



## Pupil Premium Policy

February 2026



This document applies to all academies and operations of Cambrian Learning Trust.

[www.cambrianlearningtrust.org](http://www.cambrianlearningtrust.org)

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In this document:

‘The Trust’, ‘We’ and ‘Our’ refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

## 1. Introduction

‘Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society

continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.’ Sutton Trust, 2014.

The Pupil Premium Grant is additional funding allocated to schools by means of a specific grant, based on the number of pupils in the school who are registered as eligible for ‘Free School Meals’, or have been recorded as eligible in the past 6 years (known as ‘Ever 6 FSM’).

Schools receive additional funding for children looked after by Local Authorities (previously referred to as looked-after children) and children previously looked after by a local authority or other state care (previously looked-after children).

In addition, a grant also provides additional funding for schools for pupils who have parents currently serving in the armed forces, or have served in the last 6 years, this is known as Service Pupil Premium (SPP).

The Pupil Premium is additional to main school funding, and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

‘The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils’ progress’.

The EEF Guide to the Pupil Premium

## 2. Aims of the Pupil Premium Policy

- To improve the academic achievement of pupils who are eligible for Free School Meals; those who are cared for (looked-after children) and those who have parents currently serving in the Armed Forces  
To reduce the gap in the achievement of eligible pupils and their peers
- To provide additional resources, particularly in English and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement
- To promote progression of eligible pupils into Further/ Higher Education
- To promote the development of personal and social skills in eligible pupils
- To support the vision and values of the Trust and its schools

The policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school communities for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level which capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Through this policy, each Trust school will develop and publish their Pupil Premium strategy detailing specific information on their funding allocation; the challenges facing their communities; their spending plans and an impact evaluation of the previous year's spending.

## 3. Legislation and Guidance

This policy is based on the [‘Pupil Premium: allocations and conditions of grant 2023-2024’](#) document, published by the Education and Skills Funding Agency. It is also based upon the [overview](#) published by the Department for Education (DfE); the [‘Using pupil premium: guidance for school leaders’](#) document (March 2023) and the [‘Service Pupil Premium’](#) guidance.

## 4. Decisions around the use of the Pupil Premium grant

The Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

- 
- Ensure that Pupil Premium funding allocated to Trust schools is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.

- Encourage take up of FSM by working proactively with our parents in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by each school and each Local Governing Committee (LGC).
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identification of their social and emotional needs and the provision, where necessary, of appropriate intervention.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

The Trust recognises that not all pupils who are eligible for Pupil Premium are underachieving, while also recognising that some pupils may be underachieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, wherever under achievement is evident.

Trust schools must publish their Pupil Premium strategy statement on the school's use of the Pupil Premium in each academic year on their school website, in line with the DfE's [guidance for school leaders on using the Pupil Premium](#) and using the [templates](#) provided by the DfE (and shown in Appendix 2). This strategy statement must be published by 31<sup>st</sup> December each year.

Trust schools must ensure their use of the Pupil Premium and spending activities align with the DfE's 'menu of approaches (Appendix 1)' and show how the spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF).

Trust schools must ensure the use of the Pupil Premium funding aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE states a school's activities must be those that:

- Support high quality of teaching, for example through staff professional development.
- Provide targeted academic support, such as tutoring; and
- Address wider strategies to tackle non-academic barriers to success, such as attendance, behaviour and social and emotional support.

Further guidance for schools can be found on pages 7 and 8 of the DfE's [guidance for school leaders on using the pupil premium](#) for details.

Trust school Pupil Premium strategy statements are available on individual school websites.

### Service Pupil Premium

[Service Pupil Premium: what you need to know - GOV.UK](#) helps schools provide mainly pastoral support for service children. Whereas Pupil Premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.

## 5. Roles and Responsibilities

### 5.1. The Trustees

The Trustees have overall responsibility for approving this policy and reviewing its effectiveness.

### 5.2. The Local Governing Committee (LGC)

The LGC is responsible for:

- Holding the headteacher to account for the implementation of this policy and the Pupil Premium strategy.

- - Ensuring the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant.
  - Monitoring the attainment and progress of pupils eligible for Pupil Premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding.
  - Monitoring whether the school is ensuring value for money in its use of the Pupil Premium.
  - Challenging the headteacher to use the Pupil Premium in the most effective way.
- Setting the school's ethos and values around supporting disadvantaged members of the school community.

### 5.3. Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Reading and enacting this policy - keeping their school strategy up to date and ensuring that it is implemented across the school.
- Promoting a sense of belonging and building positive relationships.
- Encouraging aspiration of all pupils, including those who are disadvantaged.
- Planning a curriculum which enhances the lives of disadvantaged pupils.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces.
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
- Monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school's use of the funding.
- Reporting on the impact of Pupil Premium spending to the local governing body on an ongoing basis.
- Publishing the Pupil Premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the Pupil Premium](#) and using the templates on the DfE website.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

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## 5.4. Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all pupils, including those eligible for the Pupil Premium.
- Identifying pupils whose attainment is not improving in response to interventions funded by the Pupil Premium and highlighting these individuals to the senior leadership team.
- Sharing insights into effective practice with other school staff.

## 6. Monitoring and Reviewing the Policy

Trust schools recognise the importance of context so will evaluate their strategies in relation to the Pupil Premium, on a termly basis. This will enable new strategies to be assessed robustly to ensure approaches used are having the desired impact in narrowing the gaps. Timely adjustments can then be made if particular strategies are not effective.

Through their own Pupil Premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen Pupil Premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGB and once approved, will be published on the school website.

This policy will be reviewed on an annual basis and approved by the Trust Board. Adjustments will be made to the policy, accordingly, taking into consideration the impact schools have shown on narrowing the gaps. The policy review will also take into consideration any changes to the level of funding that becomes available under the Pupil Premium Grant.

## 7. Links with other Policies

This policy is linked to:

- The Teaching and Learning Policy of each Trust school
- Special Educational Needs & Disabilities (SEND) and Inclusion Policy
- Equality, Diversity and Inclusion Policy

This policy is written with reference to, and should be read in conjunction with, the Pupil Premium Strategy Statement for each school, and the following:

- Pupil Premium guidance from the DfE, Ofsted and the ESFA
- Education Endowment Foundation Tool Kit
- Unseen Children: Access and Achievement 20 years on, Ofsted
- The Pupil Premium: Analysis and challenge tools for schools
- School Inspection Handbook, Ofsted

## 8. Communications of Policy

This policy must be made available on the Trust and all school websites.

## Appendix A: Menu of Approaches

### Menu of approaches

In line with the [conditions of grant](#), any activity that you fund using pupil premium must fall under an approach listed in the table below.

When selecting approaches from the menu, you should also consider how you are using the funding to support:

- Effective identification of pupil needs, for example through diagnostic assessment
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

3 tiers	Approaches that you could implement
<b>High-quality teaching</b>	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support the implementation of evidence-based approaches, for example, training provided by <a href="#">a DfE validated systematic synthetic phonics programme</a> , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as <a href="#">National Professional Qualifications (NPs)</a>
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
<b>Targeted academic support</b>	One to one, small group or peer academic tuition, including through the <a href="#">National Tutoring Programme (NTP)</a> *
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
<b>Wider strategies</b>	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance, including approaches outlined in <a href="#">the working together to improve school attendance</a> guidance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Extended school time, including for summer schools
	Breakfast clubs and meal provision
Communicating with and supporting parents	

## Appendix B: Pupil Premium Strategy Statement

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

## Pupil premium strategy statement – Thameside 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	199 (including Nursery)
Proportion (%) of pupil premium eligible pupils	33% 66 chn (including EYFS)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Laura Youngman
Pupil premium lead	Annette Polley
Governor / Trustee lead	Sandra North

### Funding overview

Detail	Amount
Pupil Premium Allocation this academic year	£98010

Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£98010

## Part A: Pupil premium strategy plan

### Statement of intent

The overarching objective is to ensure that, irrespective of background or challenges that they face, that pupils make good progress; achieve well in all subject areas; feel a sense of belonging and are enabled to thrive. Through our strategy, we also want to ensure that our community has a school that they are proud of and that the wellbeing of the community is supported. Our school motto, 'Every Child, Every Chance, Every Day' drives our commitment to supporting disadvantaged pupils. Through quality teaching and targeted support, we ensure children leave with high aspirations and the skills to achieve them. High-quality teaching is central to our approach, focusing on areas where disadvantaged pupils need most support—particularly oracy and early reading. We know excellent daily teaching has the greatest impact on closing the disadvantage gap whilst benefiting all pupils. CPD focuses on cognitive science, coaching, and targeted academic support. Our strategy supports continued recovery from COVID-19, prioritising those most affected, and responds to individual needs through robust diagnostic assessment. We will:

- Embed high expectations for all pupils with whole-school accountability for disadvantaged outcomes
- Ensure quality-first teaching identifies and overcomes barriers for all children
- Prioritise staff development to enhance teaching provision
- Design a coherently sequenced curriculum rich in cultural capital, with oracy and vocabulary woven throughout
- Provide early, targeted intervention when barriers are identified

Wider strategies also support children's social and emotional wellbeing as the foundation for academic progress. Our inclusion team—including the inclusion leader and home school link worker—provides significant support to children and families.

Attendance and punctuality are key priorities. We work closely with families, developing communication and support packages alongside a robust multi-stage attendance procedure involving all staff. Early intervention and support are at the core of our approach. We know happy, positive children are ready to learn. Through behaviour for learning, the Zones of Regulation programme, and high-quality PSHE provision, children develop essential skills. Important roles, responsibilities, and extra curricular activities empower children to contribute fully to school life.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2. Assessments indicate low entry points in Reception, especially with early language/oracy (as shown via Wellcomm assessments and baseline measures in Reception)
2	Our assessments indicate low attainment of children eligible for PP at the end of each key stage in R,W, M – assessments show that disadvantaged children achieve less well than their peers in the core subjects.
3	Data shows that attendance is lower for those children eligible for PP– observations show that attendance amongst disadvantaged pupils is currently 91.1% and 15 chn are persistent absentees. Within this number, there are some complex cases. Attendance for some pupils becomes a significant barrier to achieving their outcomes.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for support remain relatively high. 16% pupils (47% of whom are disadvantaged) currently require additional support with social and emotional needs, with whom are disadvantaged) receiving small group interventions.

5	Our observations and discussions show that there is still lower engagement with wider sporting, art and cultural opportunities beyond school (lower levels of cultural capital for those who are eligible for PP).
6	Our data on behaviour, including records of concerns, and external suspension rates, show a disproportionate representation of disadvantaged pupils. Observations and data suggest a lot of these pupils are low-prior attaining pupils and that many lack self regulation strategies to cope with challenging tasks and situations, which has a negative impact upon their learning.

## 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
To improve oracy (including effectiveness of partner talk) amongst disadvantaged pupils	<ul style="list-style-type: none"> <li>• Assessments and observations show improved oral language amongst disadvantaged pupils from baseline assessments. This is evident when triangulated with various sources of evidence (e.g. learning walks; formative assessment and GLD outcomes)</li> <li>• Learning walks show consistent oracy teaching strategies across all year groups and subjects, - all staff use effective questioning, wait time, and talk scaffolds to support disadvantaged pupils.</li> <li>• Oracy is valued and prioritised across the school, with a clear oracy progression framework in place</li> </ul>
To improve attainment and progress in core subjects for children eligible for PP (and those with PP/SEND) and to close the gap between those eligible for PP and other groups – <b>ensure a tight focus on foundational skills in KS1 and EYFS</b> and implementation of the <b>‘Botheredness’</b> curriculum approach to non-core curriculum delivery	<ul style="list-style-type: none"> <li>• Core subject outcomes (R, W, M) show that an improved % of disadvantaged pupils met the expected standard or made at least expected progress from baseline</li> <li>• Attainment levels of children in Phonics at the end of Year 1 including those children in receipt of Pupil Premium Funding are improved compared to 24/25 - Little Wandle assessments and heat maps show good progress from starting points</li> <li>• Evidence from books, learning walks and pupil voice show a greater engagement and retention of core knowledge in non-core subjects due to more developed connectedness with curriculum content</li> </ul>

<p>All disadvantaged pupils will benefit from consistently <b>high quality teaching</b> across all subjects and year groups – with a focus on core pedagogy that benefits our most vulnerable pupils, for example adaptive teaching; modelling and checking for understanding (as part of our school Teaching and learning principles) and ensuring active participation in lessons.</p>	<ul style="list-style-type: none"> <li>• Teaching and Learning Principles are understood and consistently applied by all of staff across all subjects and year groups, with learning walks showing consistency in the use of core pedagogical approaches (modelling, checking for understanding, explicit instruction, scaffolding)</li> <li>• Assessment data shows reduced gaps in understanding for disadvantaged pupils, with misconceptions identified and addressed quickly to prevent pupils from falling behind</li> <li>• Teachers use frequent, varied checks for understanding throughout every lesson (including cold calling, mini whiteboards, targeted questioning of disadvantaged pupils, and observation of work in progress) and respond immediately to misconceptions</li> <li>• Monitoring shows that disadvantaged pupils are children being supported to actively participate in lessons</li> </ul>
<p>To achieve and sustain <b>improved attendance</b> for all children eligible for PP, and reduce persistent/severe absence.</p>	<ul style="list-style-type: none"> <li>• A yearly increase in attendance for children eligible for PP</li> <li>• End of year PP attendance to be at or above 96% with the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• The percentage of disadvantaged pupils who are persistently absent to be reduced. To continue to receive support for the complex cases from external agencies e.g. OCC SEN Team and Social Care.</li> <li>• Positive outcomes of Trust Inclusion reviews which have a focused section on attendance.</li> </ul>
<p>To achieve and sustain improved <b>wellbeing</b> for all pupils in our school (particularly disadvantaged pupils)</p>	<ul style="list-style-type: none"> <li>• Children from disadvantaged backgrounds make strong gains in cultural capital</li> <li>• Increased participation and variety in enrichment activities.</li> <li>• Improved qualitative data – pupil and parent surveys</li> <li>• Children contribute to the development of the school and feel they have a voice</li> <li>• Inclusion team including HSLW and MHL in post using strategies to support the MH and wellbeing of all children.</li> <li>• There is a distinct and clear culture of aspiration for all children</li> <li>• Children from disadvantaged backgrounds are inspired by real-world experiences and curricular opportunities</li> <li>• There is a high level of parental engagement in the use of My Happy Mind and a qualitative data (feedback from pupil and parent surveys) reference a positive impact of the programme</li> </ul>

<p>To improve pupils’ <b>metacognitive and self regulatory skills</b> across all subjects.</p>	<ul style="list-style-type: none"> <li>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</li> </ul>
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### Activity in this academic year

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

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

Budgeted cost: £38000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Develop and Implement a consistent approach to develop oracy across the school, to include the development of a consistent 'peer talk' approach. Provide CPD for all staff</p>	<p><a href="https://eef.dev/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://eef.dev/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a></p>	<p>1</p>
<p>Further develop use of validated phonics scheme (introduced in 2021), including training for new staff and release time for the Early Reading and Phonics lead and delivering parent sessions</p>	<p>A government approved scheme for teaching phonics and supporting early reading.</p> <p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a></p>	<p>1, 2, 4</p>

<p>Strategic catch-up plan embedded to support development of phonics and reading and close gaps in reading and phonics, as well as address gaps in Early Writing</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</a></p>	<p>1, 2, 4</p>
<p>Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance – including Mastering Number for EYFS and KS1 We will fund teacher release time to embed key elements of guidance in school and to access BBO Maths Hub resources and CPD.</p>	<p>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:</p> <p><a href="#">Mathematics Guidance: Key Stages 1 and 2</a></p>	<p>1, 2, 4</p>

<p>Enhancement of teaching and effective curriculum planning in line with the DFE and EEF guidance (core and non-core subjects).</p>	<p><a href="#">EEF 5 a Day</a></p> <p>The Dfe non-statutory guidance has been produced in conjunction with the NCET, drawing on evidence -based approaches.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3 EEF</a></p>	<p>1, 2, 4</p>
<p>Strategic recruitment, coaching and CPD for staff to develop high quality daily teaching, including joint CPD and research engagement</p>	<p><a href="#">High-Quality Teaching EEF</a></p> <p>Walkthrus based on cognitive science - <a href="#">WalkThrus Website</a></p> <p>Evidence that focusing on professional development makes an impact on outcomes is provided by the <a href="#">Effective Professional Development EEF</a></p> <p>There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.</p>	<p>1, 2, 4</p>

Induction programme and ECT support network	<a href="#">Early Career Framework Reforms Overview</a>	1, 2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of small group intervention/catch up in English and Maths	<a href="#">One to one tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1,2,4
Additional phonics sessions (and groups) targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted	1,2,4

pupils who require further phonics support	<p>phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 week.</p> <p><a href="#">Phonics   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	
Release for a specialist English teacher (and Reading Champion) to provide additional Phonics CPD for staff, assessments and support for lowest 20% readers	<p>Reading comprehension strategies focus on learners' understanding of written text. They learn techniques that enable them to comprehend the meaning of what they read.</p> <p><a href="#">Reading comprehension strategies   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	1,2,4
Additional EYFS/Year 1 and Year 1 TA to provide additional support in phonics and catch up groups	<p><a href="#">Phonics   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Oral language interventions   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	1,2,4

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

Budgeted cost: £ 35,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Use of HSLW and Inclusion lead to support children’s emotional and social development and provide effective and efficient support for families</p>	<p>Effective early identification of family needs. Signposting and guidance for next steps. Access to external support facilitated as necessary.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning-eeef">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>experiencing social and emotional difficulties, e.g. Family Links programme, whole school MH approach (with dedicated SMHL) and emotions and social skills groups</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/social-emotional-learning-eeef">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Implement and embed mental health support, including: Implementation of My Happy Mind to support pupils’ self regulation and Oxfordshire Mental Health team to support children and families (mental health ambassadors; parent support sessions)</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning-eeef">Working with Parents to Support Children's Learning   EEF</a></p> <p>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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-emotional-learning-eeef">Social and emotional learning   EEF</a></p>	<p>3</p>

<p>Further embed principles of good practice set out in the Dfe's Improving School attendance advice</p> <p>This will involve training and release time for staff to develop and implement new procedures and release time for Attendance Champion to monitor impact and complete analyses</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	3
<p>Creating subsidised (and free) extracurricular experiences to provide aspiration and wider curriculum experience.</p>	<p>Pupils need experiences to understand the world. May pupils do not have the range of varied first-hand experiences to draw upon in the same way that other pupils do.</p>	5
<p>Welfare cupboard supplies for children as well as other practical support for example uniform, food bank.</p>	<p>Uniform, stationery etc for those who do have this at home.</p>	3,5

<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
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Total budgeted cost: £ 99 000

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal and summative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

#### **Challenge 1 and 2 - Assessment data**

The data demonstrated that our core strategies were effective in narrowing the gap in some year groups and in some subjects, but this was not yet a consistent picture. However, several of our PP children also have SEND needs which has impacted the overall attainment data. Data suggests that by the end of Year 6, over time, gaps are starting to narrow.

#### **Phonics**

Little Wandle external termly audits (by the White Knights Hub) validated the enhancement of phonics provision and the strength of leadership in phonics.

#### **Challenge 3 – Attendance**

We have also drawn in school data and observations used to assess wider issues impacting disadvantaged pupils’ performance, including attendance, behaviour and wellbeing.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantage pupils remains an ongoing concern.

Attendance for PP children in 24/25 was 89.8% (compared 93.3% for all children). However, internal analysis showed an in-year improvement and reduction in lates for the majority of PP pupils as a result of the strategies implemented.

#### **Challenge 4 – Social and emotional development and enrichment**

During the year children in receipt of Pupil Premium were supported to attend clubs and enrichment – analysis of clubs and enrichment showed that children in receipt of PP funding were increasingly represented in cross-school events and enrichment activities. Feedback from families and outside agencies have provided evidence of the impact of the HSLW and nurture support provided. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions and family support where required. We are building on that approach with the activities detailed in this plan for 2025-2028. There is a need to increase capacity for pastoral support for our children and their families.

Summary:

We have reviewed our strategy plan and have made changes as to how we intend to use our budget this academic year and to set strategic priorities for 2025-2028.

## 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
Synthetic phonics programme	Little Wandle
Reading Software	Accelerated Reader
Maths planning support	White Rose Maths
Maths fluency Early maths fluency	Time tables rockstars/Numbots
EYFS assessment tool	Tapestry
SEND support programmes	Widget

## Further information

### Additional activity

**We worked with DfE advisor, Marc Rowland, to devise our new plan for 25-28.**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback through internal CPD sessions and internal monitoring. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Providing additional small group and 1:1 tuition for pupils in receipt of pupil premium in addition to that specified above
- Continue to enhance and implement our mental health and wellbeing strategy led by our Senior Mental Health Lead and Mental health first aiders to develop our understanding of

our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated the impact of activities completed in the previous three years.

We also took part in an annual Inclusion Review conducted by the trust which includes an external evaluation of provision for children in receipt of pupil premium funding.

We triangulated evidence from multiple sources of data including assessments, book looks, and conversations with parents, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils. We regularly discuss and liaise with other schools to ensure the sharing of best practice linked to disadvantaged pupils. We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.