £8 per pupil) English, Maths, Science £6.25 per subject per student)</p>	<p>Standardised diagnostic assessments provide reliable insights into pupils' specific strengths and weaknesses. This enables teachers to tailor additional support through targeted interventions or adaptive classroom instruction, helping to address gaps in learning effectively. These assessments support informed planning and targeted teaching, which are key to improving pupil outcomes.</p> <p>EEF Embedding formative assessment + 2 months</p>	Challenge 2, 3, 9
<p>Provide additional support for PP pupils with SEND through targeted interventions in reading, writing, and maths.</p> <p>Deploy trained Teaching Assistants (TAs) to deliver one-to-one and small group</p>	<p>Research shows that targeted support delivered by TAs can have a strong positive impact on pupil progress, particularly when interventions are structured, time-limited, and based on a clearly specified approach. Evidence from the EEF indicates the following average additional progress from relevant strategies:</p>	Challenge 2, 3

<p>support across the school.</p> <p>- Class support (details provided opposite)</p> <p>Yr R TAs £16,340</p> <p>KS1 TA £8,170</p> <p>LKS2 TA £8,170</p> <p>UKS2 TA £8,170</p> <p><i>Total £65,360</i></p>	<p>EEF Teaching Assistant Interventions (1:1 or small group) +4 months</p> <p>EEF Small group tuition +4 months</p> <p>EEF Reading comprehension strategies +6 months</p> <p>EEF Phonics +5 months</p> <p>EEF Behaviour interventions + 4 months</p> <p>EEF Individualised instruction + 4 months</p> <p>EEF Class attainment grouping + 2 months</p>	
<p>Development of a whole-school approach to writing, with a structured and progressively planned curriculum across all year groups.</p> <p>CPD for staff, including Grammarsaurus training for three teachers and the writing lead, focusing on spelling, grammar, and writing composition, with knowledge further disseminated through INSET sessions and the school's online portal.</p> <p>Grammarsaurus CPD £1000 + £600</p> <p>Online Portal £500</p>	<p>Research shows that a structured, progressive approach to writing across the curriculum improves pupil outcomes.</p> <p>CPD and staff development are essential to ensure consistency and high-quality teaching of writing across all year groups.</p> <p>EEF Improving Literacy in KS1: Emphasises the importance of structured phonics and writing strategies to improve early literacy outcomes.</p> <p>EEF Improving Literacy in KS2: Highlights that explicit teaching of grammar, sentence structure, and writing composition supports progress in writing.</p>	<p>Challenge 3</p>
<p>Improved nursery provision through the recruitment and retention of high-quality staff for children in daycare (from age 2) and preschool.</p> <p>Targeted CPD delivered by the phonics and early years lead to ensure children catch up with their peers by school age.</p> <p>Enhanced communication with parents/carers to support early learning at home.</p> <p>£3,000</p> <p>Staff top up</p> <p>£10,000</p>	<p>Research indicates that high-quality early years provision, combined with evidence-informed approaches to language, literacy, numeracy and parental engagement, has measurable benefits for young children's learning — particularly for those from disadvantaged backgrounds.</p> <p>EEF Early Years Toolkit:</p> <p>EEF Communication and language approaches + 7 months</p> <p>EEF Early numeracy approaches + 4 months</p> <p>EEF parental engagement + 5 months</p>	<p>Challenge 7</p>

<p>Maintain RADY (Raising Attainment of Disadvantaged Youngsters) school status.</p> <p>RADY lead to have dedicated weekly time to coordinate activities, attend RADY catch-up meetings, and deliver staff training/updates.</p> <p>Embed RADY approaches across the school to ensure consistency in strategies supporting disadvantaged pupils.</p> <p>£3,000</p>	<p>An equitable, school-wide approach is implemented that leads to measurable improvement in outcomes for disadvantaged pupils.</p> <p>RADY principles are fully embedded into the school culture, ensuring sustainable practices that consistently raise attainment for disadvantaged pupils.</p> <p>Staff are confident and skilled in applying RADY strategies in the classroom, demonstrated through observations, pupil outcomes, and feedback.</p> <p>Progress and attainment data for disadvantaged pupils show improvement as a result of RADY interventions and strategies.</p>	Challenge 1 - 9
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £42,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver speaking and listening small group/1:1 sessions led by an HLTA, 3 sessions of 30 minutes per week for 12 weeks.</p> <p>£15 p/h £270 per term X3 terms £810 + £50</p> <p>Cover costs £500</p> <p>Total: £1,360</p>	<p>Research shows that targeted oral language interventions can have a significant impact on pupils' communication, vocabulary, and reading skills. High-quality small group or one-to-one interventions are particularly effective for disadvantaged pupils.</p> <p>EEF Oral language intervention + 6 months</p> <p>EEF collaborative learning approaches + 5 months</p> <p>EEF Individualised instruction + 4 months</p> <p>EEF teaching assistant interventions + 4 months</p>	Challenge 7
<p><i>Continuation of targeted phonics interventions delivered through small-group and 1:1 support</i></p> <p>KS1 4 TAs 1 hr 5 x a week £15 p/h = £300 per week £11,700 per year</p>	<p>A strong evidence base demonstrates that systematic phonics instruction has a positive impact on the development of early reading skills, particularly for pupils from disadvantaged backgrounds. Targeted phonics interventions help close early literacy gaps by strengthening decoding, blending and word recognition skills.</p> <p>There is also robust evidence that Teaching Assistants can have a</p>	Challenge 1, 2, 7

<p>EYFS 3 TAs 1hr 5 x a week @ £15 p/h = £225 per week £8,775 per year</p> <p>Phonics tracker subscription £397</p> <p>Supersonic Phonic friends subscription £408</p> <p>Total £21,280</p>	<p>significant positive impact on pupil outcomes when they are well trained and deployed to deliver structured, targeted interventions to individuals or small groups. This approach allows support to be closely matched to pupils' specific needs and enables rapid identification and addressing of misconceptions.</p> <p>EEF Phonics: +5 months EEF Teaching Assistant EEF Interventions: +4 months Individualised Instruction: +4 months</p>	
<p>Continuation of targeted reading support through small-group and 1:1 interventions.</p> <p>EPATT 10 hrs per week @ £15p/h = £150 per week £5,850 per year</p> <p>Targeted teaching 8 hrs per week @ £15 p/h = £120 per week £4,680 per year</p> <p>Total £10,530</p>	<p>Evidence indicates that effective early reading instruction combines systematic phonics with explicit teaching of reading comprehension strategies. Targeted support enables pupils to develop decoding skills alongside comprehension, vocabulary and fluency, supporting secure and sustained reading progress.</p> <p>Careful identification of appropriately pitched texts ensures that pupils are both challenged and engaged, reducing cognitive overload while maintaining motivation. Matching text difficulty to individual need allows misconceptions to be addressed promptly and supports incremental progress.</p> <p>There is strong evidence that Teaching Assistants can have a positive impact on pupil outcomes when they are trained and deployed to deliver structured, targeted interventions to individuals or small groups. This approach allows for personalised support and responsive teaching.</p> <p>EEF Reading Comprehension Strategies: +6 months EEF Phonics: +5 months EEF Teaching Assistant Interventions: +4 months</p>	<p>Challenge 1, 2</p>
<p>Targeted writing support through high-quality first teaching, structured interventions and whole-school consistency.</p> <p>Small group interventions</p>	<p>Teaching Assistants are deployed to support high-quality first teaching within the classroom and to deliver targeted small-group and 1:1 writing interventions with a clear focus on grammar, punctuation and spelling (GPS). This ensures pupils receive timely, focused support that directly addresses identified gaps in writing skills.</p>	<p>Challenge 3</p>

<p>8 hrs per week @ £15 p/h = £105 per week £4,095 per year</p>	<p>Regular, high-quality feedback from teachers enables pupils to understand how to improve their writing and supports rapid progress. Ongoing CPD for teachers and TAs is used to strengthen subject knowledge, ensure consistency in expectations and improve the effectiveness of writing instruction across the school.</p> <p>A whole-school handwriting scheme has been implemented to provide a consistent approach, supporting transcription skills and reducing cognitive load so pupils can focus on composition. Within-class attainment grouping further enables teaching to be closely matched to pupils' current levels, maximising engagement and progress.</p> <p>EEF Feedback: +6 months EEF Small Group Tuition: +4 months EEF Teaching Assistant Interventions: +4 months EEF Within-Class Attainment Grouping: +2 months</p>	
<p><i>SEND assessments delivered through specialist, commissioned services to support SEN pupils eligible for Pupil Premium.</i></p> <p><i>SENIS £2,370 – behaviour & SEND specialist teacher support x 9 sessions</i></p> <p><i>EP assessments £2,000</i></p> <p><i>Crystal4SEN assessments @ £175 x 4 = £700</i></p> <p><i>Boxall profile subscription £325 p/a</i></p> <p><i>Total £5,395</i></p>	<p>Access to SEND specialists and commissioned assessment services enables high-quality 1:1 assessment and tuition for disadvantaged pupils with additional needs. This approach supports the timely identification of specific barriers to learning and provides robust evidence to inform the EHCP assessment process, ensuring pupils receive appropriate and targeted provision.</p> <p>The use of standardised assessments provides reliable and objective insights into pupils' strengths and areas of need. These assessments inform precise intervention planning and enable teachers and support staff to adapt instruction to meet individual needs more effectively.</p> <p>EEF One-to-One Tuition: +5 months EEF Individualised Instruction: +4 months</p>	<p>Challenge 1, 2, 3, 4</p>

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

Budgeted cost: £40,782.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Liaison Officer – supporting attendance, family engagement, and pastoral needs.</p> <p>£12,788.50</p>	<p>The School Liaison Officer works closely with families to address barriers to learning, including attendance issues and home-based challenges, ensuring pupils are ready to learn each day. Proactive family support improves pupil engagement and contributes to higher levels of progress and attainment.</p> <p>Research demonstrates that effective parental engagement and social-emotional support have a measurable impact on learning outcomes:</p> <p>EEF Parental Engagement: +4 months EEF Social and Emotional Learning: +4 months</p>	<p>Challenge 4, 8</p>
<p>School Liaison Officer – delivering Nurture groups and therapeutic direct work.</p> <p>1:1 mental health support for children and parents Small group nurture sessions Craft group/Sand therapy £17 p/h @ 3 hours per week £51 per week £1,989 per year Resources £500 Total £2,489</p>	<p>The School Liaison Officer provides a highly effective, person-centred therapeutic play approach. This tier 1–2 intervention is designed to complement, rather than replace, specialist services such as CAMHS or art therapy. It enables children who might otherwise go unsupported to access early interventions, preventing social, emotional or mental health difficulties from becoming entrenched.</p> <p>EEF Social and Emotional Learning (SEL): +4 months</p>	<p>Challenge 4</p>
<p>Drawing and Talking Therapy – short-term, time-limited therapeutic support for pupils with emotional or trauma-related needs</p> <p>8 children per term for 12 weeks @ £17 p/h £204 per child £1,632 per term x 3 terms = £4,896 p/a for 24 children</p>	<p>Drawing and Talking Therapy provides a safe, structured approach for children (age 5+) who have experienced trauma or have underlying emotional difficulties. This intervention supports pupils in developing self-awareness, emotional regulation, and coping strategies, enabling them to engage more fully with learning and social interactions.</p> <p>Evidence indicates that pupils who access this therapy show improvements in behaviour, self-esteem, and their ability to access the academic curriculum, helping them to reach their full potential.</p>	<p>Challenge 4</p>

<p>Training and resources £500</p> <p>Subscription £99</p> <p>Total £5,495</p>	<p>EEF Metacognition and Self-Regulation: +7 months</p> <p>EEF Behaviour Interventions: +4 months</p>	
<p>Trained Emotional Literacy Support Assistant (ELSA) – providing targeted emotional and social skills support to pupils</p> <p>Annual subscription cost £250</p> <p>Delivered for 6 hours per week (12 weeks a term) @ £15 p/h = £90 per week</p> <p>£3,240 per year</p> <p>Additional costs £500</p> <p>Total £3,990</p>	<p>The ELSA delivers structured, evidence-informed interventions to develop pupils' emotional literacy, social skills, and coping strategies. This targeted support helps children manage emotions, build resilience, improve behaviour, and access learning more effectively.</p> <p>EEF Social and Emotional Learning (SEL): +4 months</p> <p>EEF Behaviour Interventions: +4 months</p>	Challenge 4
<p>Nurture Room Provision – providing a dedicated space and resources to support pupils' social, emotional, and behavioural development.</p> <p>4 hours per week 2 x TAs @ £30 p/h = £120 per week</p> <p>+£1,000 resources</p> <p>£5,680 total</p>	<p>The Nurture Room offers targeted support for pupils across all year groups where needs arise, helping them to regulate emotions, develop social skills, and re-engage with learning. This safe, structured environment allows pupils to build confidence and resilience, addressing barriers that may prevent them from accessing the full curriculum.</p> <p>EEF Social and Emotional Learning (SEL): +4 months</p>	Challenge 4, 6
<p>Focusing on and celebrating positive behaviours – implementing whole-school behaviour strategies and targeted support</p> <p>Cost of items and running dojo shop £1,000</p>	<p>Evidence suggests that schools should use a balanced approach to behaviour management, combining whole-school strategies with targeted support for pupils who need additional guidance. Recognising and celebrating positive behaviours reinforces expectations, motivates pupils, and reduces overall disruption, creating an environment conducive to learning.</p> <p>EEF Behaviour Interventions: +4 months</p>	Challenge 4
<p>Forest School – learner-centred outdoor provision promoting experiential learning, play, and connection with nature.</p>	<p>Forest School encourages children to learn through doing, fostering creativity, problem-solving, resilience, and collaboration. By valuing play as a key component of learning, it supports social, emotional, and cognitive development, enabling pupils to engage more</p>	Challenge 4, 6

<p>4 hours per week delivered by TA @ £15 p/h = £60 per week = £2,340 p/a</p> <p>£2,000 resources</p> <p>Total £4,340</p>	<p>effectively with the curriculum and develop a love of learning.</p> <p>EEF Outdoor Adventure Learning: positive impact on learning, social and emotional outcomes</p> <p>EEF Physical Activity: +1 month progress</p> <p>EEF Arts Participation: +3 months</p>	
<p>Animal Therapy – providing structured opportunities for pupils to interact with animals to support emotional wellbeing.</p> <p>School pets and supplies £1,000</p>	<p>Interaction with animals has been shown to reduce distress, improve mood, and increase engagement in learning. Positive experiences with animals can promote emotional regulation, reduce anxiety, and support social and behavioural development, helping pupils to access the curriculum more effectively. Physiological effects, such as the release of endorphins, underpin these emotional benefits.</p> <p>EEF Social and Emotional Learning (SEL): +4 months</p> <p>EEF Behaviour Interventions: +4 months</p>	Challenge 4
<p>Funding for disadvantaged pupils to access curriculum enrichment opportunities, including sports clubs, trips, visits, and residential experiences.</p> <p>£7,000</p> <p>Music tuition £4,000</p> <p>Total £11,000</p>	<p>Providing access to enrichment opportunities supports a well-rounded, culturally rich education, raising aspirations, self-esteem, and cultural capital. Engaging pupils in arts, outdoor learning, and extended educational experiences fosters motivation, broadens experiences, and strengthens engagement with the curriculum. Ensuring disadvantaged pupils can participate removes barriers to access and supports equity in educational outcomes.</p> <p>EEF Arts Participation: +3 months</p> <p>EEF Extending School Time: +3 months</p> <p>Outdoor Adventure Learning: positive impact on learning, social, and emotional outcomes</p>	Challenge 4, 6

Total budgeted cost: £ 166,902.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance and Engagement

Consistent with the RADY principle of removing barriers to learning, disadvantaged pupils' attendance has improved and is now in line with national figures. Ongoing tracking throughout 2025–26 shows that the proportion of persistently absent disadvantaged pupils continues to reduce, with the majority now sustaining attendance of 94% or above. Targeted, relational work with families remains in place for pupils at risk of persistent absence, reflecting an evidence-informed approach to improving engagement and access to learning.

Early Language and Early Learning (EYFS)

In line with the EEF's emphasis on early intervention and high-quality early years provision, outcomes in EYFS are strong. 77% of pupils achieved a Good Level of Development, with 90% of disadvantaged pupils meeting their Early Learning Goals, compared with 70% of non-disadvantaged pupils. This demonstrates that early identification of need, high-quality teaching and targeted support are effectively reducing barriers for disadvantaged children and securing positive early outcomes.

Phonics and Early Reading

The EEF highlights early reading and phonics as a high-impact, low-cost approach, particularly for disadvantaged pupils. Nationally in 2025, 80% of pupils met the expected standard in the Year 1 Phonics Screening Check, with 67% of disadvantaged pupils achieving this benchmark.

At our school, 75% of pupils met the expected standard, with 67% of disadvantaged pupils passing the phonics screening check, compared to 88% of non-disadvantaged pupils. While a gap remains, outcomes for disadvantaged pupils are in line with national PP performance, and the disadvantage gap is smaller than that seen nationally, indicating that targeted phonics teaching and intervention are mitigating the impact of disadvantage. The new phonics programme introduced in 2024–25 is embedding securely and supporting improved consistency and fidelity of delivery.

Attainment Gaps and Targeted Support

Analysis of 2024–25 attainment data shows that, although differences remain between disadvantaged and non-disadvantaged pupils achieving the expected standard, the gap is narrower than national averages. This reflects the EEF-recommended approach of high-quality teaching supported by targeted academic interventions, ensuring disadvantaged pupils benefit from additional scaffolding, feedback and practice where needed.

Enrichment, Aspiration and Wider Outcomes

In line with EEF guidance on enrichment and the RADY principle of equity, disadvantaged pupils are supported to access a broad, balanced and enriching curriculum. A wide range of extra-curricular activities, curriculum visits and enrichment opportunities are offered to remove

financial and experiential barriers. Disadvantaged pupils are proportionally represented in opportunities such as AIM High workshops for more able pupils, ensuring that disadvantage does not limit aspiration.

In 2024–25, 100% of pupils who wished to attend residential visits were able to do so, regardless of financial circumstance, a commitment sustained annually since 2023–24. Similarly, all curriculum visits and experiences were accessed by pupils in receipt of Pupil Premium funding, ensuring equal access to cultural capital, social development and wider learning experiences.

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
Boxall Profile	nurtureuk
Charanga	Music Wise
Supersonic Phonic Friends	Anna Lucas
TT Rockstars	Maths Circle Ltd