

# Pupil premium strategy statement 2025/2026



This statement details our school’s use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

| Detail                                                                  | Data                                                            |
|-------------------------------------------------------------------------|-----------------------------------------------------------------|
| School name                                                             | Kirkby la Thorpe CofE Primary Academy                           |
| Number of pupils in school                                              | 94                                                              |
| Proportion (%) of pupil premium eligible pupils                         | 21/94 = 22%<br>FSM = 18 @ 1515<br>P/LAC = 0<br>Forces = 3 @ 350 |
| Academic year/years that our current pupil premium strategy plan covers | 2025/2026                                                       |
| Date this statement was published                                       | October 2025                                                    |
| Date on which it will be reviewed                                       | July 2026                                                       |
| Statement authorised by                                                 | Clare Early                                                     |
| Pupil premium lead                                                      | Rebecca Brown                                                   |
| Governor / Trustee lead                                                 | David Sykes                                                     |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £ 28.785 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £ 0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 28.785 |

# Part A: Pupil premium strategy plan

## Statement of intent

Decisions about Pupil Premium (PP) funding, are based on the needs of the pupils and their families here at Kirkby la Thorpe CE Primary School. Recognition is given to the specific needs of our pupils and reference is made to the EEF research and guidance. Barriers faced by disadvantaged children in our context include, lack of confidence, complex emotional needs, families who are currently in, or have been at TAC, and some children who receive PP are also on the SEND register.

Teaching and learning is carefully monitored and EEF guidance is woven in to curriculum development and classroom practice, wherever possible. All teaching staff participate in the analysis of class data and the recording of PP provision, in order to evaluate the effectiveness of our PP strategy. Classroom planning is carried out in conjunction with the SENCO and members of the Senior Leadership Team, in order to ensure that provision is as personalised and therefore inclusive, as possible.

### Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure that all disadvantaged pupils make at least expected progress, based on national data, at the end of Year 6.

### Key principles

- To ensure that appropriate provision is made for disadvantaged pupils within our setting using a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To ensure that teaching and learning meets the needs of all children within our setting.
- To ensure that all provision is personal and suits the needs of individual children within our setting.
- Use of outside agencies to support pupils and provide training,
- PP funding can be used to support a pupil, or groups of pupils who have been identified as being disadvantaged, but may not qualify to receive direct funding.
- Due to the limited amount of funding and resources, not all PP children will be in receipt of PP intervention at any one moment of time; needs analysis will be carried out to identify priority classes, groups, or individuals.

### Achieving these objectives

- Use of PIXL assessments for reading, maths and grammar to provide summative information that can be tracked using standardised scores.
- CPD training for all teachers to enhance teaching and learning.
- Allocation of intervention staff to offer 1:1 support, or small group work which directly links to classroom teaching.
- SEMH trained member of staff made available to help develop emotional literacy of pupils most in need and support their emotional development.
- Development of NEST (Emotional Support Space) to support vulnerable pupils, particularly those with SEMH needs.

- Utilise our mixed age classes and PAN of 15, where appropriate, to reduce class sizes in order to offer opportunities for more effective teaching and accelerated progress.
- Carefully planned transition from primary to secondary, and between classes, so that attainment and progress can be monitored closely and learning time/opportunities are not lost.
- PE provision to include the use of a specialised coach to deliver active maths sessions.
- Increased use of screening programmes to identify pupil's particular needs and develop plans to support their learning.
- Referrals to CASY for targeted support.
- Release time for SEMH trained staff to deliver interventions.

## Challenges

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

| Challenge number      | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                             |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------|-----------|---------|-------------------|------|---------|-----------|----|------------------|-----------------------------|------------------------|-----------------------|-------------|--------|-------------|------|-----|---------|------|-----|-------|------|------|-----------------|------------|--------|---------|------------|-----|---------|------------|-----|-------|------------|-----|
| 1.                    | <p>Ensuring PP Children at the end of KS1 2024-25 are in line with non PP pupils. The focus is on LKS2 2025-26</p> <table border="1"> <thead> <tr> <th>EYFS 2024-2025</th> <th>PP (4 chn)</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75 (3chl)</td> <td>75</td> </tr> <tr> <td>Writing</td> <td>50 (2chl)</td> <td>75</td> </tr> <tr> <td>Maths</td> <td>75 (3chl)</td> <td>75</td> </tr> </tbody> </table><br><table border="1"> <thead> <tr> <th>Y1 2024-25</th> <th>PP (1 chl.)</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>84%</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>84%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p><b>Current Y3 25-26 – focus group</b></p> <table border="1"> <thead> <tr> <th>Y2 2024-25 data</th> <th>PP (3 chl)</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33% (1chl)</td> <td>80%</td> </tr> <tr> <td>Writing</td> <td>33% (1chl)</td> <td>70%</td> </tr> <tr> <td>Maths</td> <td>33% (1chl)</td> <td>80%</td> </tr> </tbody> </table> | EYFS 2024-2025              | PP (4 chn)             | Non-PP    | Reading | 75 (3chl)         | 75   | Writing | 50 (2chl) | 75 | Maths            | 75 (3chl)                   | 75                     | Y1 2024-25            | PP (1 chl.) | Non PP | Reading     | 100% | 84% | Writing | 100% | 84% | Maths | 100% | 100% | Y2 2024-25 data | PP (3 chl) | Non PP | Reading | 33% (1chl) | 80% | Writing | 33% (1chl) | 70% | Maths | 33% (1chl) | 80% |
| EYFS 2024-2025        | PP (4 chn)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Non-PP                      |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Reading               | 75 (3chl)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 75                          |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Writing               | 50 (2chl)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 75                          |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Maths                 | 75 (3chl)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 75                          |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Y1 2024-25            | PP (1 chl.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Non PP                      |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Reading               | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 84%                         |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Writing               | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 84%                         |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Maths                 | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 100%                        |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Y2 2024-25 data       | PP (3 chl)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Non PP                      |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Reading               | 33% (1chl)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 80%                         |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Writing               | 33% (1chl)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 70%                         |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Maths                 | 33% (1chl)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 80%                         |                        |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| 2                     | <p>To ensure gap is closed in phonics attainment in Y3 (last year's Y2)</p> <table border="1"> <thead> <tr> <th>Y1 2024-25</th> <th>PP</th> <th>PP &amp; SEND</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Phonics screening</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td></td> <td><b>PP (3chl)</b></td> <td><b>PP &amp; SEND (1chl)</b></td> <td><b>Non-PP (10 chl)</b></td> </tr> <tr> <td>Y2 phonics re-screens</td> <td>67% (2 chl)</td> <td>0%</td> <td>90% (9chl.)</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Y1 2024-25                  | PP                     | PP & SEND | Non-PP  | Phonics screening | 100% | 100%    | 100%      |    | <b>PP (3chl)</b> | <b>PP &amp; SEND (1chl)</b> | <b>Non-PP (10 chl)</b> | Y2 phonics re-screens | 67% (2 chl) | 0%     | 90% (9chl.) |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Y1 2024-25            | PP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | PP & SEND                   | Non-PP                 |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Phonics screening     | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 100%                        | 100%                   |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
|                       | <b>PP (3chl)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>PP &amp; SEND (1chl)</b> | <b>Non-PP (10 chl)</b> |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |
| Y2 phonics re-screens | 67% (2 chl)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 0%                          | 90% (9chl.)            |           |         |                   |      |         |           |    |                  |                             |                        |                       |             |        |             |      |     |         |      |     |       |      |      |                 |            |        |         |            |     |         |            |     |       |            |     |

3

Reading and writing for KS2 pupils who are PP is lower than national average (R=75%)(W=72%)

| <b>Current Year 4 (25-26)</b> |             |                  |                 |
|-------------------------------|-------------|------------------|-----------------|
| Y3 (2024-25 data)             | PP (3 CHL)  | PP & SEND (2chl) | Non PP (19 CHL) |
| Reading                       | 66% (2 chd) | 50%              | 84%             |
| Writing                       | 33% (1 chd) | 50%              | 52%             |

| <b>Current Year 5 (25-26)</b> |            |                   |                 |
|-------------------------------|------------|-------------------|-----------------|
| Y4 (24-25 data)               | PP (6 chl) | PP & SEND (2 chl) | Non PP (10 chl) |
| Reading                       | 83%        | 50%               | 60%             |
| Writing                       | 50%        | 0%                | 30%             |
| Maths                         | 50%        | 0%                | 60%             |

| <b>Current Year 6 25-26</b> |            |           |                 |
|-----------------------------|------------|-----------|-----------------|
| Y5 (24-25 data)             | PP (2 chl) | PP & SEND | Non PP (11 chl) |
| Reading                     | 50%        | 0%        | 100%            |
| Writing                     | 50%        | 0%        | 73%             |

4

Pupils who are PP and pupils that are SEND and PP demonstrate that attainment and progress are lower than national figures at the end of KS2.

Accurate monitoring procedures need to be used to measure and target gaps for provision for reading, writing and maths across whole school.

#### Attainment

| Y6 SATS data 24-25 | PP | NON PP | PP and SEND (1 chl) | National |
|--------------------|----|--------|---------------------|----------|
| Reading            | 33 | 66     | 0%                  | 75       |
| Writing            | 67 | 75     | 100%                | 72       |
| Maths              | 67 | 83     | 0%                  | 74       |

#### In House Progress from year 2

| Y6 SATS data 24-25 | PP | NON PP | PP and SEND (1 chl) |
|--------------------|----|--------|---------------------|
| Reading            | 33 | 66     | 0%                  |
| Writing            | 66 | 83     | 100%                |
| Maths              | 66 | 84     | 100%                |

|    |                                                                                                                                                                                                            |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. | <p>There are a high number of SEMH needs amongst PP children. These children need to have their needs met so that this doesn't impact their potential to learn.</p> <p>6/21 = 29% require SEMH support</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                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R W & M for PP children in current Y3 will be at EXP and therefore ready for UKS2                                                                                                                                  | PP children will make progress through targeted interventions for reading and writing. This will be evidenced through robust assessment systems (Insight. Provision Map & Pixl).                                                                                                                                                                            |
| Pupils (especially in year 1 and 3) to have a firm knowledge of early reading and phonics to enable them to access a broad curriculum and continue to succeed in reading to support their progression into KS2     | Phonics tracking and assessment/ phonics screen checks.<br>Pupils reading age to increase to expected or better levels according to chronological age expectations. Pupils to be able to use reading knowledge to answer inference and deduction questions about more complex texts. We will be in line for national phonics screening check and re-screen. |
| Attainment in reading and writing for KS2 pupils who are PP will improve and close the gap between PP and national average.<br>(R75%)(W72%)                                                                        | PP children will make progress through targeted interventions for reading and writing. This will be evidenced through robust assessment system and monitored through Provision Map<br>We will be in line for national average. Internal assessments will show impact.                                                                                       |
| For PP pupils, gaps in learning are identified and appropriate intervention is used to address these.                                                                                                              | Summative assessment through a robust assessment system will illustrate that gaps have been addressed and pupils will achieve at least expected progress, with the aim of achieving age related expectations.<br>Pixl therapies                                                                                                                             |
| For PP children and those with SEND to make progress on MTC and reach ARE by the end of Y4.                                                                                                                        | PP children will make progress through targeted MTC interventions. This will be evidenced through regular assessment and monitored through pupil progress meetings and provision Map                                                                                                                                                                        |
| Pupils to have rapid fluency of key mathematical concepts such as number bonding and use of known facts for instant retrieval. For this knowledge to be used in everyday maths when reasoning and problem solving. | Baseline scores for each identified pupils improves across the year. 1:1/small group tuition and daily practice. Opportunities built into daily QFT for pupils to apply the knowledge in maths lessons.                                                                                                                                                     |
| PP children will be supported with social, behavioural needs, and wellbeing.                                                                                                                                       | Many of our disadvantaged pupils have SEND and SEMH needs impacted furthermore by influences outside of school<br>NEST to be utilised more                                                                                                                                                                                                                  |

|  |                                                        |
|--|--------------------------------------------------------|
|  | SEMH trained staff to deliver supportive interventions |
|  |                                                        |

## 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: £3460

| Activity                                                                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p><b>Read Write Inc consultancy</b> and resources for teachers to secure stronger phonics teaching for all pupils (Portal, Consultancy, CL time) Endowment Foundation   EEF</p> <p><u>Projected spend:</u><br/>£2000</p> | <p>RWI Consultancy provides expert support, guidance, and training to ensure high-quality delivery of the Read Write Inc. phonics programme. Research demonstrates that effective, systematic phonics instruction is crucial for early reading development, particularly for disadvantaged pupils who may enter school with lower language and literacy skills (Johnston &amp; Watson, 2005; EEF, 2022).</p> <p>Through consultancy, schools receive tailored advice on programme implementation, assessment, grouping, and intervention strategies, ensuring fidelity to evidence-based practice. Studies show that expert coaching and ongoing professional development significantly improve teaching quality and pupil outcomes (Yoon et al., 2007).</p> <p>For Pupil Premium pupils, RWI Consultancy ensures that phonics instruction is consistent, targeted, and responsive to individual needs. This promotes early literacy success, builds confidence, and supports a sense of achievement and belonging, reducing the risk of long-term reading difficulties and enabling equitable access to the curriculum.</p> | 1,2,3,4                       |
| <p><b>Mastery Approach in maths. NCTEM Oracy and SEND</b> (Maths Hub) Enhancement of curriculum teaching and curriculum planning in line with DfE and EEF guidance. We will</p>                                           | <p>EEF – mastery learning</p> <p>The Mastery Approach in Maths focuses on developing deep conceptual understanding, procedural fluency, and reasoning skills for all pupils before progressing to more complex content. Research indicates that mastery-based teaching improves retention, supports problem-solving, and reduces the risk of gaps in understanding that can hinder future learning (EEF, 2021; NCETM, 2021).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1, 4                          |

|                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>fund teacher release time to embed key elements of guidance, resources and CPD (including Teaching for Mastery training)</p> <p>X3 M4 teachers x10 (15hrs) sessions<br/>+HT for x5 sessions<br/>PPA cover</p> <p><u>Projected Spend:</u><br/>£1460</p> | <p>Evidence shows that approaches emphasizing small-step progression, high-quality modelling, and collaborative problem-solving are particularly effective in raising attainment for disadvantaged learners, helping to close gaps between Pupil Premium pupils and their peers (Boaler, 2016; Rosenshine, 2012).</p> <p>For Pupil Premium pupils, adopting a mastery approach ensures equitable access to high-quality, scaffolded instruction that allows every learner to achieve confidence and competence in mathematics. The focus on shared learning, success for all, and growth mindset also fosters engagement, resilience, and a sense of belonging within the classroom community.</p> |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £15590

| Activity                                                                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p><b>Purchase Provision Map</b><br/>to ensure structured interventions are monitored and tracked for impact + SENCo time per hour + to train staff</p> <p><u>Projected spend:</u><br/>£2039</p> | <p>Provision Map is a digital tool that enables schools to plan, monitor, and evaluate targeted interventions for pupils, ensuring that support is precise, evidence-informed, and regularly reviewed. Research highlights that systematic tracking of interventions and outcomes enhances the impact of additional support and accelerates progress, particularly for disadvantaged learners (EEF, 2022; Hattie, 2012).</p> <p>By providing a centralised system for mapping interventions against pupil needs, Provision Map supports data-driven decision-making, accountability, and consistency across staff. It allows schools to identify gaps, allocate resources effectively, and measure the impact of strategies over time, ensuring that Pupil Premium funding is used efficiently.</p> <p>For Pupil Premium pupils, Provision Map ensures that all additional support is targeted, monitored, and adjusted according to individual progress. This personalised, responsive approach helps close attainment gaps, fosters confidence, and promotes a sense of inclusion and belonging within the school community.</p> | <p>1, 2, 3, 4, 5</p>          |
| <p>Subsidise Handwriting Program<br/><b>Letter Join</b></p>                                                                                                                                      | <p>According to the National Handwriting Association, time devoted to the teaching and learning of letter formation in the early years is important. Legible writing that can be produced comfortably, at speed and with little conscious effort allows a child to attend to the higher-level aspects of writing composition and content. Without fast and legible</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>1, 3, 4</p>                |

|                                |                                                                                             |  |
|--------------------------------|---------------------------------------------------------------------------------------------|--|
| <u>Projected Spend:</u><br>£40 | handwriting, students may miss out on learning opportunities and under-achieve academically |  |
|--------------------------------|---------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                                                                                                                                                                                                                                         | <p>Letter-Join provides a structured, multisensory approach to teaching handwriting, supporting pupils in developing fluent, legible, and consistent written communication. Research highlights that handwriting fluency is closely linked to spelling, composition quality, and overall writing attainment (Santangelo &amp; Graham, 2016). When handwriting becomes automatic, pupils can focus more effectively on content and higher-level writing processes (Berninger et al., 2006).</p> <p>For disadvantaged pupils, including those eligible for Pupil Premium, explicit and consistent handwriting instruction can address gaps in fine motor control, letter formation, and writing stamina. The digital and interactive features of Letter-Join increase engagement and motivation, promoting regular practice and independence.</p> <p>Embedding Letter-Join across the curriculum supports equitable access to high-quality handwriting instruction, builds pride and confidence in presentation, and contributes to a sense of belonging and achievement within the classroom learning community.</p> |         |
| <p><b>Subsidise PiXL assessment</b> and unit analysis tool. Introduce, PiXL assessment and teaching tool across KS1 &amp; KS2. Targeting and addressing specific gaps in learning. Ensuring challenge is appropriate and a priority</p> | <p>PiXL (Partners in Excellence) assessment provides a structured, evidence-informed approach to identifying learning gaps and personalising teaching to accelerate pupil progress. Research highlights that frequent formative assessment and data-informed instruction have a significant positive impact on pupil attainment, particularly for disadvantaged learners (Black &amp; Wiliam, 2018; EEF, 2021).</p> <p>By using PiXL’s diagnostic assessments, teachers can precisely target misconceptions and adapt interventions to meet individual needs. This aligns with research showing that responsive teaching and feedback are among the most effective strategies for improving outcomes (Hattie, 2012).</p> <p>For Pupil Premium pupils, PiXL ensures that additional support is sharply focused on areas of underachievement, maximising the impact of teaching time and intervention resources. The shared language of progress within PiXL also fosters pupil ownership, confidence, and a sense of belonging as learners recognise and celebrate measurable improvement.</p>                       | 4       |
| <p><b>PiXL therapies</b> for Reading and Maths targeting disadvantaged pupils falling behind age-related expectations</p>                                                                                                               | <p>PiXL Therapies provide targeted, evidence-informed intervention sessions designed to close specific learning gaps identified through diagnostic assessment. Research consistently demonstrates that precision teaching—where support is closely matched to assessed need—has a high impact on pupil progress, particularly for disadvantaged learners (Black &amp; Wiliam, 2018; EEF, 2021).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1, 3, 4 |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><u>Projected Spend:</u><br/>£2247</p> | <p>Therapies use structured, small-group or 1:1 teaching focused on misconceptions, retrieval, and guided practice—methods shown to enhance retention and mastery (Rosenshine, 2012; Roediger &amp; Butler, 2011). The consistent format promotes metacognition and self-regulation as pupils learn to identify and address their own areas for development.</p> <p>For Pupil Premium pupils, PiXL Therapies ensure that support is both responsive and personalised, enabling them to make accelerated progress and rebuild confidence. The clear, success-focused approach helps pupils feel motivated, capable, and valued, strengthening their sense of belonging within the learning community.</p> |  |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p><b>Plus 1/Power 2 + pre and post teaching</b></p> <p>Purchase of maths intervention books to teach children the basics of number + 2hrs TA maths intervention/week</p> <p><u>Projected spend:</u><br/>£2280</p> | <p><i>Power of 1</i> and <i>Plus 2</i> are structured, cumulative maths intervention programmes designed to develop secure number understanding and mental calculation strategies through short, daily, 1:1 sessions. Research shows that consistent, small-step teaching with frequent feedback significantly enhances mathematical fluency and confidence, particularly for pupils at risk of underachievement (Gersten et al., 2009; EEF, 2022).</p> <p>The interventions follow evidence-based principles of mastery learning, scaffolding, and overlearning—approaches proven to support long-term retention and conceptual understanding (Rosenshine, 2012; Roediger &amp; Butler, 2011). The repetition and personalised pace enable pupils to experience success, strengthen self-efficacy, and rebuild confidence in maths.</p> <p>For Pupil Premium pupils, targeted delivery of <i>Power of 1</i> and <i>Plus 2</i> provides equitable access to high-quality, individualised instruction, addressing gaps in foundational skills. The positive, relationship-based format promotes motivation and a sense of belonging, helping pupils to see themselves as capable mathematicians and active learners.</p> | <p>1,2,3</p>   |
| <p><b>Precision Teaching</b></p> <p>TA time /hour 30 mn/x3 week</p> <p><u>Projected spend:</u><br/>£532</p>                                                                                                        | <p>EEF – peer tutoring, small group tuition and one-to-one tuition in intervention sessions.</p> <p>Precision Teaching is a highly targeted, evidence-based approach designed to build fluency and accuracy in key skills through short, daily, individualised sessions. Research indicates that frequent practice, immediate feedback, and data-driven review accelerate learning and promote retention—particularly for pupils who need to close specific attainment gaps (Lindsay, 1992; EEF, 2021).</p> <p>The approach draws on principles of behavioural psychology and cognitive science, including overlearning, retrieval practice, and cumulative rehearsal, all shown to strengthen long-term memory and automaticity (Roediger &amp; Butler, 2011; Rosenshine, 2012).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>1, 2, 3</p> |

|                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|                                                                                                                                                                                                                  | For Pupil Premium pupils, Precision Teaching offers equitable, focused support tailored precisely to their learning needs. Its structured format ensures measurable progress while fostering motivation, confidence, and a strong sense of achievement and belonging as pupils experience rapid, visible success.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |
| <b>Reading Assessment</b><br>x2/year<br>TA 10hrs<br>TA time /hour<br><br><u>Projected spend:</u><br>£250                                                                                                         | <p>The Holborn Reading Assessment provides a standardised measure of reading accuracy and rate, enabling teachers to identify pupils' instructional reading levels and specific fluency needs. Research highlights that accurate, diagnostic assessment is essential for effective literacy intervention and for monitoring the progress of disadvantaged pupils (Black &amp; Wiliam, 2018; EEF, 2022).</p> <p>Reading fluency—encompassing accuracy, speed, and prosody—is a critical link between decoding and comprehension. Regular assessment using tools such as Holborn supports early identification of pupils requiring additional practice, allowing for timely, evidence-informed intervention (Kuhn et al., 2010).</p> <p>For Pupil Premium pupils, including those with limited reading experience outside school, Holborn assessments ensure equitable access to precise monitoring and targeted teaching. This approach builds confidence, motivation, and a sense of belonging as pupils see measurable progress in their reading development.</p>                                                                                                                                                                                                                                                                                                                                                                                                         | 1, 2, 3, 4 |
| <b>NELI Programme</b> to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.<br><br>TA 2h15/week<br><br><u>Projected Spend:</u><br>£1640 | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>NELI is a research-validated, evidence-based programme designed to improve the oral language skills of children with weak language development—an area strongly linked to later attainment in reading, writing, and overall academic success (EEF, 2020).</p> <p>Randomised controlled trials demonstrate that NELI has a high impact on children's vocabulary, narrative skills, and listening comprehension, with the Education Endowment Foundation rating it as one of the most effective early language interventions available (EEF, 2020; Fricke et al., 2017).</p> <p>For Pupil Premium pupils, who are statistically more likely to begin school with delayed language skills, NELI provides structured, targeted support delivered by trained adults in small groups and 1:1 sessions. This intervention not only narrows the language gap but also enhances confidence, participation, and a sense of belonging within the classroom community.</p> <p>Implementing NELI therefore supports both equity and inclusion, ensuring that disadvantaged pupils develop the communication foundations essential for learning and social interaction.</p> | 1, 3       |
| <b>Times Tables Rockstars</b><br>Continued focus - maintaining fluency in mental                                                                                                                                 | EEF – Learning in Maths<br>'Research shows that children that can recall times tables facts can access the wider maths curriculum for reasoning.'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1, 3       |

|                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <p>calculations for multiplication and division.</p> <p><u>Projected Spend:</u><br/>£208</p>                                                                                                        | <p>Times Tables Rock Stars (TTRS) is an evidence-informed intervention that develops automatic recall of multiplication and division facts through regular, engaging practice. Rapid recall is a key component of mathematical fluency, supporting accuracy, problem-solving, and progression to higher-level concepts (DfE, 2022).</p> <p>Research highlights that retrieval practice and spaced repetition significantly enhance long-term memory and reduce cognitive load during mathematical reasoning (Roediger &amp; Butler, 2011; Sweller, 2016). TTRS applies these principles within a motivational, game-based format that increases engagement and self-efficacy—particularly for disadvantaged pupils, who often benefit from additional structured fluency practice (Gersten et al., 2009).</p> <p>Providing subsidised access for Pupil Premium pupils ensures equitable opportunity to develop core number skills, improve confidence, and foster a sense of achievement and belonging within the classroom mathematics community.</p>                                            |       |
| <p><b>PM Benchmark</b></p> <p>TA time to deliver assessment + SENCo analysis</p> <p><u>Projected spend:</u><br/>£2000</p>                                                                           | <p>PM Benchmark provides a systematic and standardised approach to assessing pupils’ reading accuracy, fluency, and comprehension. Research highlights that accurate assessment is essential for matching reading material to pupil need and for planning effective, targeted teaching (Black &amp; Wiliam, 2018; EEF, 2022).</p> <p>By offering detailed diagnostic insight into specific reading behaviours, PM Benchmark supports teachers in identifying barriers to progress—such as decoding difficulties, fluency gaps, or limited comprehension strategies. This precision allows interventions to be closely aligned with each pupil’s stage of reading development, maximising impact (Torgerson et al., 2019).</p> <p>For Pupil Premium pupils, PM Benchmark ensures equitable access to high-quality assessment and targeted support, reducing the risk of pupils remaining on inappropriate text levels. The process of regular 1:1 reading assessment also builds confidence, engagement, and a sense of belonging through focused adult interaction and personalised feedback.</p> | 1,3,4 |
| <p><b>Morph Mastery</b></p> <p>Improving reading and writing when phonics is not working</p> <p><u>Projected Spend</u></p> <p>X2 TAs<br/>30 mn/x3 week</p> <p><u>Projected spend:</u><br/>£1064</p> | <p>Evidence-informed morphological approach that complements systematic phonics by teaching pupils the meaning-bearing parts of words (roots, prefixes, suffixes). Research shows morphological instruction improves word reading, spelling and vocabulary — especially for older pupils or those who have plateaued with phonics — and the method is designed to be structured, cumulative and multisensory for learners with specific difficulties. Morph Mastery interventions are for targeted small-group and 1:1 support to accelerate decoding, spelling and academic vocabulary.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1, 3  |

|                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p>Popcorn Maths</p> <p><u>Projected spend:</u><br/>£400</p>                                                                                                                                                                           | <p>Popcorn Maths is a structured fluency programme designed to improve automatic recall of number facts through short, engaging, and repetitive activities. Research indicates that strong number fluency underpins mathematical understanding and reduces cognitive load, enabling pupils to focus on higher-order problem-solving (Sweller, 2016; DfE, 2022).</p> <p>Evidence from cognitive science supports the use of regular, low-stakes retrieval and overlearning to strengthen memory retention (Roediger &amp; Butler, 2011). Popcorn Maths incorporates these principles in a motivating format that builds confidence and enjoyment—factors shown to increase persistence and resilience in mathematics learning (Gersten et al., 2009).</p> <p>Providing Pupil Premium pupils with targeted access to Popcorn Maths supports equity of opportunity by addressing fluency gaps early, ensuring secure foundations for future mathematical attainment.</p>                                                                             | <p>1</p>       |
| <p>1:1 Reading</p> <p>Projected spend:<br/>£500</p>                                                                                                                                                                                    | <p>Targeted 1:1 reading provides intensive, individualised support that accelerates reading fluency, comprehension, and confidence—core predictors of overall academic success (EEF, 2022). Research shows that frequent, high-quality interactions with a skilled adult enable pupils to apply decoding strategies, receive immediate feedback, and develop positive reading habits (Torgerson et al., 2019).</p> <p>For disadvantaged pupils, including those eligible for Pupil Premium, 1:1 reading offers equitable access to personalised instruction and sustained attention that may not be consistently available outside school. It also strengthens pupil–adult relationships, promoting motivation, engagement, and a sense of belonging within the learning environment (Guthrie &amp; Wigfield, 2000).</p> <p>By embedding regular 1:1 reading sessions, schools can close attainment gaps, build reading resilience, and foster a lifelong enjoyment of reading—key drivers of both academic progress and emotional wellbeing.</p> | <p>1, 3</p>    |
| <p><b>Power Maths Books</b><br/>to develop the mastery maths approach with a particular focus on fluency and reasoning. This will be done through Power Maths and will include CPD for new staff.</p> <p>Projected Spend:<br/>£500</p> | <p>Power Maths is a mastery-based programme aligned with the National Curriculum and underpinned by research into effective mathematics teaching. It promotes conceptual understanding, fluency, and reasoning through small-step progression and the use of visual and concrete representations (DfE, 2022; NCETM, 2021).</p> <p>Research evidence shows that mastery approaches, which emphasise depth of understanding and whole-class progression, are highly effective in closing attainment gaps and supporting long-term retention (EEF, 2021; Rosenshine, 2012). Power Maths integrates these principles with opportunities for dialogue, reasoning, and reflection—key factors in developing mathematical confidence and metacognition.</p> <p>For Pupil Premium pupils, Power Maths provides a consistent, inclusive structure that ensures equitable access to high-quality teaching and scaffolded challenge. The emphasis on collaborative</p>                                                                                       | <p>1, 3, 4</p> |

|                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                                                                                                                                          | learning, success for all, and growth mindset fosters confidence, motivation, and a sense of belonging within the classroom mathematics community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |
| Widget Online<br><br><u>Projected Spend</u><br>£140                                                                                      | <p>Widgit Online supports communication, language, and literacy through the use of symbols and visual supports that make text more accessible to all learners. Research demonstrates that visual scaffolds significantly enhance comprehension, memory, and engagement—particularly for pupils with language, literacy, or communication difficulties (Mayer, 2009; EEF, 2021).</p> <p>By pairing symbols with words, Widgit reduces cognitive load and supports dual coding, enabling pupils to process and retain information more effectively (Paivio, 1991). For disadvantaged learners, including those eligible for Pupil Premium or with speech, language and communication needs, this approach removes barriers to accessing the curriculum and fosters independence and confidence in learning.</p> <p>Widgit Online also promotes inclusion and a sense of belonging by ensuring that all pupils can understand and participate fully in classroom activities and school life. Its use across subjects helps create a consistent, accessible learning environment where every child can communicate, contribute, and succeed.</p> | 1,3 |
| GL Ready, dyslexia screen,<br><br>RB time to interpret and support/monitor interventions<br>£1500<br><br><u>Projected Spend</u><br>£1750 | <p>The GL Ready Dyslexia Screener provides an early, standardised assessment to identify pupils at risk of dyslexia, enabling timely and targeted intervention. Research emphasises the importance of early identification of phonological and literacy difficulties to prevent widening attainment gaps (Snowling &amp; Hulme, 2020; EEF, 2022).</p> <p>The assessment draws on evidence-based markers including phonological awareness, processing speed, and working memory, all associated with later reading success (Torgesen, 2006). Early screening ensures that appropriate support—such as phonics intervention, precision teaching, and assistive technology—can be swiftly implemented to accelerate progress.</p> <p>For Pupil Premium pupils, who statistically face a higher risk of delayed literacy development, GL Ready screening ensures equitable access to high-quality assessment and provision. Early identification supports improved academic outcomes, boosts confidence, and promotes a secure sense of belonging by reducing the risk of persistent failure in reading.</p>                                     | 4   |

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

Budgeted cost: £7014

| Activity                                                                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>50% subsidy for trips for PP pupils etc.</p> <p><u>Projected spend:</u><br/>£1500</p>                                                                                                               | <p>EEF - Arts participation and outdoor education. Providing a 50% subsidy for educational visits ensures equitable access to enrichment opportunities that enhance learning, cultural capital, and personal development. Research highlights that experiential learning beyond the classroom deepens understanding, strengthens memory, and improves engagement and motivation (Behrendt &amp; Franklin, 2014; DfE, 2019).</p> <p>For Pupil Premium pupils, financial barriers can limit participation in these experiences, leading to inequality of access and reduced social inclusion. Subsidising trips addresses this disadvantage directly, supporting pupils to take part in shared learning experiences that build background knowledge—a key factor linked to improved vocabulary, reading comprehension, and academic attainment (Hirsch, 2016).</p> <p>Educational visits also promote collaboration, confidence, and a sense of belonging within the school community. By ensuring that all pupils can participate regardless of background, the subsidy contributes to inclusion, wellbeing, and a positive school identity.</p>           | <p>1, 5</p>                   |
| <p>Purchase of standardised, diagnostic assessments such as STT,</p> <p>Cost of STT Buy back<br/>£2,290</p> <p>SENCo time/chd + time to interpret<br/>£590</p> <p><u>Projected spend</u><br/>£2880</p> | <p>Accessing support from the Specialist Teaching Team (STT) provides expert assessment, diagnosis, and recommendations for pupils with suspected Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia, or dyspraxia. Research highlights that early, specialist identification of learning needs is key to preventing long-term underachievement and supporting equitable access to the curriculum (Snowling &amp; Hulme, 2020; EEF, 2022).</p> <p>Specialist teachers use evidence-based diagnostic tools to identify precise cognitive and learning profiles, enabling schools to tailor interventions effectively. This aligns with research showing that targeted, individualised teaching based on diagnostic information has a high impact on pupil progress (Hattie, 2012; Gersten et al., 2009).</p> <p>For Pupil Premium pupils, STT involvement ensures that underlying learning barriers are accurately identified and addressed, rather than attributed to low attainment or disadvantage. The resulting personalised support plans build confidence, foster self-efficacy, and promote inclusion—helping pupils to feel</p> | <p>4, 5</p>                   |

|                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                                                                                                                                                                                                                                                                                                                         | understood, supported, and valued within the school community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
| <p>MHS<br/>Pupil premium pupils will receive emotional and social support, if required, through targeted interventions, delivered and monitored by SENco and MH trained TAs</p> <p>X2 TA Mental Health Support Training time</p> <p>£3534</p> <p>SENCo Supervision<br/>£100</p> <p><u>Projected spend</u><br/>£2634</p> | <p>While research focuses primarily on academic outcomes, it is important to remember the other benefits of SEMH interventions. Being able to effectively manage emotions is beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>Access to Mental Health Support (MHS) provides early, targeted intervention for pupils experiencing emotional or psychological difficulties that may affect their wellbeing, behaviour, and learning. Research consistently shows that mental health and academic achievement are closely linked—children with good social, emotional, and mental wellbeing are more likely to engage positively and make strong academic progress (Public Health England, 2015; EEF, 2021).</p> <p>Early intervention through school-based mental health support can reduce barriers to learning, improve attendance, and strengthen resilience and self-regulation (Weare, 2015). Trained practitioners provide structured, evidence-based support such as cognitive-behavioural strategies, emotional literacy work, or solution-focused sessions—all proven to promote emotional stability and readiness to learn.</p> <p>For Pupil Premium pupils, who are statistically more likely to experience environmental or emotional stressors, MHS ensures equitable access to specialist support that fosters security, self-confidence, and a sense of belonging. Improved emotional wellbeing contributes directly to improved engagement, relationships, and sustained academic progress.</p> | 5 |
| <p><b>Music Education</b></p> <p>Rocksteady (£48/month)?<br/>Linc Music Service</p> <p>Travel to music workshops at Cathedral Carol Service?</p>                                                                                                                                                                        | <p>Research shows that music education enhances cognitive skills such as attention, memory, and language processing, supporting wider academic progress (Hallam, 2015). Participation in group music-making also builds confidence, emotional wellbeing, and a sense of belonging—key protective factors for disadvantaged and mobile pupils (Welch et al., 2020).</p> <p>For service children, music offers continuity and social connection amid family transitions. Subsidising tuition ensures equitable access, enabling all pupils to benefit from the academic, emotional, and social advantages of music participation (see Service section below)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 5 |

|                                 |  |   |
|---------------------------------|--|---|
| <u>Projected spend</u><br>£1500 |  |   |
|                                 |  | 5 |

## Service pupil premium funding

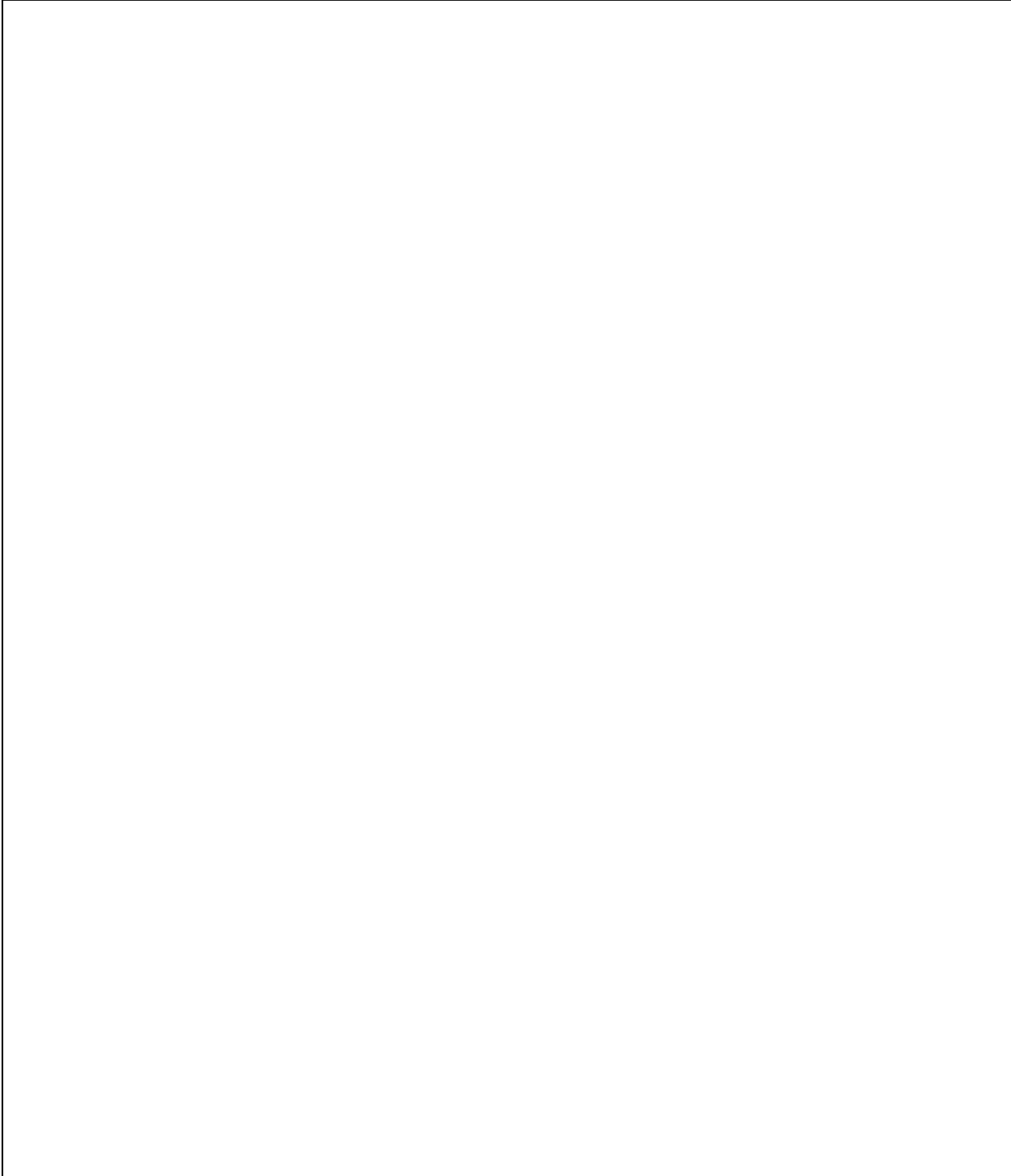
| <b>Budgeted Cost: £1,050</b>                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measure</b>                                                                                                                                                                   | <b>Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Music Education - subsidy for half a term of Rock Steady</p> <p>Projected Spend:<br/>£48 per pupil<br/>=£144</p>                                                              | <p>For service children, music offers continuity and social connection amid family transitions. Subsidising tuition ensures equitable access, enabling all pupils to benefit from the academic, emotional, and social advantages of music participation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Mental Health Support for trained TAs</p> <p>TA time and resources:<br/>£500</p>                                                                                              | <p>Research strongly indicates that SEMH needs are a significant barrier to learning for many disadvantaged pupils. Providing structured, evidence-based SEMH support—including emotional literacy work, mentoring, and consistent adult relationships—improves wellbeing, engagement, attendance, and ultimately academic attainment. Embedding SEMH provision within the Pupil Premium strategy is therefore an essential and research-backed approach to closing gaps and ensuring equitable access to learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Forces Friends Club - Service Pupils will receive emotional support during the deployment cycle.</p> <p>Projected Spend<br/>£240 for staffing<br/><br/>£200 for resources</p> | <p>Emotional support for service children is vital, with a strong evidence base linking wellbeing to positive educational outcomes. Research from Ofsted, the SCiP Alliance, and NFER highlights that the unique pressures of service life—such as frequent mobility, family separation, and uncertainty—can lead to anxiety, social difficulties, and reduced engagement in learning.</p> <p>Studies show that a strong sense of belonging and emotional stability act as protective factors, helping service children to maintain continuity, build resilience, and form secure relationships at school. Interventions that focus on emotional wellbeing, such as ELSA sessions, nurture groups, or mentoring, are shown by the DfE and the Education Endowment Foundation to improve concentration, attendance, and behaviour, ultimately enhancing academic progress.</p> <p>Prioritising emotional support not only helps service children process feelings related to deployment and transition but also fosters the confidence and security needed to thrive socially and academically.</p> |

**Total budgeted cost: £ 28.950**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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



## Externally provided programmes

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

| <b>Programme</b>                              | <b>Provider</b>          |
|-----------------------------------------------|--------------------------|
| Third Space Maths tutoring programme          | Third Space learning     |
| Dyslexia and dyscalculia screening programmes | GL assessment            |
| X Tables Rockstars                            | TT Rockstars             |
| Education City                                | Education City           |
| Counselling And Support for Young People      | CASY                     |
| Read Write Inc                                | RWI Consultancy          |
| Moderation                                    | Keystone Teaching School |
| STT                                           | LCC                      |
| WTT                                           | LCC                      |
| Widgit                                        | Widgitonline             |
| Dyslexia Screening Tool                       | GL Assessment            |
| Letter Join                                   |                          |
|                                               |                          |

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. ELSA work and Counselling is being carried out for 1 service child to support SEMH.

This will include embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration, focusing on building life skills such as confidence, resilience, and social communication. Disadvantaged pupils will be encouraged and supported to participate.

We continue to use the evidence base from EEF to support our pedagogy and to inform our practice for best outcomes.