

# Pupil Premium Strategy Statement

## Nash Mills CofE Primary School

This statement details our school's use of pupil premium (and recovery 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                                              | 234            |
| Proportion (%) of pupil premium eligible pupils                         | 13%            |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2027      |
| Date this statement was published                                       | September 2025 |
| Date on which it will be reviewed                                       | July 2026      |
| Statement authorised by                                                 | Allan Maher    |
| Pupil premium lead                                                      | Allan Maher    |
| Governor / Trustee lead                                                 | Angie Baker    |

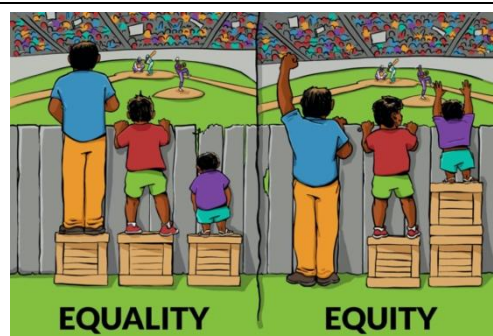
### Funding overview

| Detail                                                    | Amount         |
|-----------------------------------------------------------|----------------|
| Pupil premium funding allocation this academic year       | £42,420        |
| Recovery premium funding allocation this academic year    | £0             |
| Pupil premium funding carried forward from previous years | £0             |
| <b>Total budget for this academic year</b>                | <b>£42,420</b> |

# Pupil premium strategy plan

## Statement of intent

At Nash Mills CofE Primary School, we strongly believe that every child should be provided with the support and guidance that they need to be the best that they can be. Our School Vision, based around the story of The Good Samaritan means we prioritise support for all; in relation to our most vulnerable pupils, this means we will work to ensure they can achieve their potential regardless of any challenges that they face.



The support that we provide to pupils is based on an equity model, where we accept that some children may need a highly personalised offer in order to fulfil their potential. Work is completed across the curriculum to promote this equity model and support all in understanding this.

Taking into account the EEF Pupil Premium guidance, we recognise that many of our children may present with different vulnerabilities, including attendance and access to wider school life, which will affect their ability to achieve their potential. We also consider those who have a social worker, those in care and young carers. Our policy and work is targeted on those pupils who experience the greatest number of barriers, in addition to those who are eligible for Pupil Premium.

As a generalisation, we recognise that pupils in receipt of the Pupil Premium Grant (PPG) may have specific challenges which may hinder their progress and mean that they are at risk of not achieving as highly as their peers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit within this work is to develop and embed a pedagogy within the school in which all pupils are able to access learning without competition or stigma – pupils are able to recognise where they are within learning and know what they need to do in order to progress.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <p>Assessments, observations and discussions with pupils have shown that many vulnerable pupils do not make sufficient progress in core subjects to maintain an age-appropriate level of attainment. This is especially the case for maths, where the gap widens in Key Stage 1.</p> <p>Staff have observed that some of these pupils struggle when they face challenge and some will lose focus in a lesson as soon as they meet any difficulty.</p> |
| 2                | <p>Tracking shows that many of our vulnerable pupils do not complete home learning and so lack the fluency skills in mathematics and reading that their peers will have.</p> <p>In recent years, we have ensured that pupils have access to technology and the internet at home and that support is provided where they don't.</p>                                                                                                                    |
| 3                | <p>Records show that attendance of our most vulnerable pupils is lower than that of other pupils.</p>                                                                                                                                                                                                                                                                                                                                                 |
| 4                | <p>Observations and discussions have shown that our most vulnerable pupils face the risk of social isolation and are less likely to attend clubs, trips and wider activities than their peers. Our most vulnerable pupils do not always come to school having eaten breakfast and parents often face difficulty in attaining uniform.</p>                                                                                                             |
| 5                | <p>Tracking within school shows that our most vulnerable pupils are likely to present with social and emotional difficulties or require additional support to meet pastoral needs, both at home and school. These families are more likely to need to access wider support, for example through our Family School Work partnership, in order to ensure that all needs are met.</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                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A reduction in the number of children facing vulnerability across the school, despite the increasing need within the younger year groups. | For no child in the school to meet all six vulnerability criteria.                                                                                                                                                                                                                                                                                                                          |
| Improved fluency and confidence with basic skills in reading and maths.                                                                   | Assessments and observations indicate significantly improved fluency among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.                                                                                                                                         |
| To continue to increase the number of pupils able to access wider school life, including clubs and visits.                                | Data to show that there is no gap between disadvantaged pupils and their non-disadvantaged peers when accessing wider life of the school.                                                                                                                                                                                                                                                   |
| To continue to develop support for families to overcome any common difficulties that are identified, including financial hardship.        |                                                                                                                                                                                                                                                                                                                                                                                             |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.                            | Sustained high levels of wellbeing by 2027 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>                                                                          |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                                         | Sustained high attendance by 2027 demonstrated by: <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• Those considered vulnerable having comparable levels of attendance to their peers.</li> </ul> |

## How we know

Through stakeholder feedback, it was clear that there is a culture of support within the school and that most felt that the needs of pupils were met. All stakeholders commented on how there is a culture to support all pupils to succeed. Respect came up in every area.

### Pupil

| Statement                                                  | All pupils | Pupil Premium | 3+ Vulnerable |
|------------------------------------------------------------|------------|---------------|---------------|
| Learning is important                                      | 96%        | 97%           | 95%           |
| I am good at learning                                      | 80%        | 74%           | 65%           |
| Sometimes, some people need more help than others to learn | 91%        | 90%           | 90%           |
| My adults in class know when I need more help              | 83%        | 85%           | 87%           |
| If I need more help, it is usually given to me quickly     | 72%        | 70%           | 70%           |
| It is fair that some people get more help than others      | 85%        | 80%           | 85%           |
| I have an adult I know I can ask for help if I need it     | 95%        | 96%           | 95%           |
| I have help at home with my learning if I need it          | 88%        | 83%           | 78%           |

Can you think of anything that we do well at Nash Mills to help everyone to learn?

- Pupils recognised many things that happen within the class to support learning, including carpet teaching, small groups and additional adults.
- Some pupils recognised how targeted support is used in some areas of the curriculum.
- Pupils noted the calm environment, in which all can learn, all were included and all were welcome.

### Staff

- All staff know what the Pupil Premium is and the majority felt that they could confidently explain how we support pupils who are eligible.
- The vast majority (92%) were confident in identifying pupils who were eligible for Pupil Premium from within their classes.
- Staff could see many of the school's strategies in practise, however some felt that those focused on improving attendance were less impactful than others.

- Of the things staff felt had the most impact:
  - Targeted and personalised provision to support learning
  - Pastoral staff – play therapy and discussion around ongoing needs to ensure pupils are ready to learn.
  - Access to school – free clubs, breakfasts, financial support.
- One staff member noted “we help them to feel part of our community and valued”. Another said “We’re a small school and pay great attention to the needs of each and every child, we know our children and families well. There is a strong culture of inclusivity across the school community which means that there is a very proactive approach to ensuring that nobody misses out”.

## **Governors**

- 3 governors responded to the survey.
- All knew what the Pupil Premium was, however only one was confident in explaining how we support pupils.
- One governor recognised the need for provision to be targeted due to the individualised nature of the needs we were considering. “Many of the needs of vulnerable pupils are met through a constant focus on them feeling safe and valued, and on the day to day practices that support with their growing self-efficacy”

## **Suggestions for action moving forward**

### **Staff**

- Find a more rigorous and failsafe way to ensure that every child reads regularly.
- Continue to develop pedagogy to support pupils to see themselves as learners.
- Develop strategies for ‘buddies’ to be implemented, providing closer support to those who need it.
- Additional 1:1 support for those that need it.
- Understand what is important to the children outside of school. Begin to understand how they learn in their culture/community outside of school, begin to bring their learning culture into the classroom.

### **Governors**

- How do we know that pupils are not being missed for support?
- How is support monitored and measured in real time as the data won't tell the full story?

## Activity in the 2025-2026 Academic Year

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

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

Budgeted cost: £ 13,852

| Activity                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                      | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| To work to ensure that there is a consistent and clear language for learning across the school which enables all pupils to see themselves as learners.                                                                                | Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. – EEF Menu of Approaches      | 1                             |
| To focus on consistency of the approach and language around writing across the school, including how Scribble and Drawing Clubs are used from EYFS, through to Essentials writing in KS1 and 2 to support the most reluctant writers. |                                                                                                                                                                                                           | 1                             |
| To continue with a whole-school focus on scaffolding within lessons to ensure that every pupil is supported.                                                                                                                          |                                                                                                                                                                                                           | 1                             |
| To embed the Pupil Premium Pledge to ensure that disadvantaged pupils receive equitable support within class to access learning.                                                                                                      |                                                                                                                                                                                                           | 1, 5                          |
| To develop staff understanding in making the most from routines at the start of the school day, including how fluency teaching can be used to support pupils' skills.                                                                 |                                                                                                                                                                                                           | 1, 2, 5                       |
| To adapt the Teacher Appraisal cycle to focus on support through training and development rather than a focus on punitive target setting.                                                                                             | Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should | 1                             |

|  |                                                                                                                                        |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------|--|
|  | balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches – EEF Menu of Approaches |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £26,568

| Activity                                                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| To continue developing focused pre-teaching sessions for pupils who are disadvantaged and struggle to stay focused when they face difficulties within their learning.            | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:<br>Small group tuition   Teaching and Learning Toolkit   EEF                                                                                                                                                                                                                                                                                                            | 1, 5                          |
| At the start of the year, to provide focused and intensive phonics support to pupils who have not made the expected level of progress within Reception, Year 1 or Year 2.        | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics   Teaching and Learning Toolkit   EEF                                                                                                                                                                                                                                                                                                                              | 1,2                           |
| To purchase and implement the Essentials Maths higher level package, which provides diagnostic testing for pupils, identifying gaps in learning so that support can be targeted. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br>Mathematics_guidance: key stages 1_and 2<br><br>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3<br><br>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:<br>Diagnostic assessment   EEF | 1                             |

|                                                                                                                                                                 |                                                                                                                                                          |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| To implement a mentoring system within school for pupils whereby they have a staff advocate, beginning in Year 6 with support being provided from senior staff. | Both targeted interventions and universal approaches can have positive overall effects:<br>Behaviour interventions   Teaching and Learning Toolkit   EEF | 1, 2, 3, 5 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------|

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

Budgeted cost: £12,000

| Activity                                                                                                                                                                                                                                                                                                                                                                           | Evidence that supports this approach                                                                                                                                                                                       | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| To incentivise regular attendance for disadvantaged pupils through <ul style="list-style-type: none"> <li>developing ways to recognise pupils whose attendance has improved over time</li> <li>developing a more robust mechanism for identifying those working below the level expected</li> <li>ensuring that parents are aware of their child's attendance patterns.</li> </ul> | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.                                                                                    | 1,3                           |
| To buy into the local School Family Partnership, including additional wellbeing support.                                                                                                                                                                                                                                                                                           | Levels of parental engagement are consistently associated with improved academic outcomes. – EEF Menu of Approaches                                                                                                        | 3, 5                          |
| To continue to develop extracurricular provision and wider curriculum opportunities, which are open to all pupils, including those who are known to be disadvantaged.                                                                                                                                                                                                              | Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning – EEF Menu of Outcomes                                                              | 1, 4                          |
| To ensure that emotional regulation strategies are taught effectively and consistently across the school.                                                                                                                                                                                                                                                                          | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): | 1, 5                          |

|                                                                                                                                                   |                                                                                                                                                                            |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
|                                                                                                                                                   | Improving_Social_and_Emotional_Learning in Primary Schools   EEF                                                                                                           |               |
| To create book and stationary packs which are sent home to pupils who do not have these items to enrich and provide value within their home life. | National Literacy Trust (2022) study showed Pupil Premium pupils are less likely to have books at home and can be on average 2 years slower to learn basic reading skills. | 1, 2, 3, 4, 5 |

**Total budgeted cost: £52,420**

# Review of the 2025-2026 Academic Year

## Assessment Feedback

Due to low number of pupils who are registered as Pupil Premium in some year groups, it is not always statistically viable to compare progress within each class. However, we have tracked trends in data across three-year periods.

| Table showing the gap in attainment for Pupil Premium registered pupils compared to their peers. |             |       |      |             |         |         |       |             |         |       |
|--------------------------------------------------------------------------------------------------|-------------|-------|------|-------------|---------|---------|-------|-------------|---------|-------|
|                                                                                                  | Early Years |       |      | Key Stage 1 |         |         |       | Key Stage 2 |         |       |
|                                                                                                  | English     | Maths | GLD  | Reading     | Writing | Phonics | Maths | Reading     | Writing | Maths |
| 2021-2024                                                                                        | -13%        | -22%  | -15% | -18%        | -35%    | +10%    | -31%  | -11%        | -30%    | -29%  |
| 2022-2025                                                                                        | -16%        | -9%   | -16% | -12%        | -13%    | +6%     | -2%   | -12%        | -15%    | -21%  |
| 2023-2026                                                                                        | -11%        | -18%  | -16% | -8%         | -11%    | +4%     | -16%  | -14%        | -12%    | -11%  |

Updated analysis, following the 2025/2026 assessment cycle shows that in most areas of the curriculum the gap between attainment for Pupil Premium eligible children has closed when compared with the previous year.

The gap has closed considerably in maths in both Early Years and Key Stage 1 following a considerable focus within the curriculum.

### End of Year Data - Pupil Premium Comparison

|                              |                   | 2022  | 2023  | 2024  | 2025  | 2026  |
|------------------------------|-------------------|-------|-------|-------|-------|-------|
| <b>Pupil Premium Numbers</b> |                   | 28    | 34    | 41    | 33    | 31    |
| <b>Average Attendance</b>    | Pupil Premium     | 93.8% | 92.1% | 94%   | 94%   | 95.6% |
|                              | Non-Pupil Premium | 95.2% | 94.8% | 93.9% | 96.5% | 95.2% |
|                              | Gap               | -1.4% | -2.6% | +0.1% | -2.5% | +0.4  |

### Phonics Screening Check

| Subject                                             |                   | 2022 | 2023 | 2024                             | 2025                             | 2026                             |
|-----------------------------------------------------|-------------------|------|------|----------------------------------|----------------------------------|----------------------------------|
| Phonics Screening Check – pupils achieved in Year 1 | Pupil Premium     | 100% | 100% | 50%<br><small>2/4 pupils</small> | 83%<br><small>6/7 pupils</small> | 67%<br><small>2/3 pupils</small> |
|                                                     | Non-Pupil Premium | 96%  | 93%  | 93%                              | 83%                              | 88%                              |
|                                                     | Gap               | +4%  | +7%  | -43%                             | -                                | -21%                             |

## Key stage 1 Data

| Subject         |                   | 2022 | 2023 | 2024 | 2025                             | 2026                             |
|-----------------|-------------------|------|------|------|----------------------------------|----------------------------------|
| English reading | Pupil Premium     | 50%  | 40%  | 71%  | 75%<br><small>3/4 pupils</small> | 67%<br><small>4/6 pupils</small> |
|                 | Non-Pupil Premium | 81%  | 89%  | 82%  | 76%                              | 68%                              |
|                 | Gap               | -31% | -49% | -11% | -1%                              | -                                |
| English writing | Pupil Premium     | 25%  | 40%  | 60%  | 75%<br><small>3/4 pupils</small> | 67%<br><small>4/6 pupils</small> |
|                 | Non-Pupil Premium | 73%  | 81%  | 91%  | 88%                              | 68%                              |
|                 | Gap               | -48% | -41% | -31% | -13%                             | -                                |
| Mathematics     | Pupil Premium     | 50%  | 40%  | 60%  | 75%<br><small>3/4 pupils</small> | 67%<br><small>4/6 pupils</small> |
|                 | Non-Pupil Premium | 73%  | 85%  | 73%  | 79%                              | 72%                              |
|                 | Gap               | -23% | -45% | -13% | -4%                              | -5%                              |

## Key stage 2 Data

| Subject         |                   | 2022<br><small>5 PP Pupils</small> | 2023<br><small>3 PP Pupils</small> | 2024<br><small>3 PP pupils</small> | 2025<br><small>4 PP pupils</small> | 2026<br><small>5 PP Pupils</small> |
|-----------------|-------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| English reading | Pupil Premium     | 80%                                | 66%                                | 66%                                | 50%                                | 40%                                |
|                 | Non-Pupil Premium | 80%                                | 87%                                | 82%                                | 84%                                | 92%                                |
|                 | Gap               | -                                  | -21%                               | -16%                               | -34%                               | -52%                               |
| English writing | Pupil Premium     | 80%                                | 33%                                | 66%                                | 75%                                | 60%                                |
|                 | Non-Pupil Premium | 70%                                | 91%                                | 91%                                | 88%                                | 84%                                |
|                 | Gap               | +10%                               | -58%                               | -25%                               | -13%                               | -24%                               |
| Mathematics     | Pupil Premium     | 80%                                | 66%                                | 33%                                | 75%                                | 60%                                |
|                 | Non-Pupil Premium | 80%                                | 91%                                | 74%                                | 76%                                | 76%                                |
|                 | Gap               | -                                  | -25%                               | -41%                               | -1%                                | -16%                               |

## Access to school provision (comparisons from start of plan)

|                                       |                   | 2022 | 2023                         | 2024 | 2025 | 2026 |
|---------------------------------------|-------------------|------|------------------------------|------|------|------|
| Pupils accessing school music tuition | Pupil Premium     | 33%  | 35%<br><small>(+24%)</small> | 38%  | 28%  | 20%  |
|                                       | Non-Pupil Premium | 18%  | 18%                          | 22%  | 20%  | 18%  |
| Pupils accessing school clubs         | Pupil Premium     | 40%  | 65%<br><small>(+25%)</small> | 70%  | 68%  | 72%  |
|                                       | Non-Pupil Premium | 78%  | 72%                          | 76%  | 76%  | 73%  |

|                                                 |                          |      |              |      |      |      |
|-------------------------------------------------|--------------------------|------|--------------|------|------|------|
| <b>Pupils accessing breakfast each morning</b>  | <b>Pupil Premium</b>     | 93%  | 95%<br>(+2%) | 95%  | 90%  | 94%  |
|                                                 | <b>Non-Pupil Premium</b> | 82%  | 84%          | 84%  | 78%  | 78%  |
| <b>Pupils accessing Year 6 residential trip</b> | <b>Pupil Premium</b>     | 100% | 100%         | 100% | 100% | 100% |
|                                                 | <b>Non-Pupil Premium</b> | 92%  | 95%          | 100% | 96%  | 92%  |

## Review of Strategies Used

| Area of Spend | Activities completed                                                                                                                                                                                                                                                                                                                                                                           | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching      | <ul style="list-style-type: none"> <li>• Language for learning consistency</li> <li>• Scaffolding consistency</li> <li>• Pupil Premium Pledge introduction</li> <li>• Four staff to complete NPQ qualifications</li> <li>• Writing consistency through Scribble Club, Drawing Club and Essentials Writing</li> <li>• Development of fluency routines at the start of the school day</li> </ul> | <p>Lesson observations, curriculum monitoring and external reports demonstrate increasing consistency in classroom practice across the school. Staff use a shared language for learning more effectively and are increasingly confident in scaffolding learning so that pupils can remain engaged and successful when faced with challenge. The school's SEA and external advisers continue to recognise the quality of provision available for vulnerable pupils, with the SEND review highlighting the strength of staff understanding and support.</p> <p>Three-year trend data suggests that the attainment gap between pupils eligible for Pupil Premium and their peers remains narrower than previously seen across several key areas. Most notably, the Key Stage 1 mathematics gap reduced from -45% in 2023 to -4% in 2025 and remained relatively small at -5% in 2026. Writing gaps in Key Stage 1 have also reduced significantly over time, from -41% in 2023 to parity by 2026.</p> <p>The focus on developing staff expertise has also had a positive impact. Three members of staff have successfully completed NPQ qualifications and additional colleagues continue to work towards qualifications.</p> |

|                           |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           |                                                                                                                                                                                                                                                                                               | This has strengthened leadership capacity, supported curriculum development and increased staff confidence in meeting the needs of vulnerable learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Targeted academic support | <ul style="list-style-type: none"> <li>• Pre-teaching introduction</li> <li>• Phonics focused support</li> <li>• Home learning through Numbots and Times Tables Rock Stars</li> <li>• Maths curriculum development and early needs diagnosis</li> <li>• Year 6 mentoring programme</li> </ul> | <p>Pre-teaching continues to be used effectively alongside the Pupil Premium Pledge, ensuring pupils are better prepared for lessons and less likely to disengage when learning becomes challenging. Teacher feedback, lesson observations and pupil voice suggest that pupils requiring additional support are increasingly able to participate confidently alongside their peers.</p> <p>Targeted phonics support has had a positive impact over the duration of the strategy. Whilst outcomes fluctuate due to very small cohort sizes, phonics attainment for Pupil Premium pupils improved from 50% in 2024 to 83% in 2025. Leaders recognise that outcomes remain variable year-on-year because of cohort size, but intervention has ensured that pupils receive rapid support when difficulties are identified.</p> <p>The continued development of reading support has contributed to strong outcomes in Key Stage 1. In 2026, 67% of Pupil Premium pupils achieved the expected standard in reading, compared to 68% of their peers, effectively eliminating the attainment gap. Similar outcomes were achieved in writing, where Pupil Premium pupils also attained at the same level as non-Pupil Premium pupils.</p> <p>The investment in mathematics resources, diagnostic assessment and home-learning platforms has contributed to improved outcomes over time. The Key Stage 1 mathematics gap reduced from -23% in 2022 and -45% in 2023 to just -5% in 2026.</p> |

|                  |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |                                                                                                                                                                                                                                                                                                                                             | Uptake of Numbots and Times Tables Rock Stars has increased significantly, with pupils demonstrating high levels of engagement and improved fluency. Leaders will now focus on ensuring that diagnostic information is used even more effectively to target gaps in learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Wider strategies | <ul style="list-style-type: none"> <li>• Attendance improvement</li> <li>• Local School Partnership (LSP) engagement</li> <li>• Extra-curricular provision</li> <li>• Emotional regulation support</li> <li>• Sleep and wellbeing initiatives</li> <li>• Analysis of parent survey information</li> <li>• The Scholars Programme</li> </ul> | <p>Attendance for Pupil Premium pupils has improved significantly over the course of the strategy and now stands at 95.6%, exceeding the attendance of non-Pupil Premium pupils (95.2%). This represents a substantial improvement from 92.1% in 2023 and demonstrates the effectiveness of the school's graduated approach to attendance support and family engagement.</p> <p>Partnership working through the Local School Partnership and wider pastoral services has continued to have a positive impact on vulnerable families. Leaders can point to several examples where support has improved attendance, engagement and access to external services, reducing barriers to learning and participation.</p> <p>A significant strength of the strategy continues to be the school's commitment to ensuring equitable participation in wider school life. Participation data demonstrates that disadvantaged pupils access enrichment opportunities at levels that are comparable to, and in some cases exceed, their peers. In 2026, 72% of Pupil Premium pupils accessed clubs compared with 73% of non-Pupil Premium pupils. Breakfast provision remains well used, with 94% of Pupil Premium pupils accessing breakfast support compared with 78% of their peers. Additionally, 100% of Pupil Premium pupils accessed the Year 6 residential visit throughout the duration of the strategy.</p> |

## Activity in the 2026-2027 Academic Year

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

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

Budgeted cost: £ 12,000

| Activity                                                                                                                                                                                                                                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| To continue to embed approaches across the school which focus on inclusion, participation and access for all learners. This will include further development of adaptive teaching, scaffolding, explicit instruction, pre-teaching and strategies which ensure that vulnerable pupils remain visible and actively engaged within lessons.                                                                         | Evidence indicates that high-quality teaching is the most powerful way for schools to improve pupil attainment, particularly for disadvantaged pupils. The EEF SEND in Mainstream Schools guidance highlights that high-quality teaching, adapted to meet pupil need, should be the first response to supporting pupils with SEND. | 1, 4, 5                       |
| To establish the role of Pupil Progress Champion. The Pupil Progress Champion will track the attainment, progress, attendance, participation and wellbeing of identified vulnerable pupils, ensuring timely intervention and acting as an advocate for pupils whose needs may otherwise become overlooked. This role will coordinate support across school and strengthen accountability for vulnerable learners. | The EEF SEND in Mainstream Schools guidance emphasises the importance of creating a positive and supportive environment for all pupils and ensuring that leaders systematically identify and respond to need. Research demonstrates that vulnerable pupils benefit from coordinated support and robust monitoring of progress.     | 1, 2, 3, 4, 5                 |
| To develop staff understanding of how routines at the start of the school day can be used to maximise learning time and strengthen retrieval, fluency                                                                                                                                                                                                                                                             | EEF guidance on metacognition and cognitive science highlights the importance of retrieval practice in supporting long-term memory. Research suggests that regular                                                                                                                                                                 | 1, 2                          |

|                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |
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| and readiness for learning. Teachers will use planned fluency activities in reading, vocabulary and mathematics to secure foundational knowledge and identify misconceptions early.                                                                                                  | retrieval and fluency practice improves retention of key knowledge and helps to reduce gaps in learning over time.                                                                                                                                                                                                                                                                                                                        |            |
| To continue developing a coaching-based approach to professional development through the teacher appraisal process. Staff will engage in instructional coaching, peer observation and evidence-informed professional dialogue focused on improving outcomes for vulnerable learners. | Supporting continuous and sustained professional development is crucial to developing teacher practice. The EEF Effective Professional Development guidance highlights that effective professional development should build knowledge, motivate staff, develop techniques and embed practice over time. Coaching approaches have been shown to have a particularly positive impact when combined with clear feedback and ongoing support. | 1, 5       |
| To strengthen staff expertise in communication and language development, including the explicit teaching of oracy, vocabulary and classroom discussion. This will build upon the Reception oracy project and support pupils whose communication skills create barriers to learning.  | EEF evidence suggests that Oral Language Interventions can generate approximately six months' additional progress and are particularly beneficial for disadvantaged pupils. Strong communication and language skills underpin success across the wider curriculum.                                                                                                                                                                        | 1, 5       |
| To further develop staff understanding of the school's vulnerability framework so that vulnerable pupils remain visible within classroom practice, assessment, curriculum planning and wider school life.                                                                            | The EEF guidance on supporting SEND pupils highlights the importance of early identification and understanding individual pupil needs. Research consistently demonstrates that effective support is strongest when barriers are identified proactively rather than reactively.                                                                                                                                                            | 1, 3, 4, 5 |

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

Budgeted cost: £24,500

| Activity                                                                                                                                                                                                                                                                                                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| At the start of the year, provide focused and intensive phonics support to pupils who have not made the expected level of progress within Reception, Year 1 or Year 2. This support will include daily targeted intervention, regular assessment and increased parental engagement to ensure that difficulties are identified and addressed quickly. | Phonics approaches have a strong evidence base and consistently demonstrate positive impacts on the accuracy of word reading, particularly for disadvantaged pupils. Evidence suggests that early intervention is most effective when delivered systematically and before gaps become entrenched.                                                                                                                | 1, 2                          |
| Introduce a targeted mathematics fluency programme focused on identifying and addressing gaps in foundational knowledge. Diagnostic assessment will be used to identify barriers, with pupils receiving short, frequent intervention sessions to secure key concepts and number fluency before misconceptions become embedded.                       | The EEF's guidance on Improving Mathematics recommends the use of diagnostic assessment to identify barriers to learning and highlights the importance of securing foundational knowledge before introducing more complex mathematical concepts. Research from the NCETM and DfE mathematics guidance also emphasises the role of fluency in enabling pupils to access wider mathematical learning successfully. | 1, 2                          |
| Develop a structured early intervention model whereby pupils identified as falling behind in reading, writing or mathematics receive timely small-group or one-to-one support linked directly to classroom learning.                                                                                                                                 | EEF evidence indicates that targeted small-group tuition can provide significant additional progress when interventions are carefully planned, linked to classroom learning and delivered by trained adults. Effective interventions are most successful when                                                                                                                                                    | 1, 2, 5                       |

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| Intervention programmes will be regularly reviewed to ensure impact and value for money.                                                                                                                                                                                                                                           | they supplement, rather than replace, high-quality teaching.                                                                                                                                                                                                                                                                        |            |
| Continue to implement a mentoring and advocacy system whereby identified pupils have a trusted adult who champions their progress, wellbeing, attendance and engagement. Beginning in Year 6 and extending to other pupils where appropriate, mentors will provide regular check-ins and support to overcome barriers to learning. | Both targeted interventions and universal approaches can have positive overall effects on behaviour, engagement and attitudes to learning. Research suggests that positive adult relationships, belonging and trusted support networks can improve wellbeing, attendance and school engagement, particularly for vulnerable pupils. | 1, 2, 3, 5 |

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

Budgeted cost: £15,195

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
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| To further strengthen attendance systems for disadvantaged and vulnerable pupils through early identification, targeted support and positive recognition. This will include celebrating improved attendance over time, increasing parental awareness of attendance patterns and ensuring that pupils whose attendance places them at risk of underachievement are identified quickly and supported through personalised plans. | The DfE's Working Together to Improve School Attendance guidance highlights the importance of early intervention, strong relationships with families and a support-first approach. Evidence from schools with strong attendance outcomes demonstrates that timely identification and personalised support can significantly reduce persistent absence. | 1, 3                          |
| To continue engagement with the Local School Partnership and wider family support services, providing targeted                                                                                                                                                                                                                                                                                                                 | Levels of parental engagement are consistently associated with improved academic outcomes. EEF evidence suggests that effective                                                                                                                                                                                                                        | 3, 5                          |

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| support for vulnerable families, including wellbeing support, attendance intervention, parenting support and access to external services where appropriate.                                                                                                                                                                                                                     | parental engagement approaches can lead to improved attendance, behaviour and attainment, particularly when support is tailored to family needs.                                                                                                                                                                         |               |
| To further develop extracurricular provision and enrichment opportunities, ensuring that all pupils can access clubs, trips, leadership opportunities and wider experiences regardless of financial circumstance or additional need. Leaders will continue to monitor participation rates and actively encourage involvement from pupils who may otherwise be underrepresented. | Extracurricular activities are an important part of education in their own right and can increase engagement with learning, improve attendance and strengthen pupils' sense of belonging. Research suggests that participation in wider opportunities can positively influence confidence, aspiration and relationships. | 1, 4          |
| To embed a whole-school approach to emotional regulation, ensuring that pupils are explicitly taught strategies to identify, understand and manage emotions. Staff will receive ongoing training to ensure consistent approaches across classrooms, playtimes and intervention provision.                                                                                       | The EEF's Improving Social and Emotional Learning in Primary Schools guidance highlights that social and emotional skills are associated with improved academic outcomes, behaviour, wellbeing and long-term life chances. Consistent, whole-school approaches are identified as having the greatest impact.             | 1, 5          |
| To further develop pastoral and wellbeing provision for pupils experiencing social, emotional or mental health difficulties. This will include mentoring, counselling support, trusted adults, targeted intervention programmes and access to specialist services where required.                                                                                               | Research consistently demonstrates that pupils are more likely to engage with learning when their wellbeing needs are met. The EEF identifies social and emotional learning as having a positive impact on both wellbeing and attainment, particularly for vulnerable learners.                                          | 1, 3, 5       |
| To provide books, stationery and curriculum resources to families where access to learning materials may act as a                                                                                                                                                                                                                                                               | National Literacy Trust research found that children from disadvantaged backgrounds are less likely to have access to books at home, which can                                                                                                                                                                           | 1, 2, 3, 4, 5 |

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| barrier. This will include reading books, home-learning resources and practical support for families experiencing financial hardship.                                                                                                                                                               | negatively impact reading development and attainment. Supporting access to reading materials can help strengthen engagement with learning beyond the classroom.                                                                                                            |         |
| To continue analysing pupil, parent and staff voice to identify barriers to participation, wellbeing and inclusion, ensuring that provision remains responsive to the needs of the school community. Particular attention will be given to the experiences of vulnerable pupils and their families. | Effective implementation research highlights the importance of understanding local context and regularly evaluating impact. Gathering stakeholder views supports more responsive decision-making and helps schools identify hidden barriers before they become entrenched. | 3, 4, 5 |

**Total budgeted cost: £52,420**

## Externally Provided Programmes

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

| Programme                   | Provider               |
|-----------------------------|------------------------|
| NELI                        | Nuffield Foundation    |
| Firm Foundations            | Numicon                |
| Maths Essentials Resource   | HfL                    |
| Writing Essentials Resource | HfL                    |
| Times Tables Rockstars      | Times Tables Rockstars |
| Numbots                     | Times Tables Rockstars |
| Herts Music Service         | Herts Music Service    |
| The Scholars Programme      | The Brilliant Club     |