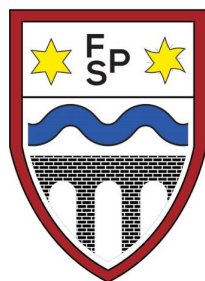




# FENISCOWLES PRIMARY SCHOOL

*'STRIVING FOR EXCELLENCE'*



# Pupil Premium Strategy Update 2025 – 2028 (Three Year Strategy)

This statement explains how Feniscowles Primary will use Pupil Premium to improve outcomes for our disadvantaged pupils and reduce gaps with their peers. It sets out the barriers we've identified, what we will fund to tackle them, and how we will check that it is making a difference.

We are working to a three-year strategy because lasting change doesn't come from short-term fixes. Over this period we will focus on a small number of clear priorities, review progress each year, and refine what we do based on evidence and impact.

Our Pupil Premium spending is there to strengthen what matters most for disadvantaged pupils: consistently strong teaching, the right targeted support when gaps appear, and practical steps to remove wider barriers such as weak attendance or limited access to reading and learning beyond school. Put simply, we will use this funding to make sure disadvantage does not limit a child's chances at Feniscowles.

## School overview

Detail	Data
School name	Feniscowles Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	12% (Sept 2025)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025 2026
Date this statement was published	23/11/25
Date on which it will be reviewed	Termly
Statement authorised by	Rob Andrew
Pupil premium lead	Rob Andrew
Governor / Trustee lead	Catherine Woodhouse

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 68000
Budgeted for this year	£68000
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At Feniscowles Primary School, we are committed to equity and to ensuring every child achieves well, whatever their background or starting point. We want all pupils to become “A Feniscowles Child” who can “Live Life in its Fullest”, and we believe every child is entitled to succeed within our curriculum.

Pupil Premium is a key part of this work. We use it strategically to strengthen teaching, remove barriers and provide timely support for disadvantaged pupils. Our decisions are guided by strong evidence, including EEF research, national guidance and our local knowledge of pupils and families.

We maximise impact through a three-year strategy aligned to our School Improvement Plan. This long-term approach helps us sustain what works, implement with depth and adapt annually to need.

High-quality teaching and barrier removal sit at the heart of our spending. We do not allocate personal budgets automatically; instead, we fund the most effective responses to identified barriers, whether whole-school, group or individual.

Our priorities are to:

strengthen quality-first teaching for disadvantaged pupils;

provide targeted academic support where gaps exist;

remove wider barriers, including attendance, behaviour and readiness to learn;

widen opportunities so every child can “Live Life in its Fullest”.

## Challenges (3 Year Strategy)

### 1. KS2 Reading – disadvantage gap and cohort signals

- **Whole cohort at EXS: 71.2%.**
- **Disadvantaged/PP at EXS: 60%.**
- **Not PP at EXS: 73.5%.**  
→ **Gap: 13.5 percentage points** in favour of non-disadvantaged pupils.

#### What this tells us

- The disadvantage gap in reading is **real and material** at KS2, and is not explained by whole-cohort underperformance (overall EXS is broadly secure).
- Because non-PP outcomes remain relatively strong (73.5%), the barrier is **specific to disadvantaged pupils' access, retention and application of KS2 reading demands**, rather than a universal curriculum weakness.

### 2. KS2 Maths – substantial disadvantage gap

- **Whole cohort at EXS: 67.8%.**
- **Disadvantaged/PP at EXS: 40%.**
- **Not PP at EXS: 73.5%.**  
→ **Gap: 33.5 percentage points** in favour of non-disadvantaged pupils.

#### What this tells us

- Maths is the most acute attainment barrier. A 33.5pp gap at KS2 strongly suggests that disadvantaged pupils are **not securing the cumulative knowledge base maths requires**.
- The scale of the gap implies that this is likely **rooted earlier than KS2**, i.e., fragile KS1 number/multiplicative foundations that are now limiting access to fractions, reasoning, and multi-step problem solving.
- Again, non-PP outcomes are comparatively secure, pointing to a barrier that is **disproportionately affecting disadvantaged pupils rather than all learners**.

### 3. Attendance – disadvantage and persistent absence as a driver barrier

- **Attendance**
  - **Disadvantaged: 93.9%**
  - **Not disadvantaged: 96.7%**  
→ **Gap: 2.8pp**

- **Persistent absence (PA)**
  - **Disadvantaged PA: 21.4%**
  - **Not disadvantaged PA: 5.7%**  
→ disadvantaged pupils are **around 4× more likely** to be persistently absent.
- **PP eligible (similar picture)**
  - **PP eligible attendance: 94.3%**
  - **Not PP eligible attendance: 96.6%**
  - **PP eligible PA: 19.7% vs 5.8%.**

### What this tells us

- Attendance is not just a parallel concern — it is a **probable root driver of the KS2 gaps**, especially:
  - **Reading**, where progress relies on high volume of daily exposure and practice.
  - **Maths**, where missed learning compounds quickly because knowledge is sequential.
- The scale of persistent absence within disadvantaged pupils suggests that **a small but significant subgroup is losing a large amount of curriculum time**, dragging attainment and widening gaps.



<p><b>Intended outcome (by July 2028):</b> Disadvantaged pupils secure the KS1–KS2 maths foundations needed for success, leading to sharply improved KS2 attainment and a much smaller disadvantage gap.</p>	<ul style="list-style-type: none"> <li>• <b>PP maths EXS rises strongly year-on-year:</b> <ul style="list-style-type: none"> <li>○ <b>2026:</b> ≥52%</li> <li>○ <b>2027:</b> ≥62%</li> <li>○ <b>2028:</b> ≥70%</li> </ul> </li> <li>• KS1 indicators show foundations are strengthening for disadvantaged pupils: <ul style="list-style-type: none"> <li>○ <b>KS1 PP pupils meeting ARE in number / calculation improves each year, and the gap to non-PP reduces annually</b> (tracked via internal assessments).</li> </ul> </li> <li>• Classroom evidence shows maths teaching is consistently aligned to the agreed whole-school approach: <ul style="list-style-type: none"> <li>○ <b>≥80% of maths lessons</b> meet the QFT standard by 2026, rising to <b>≥90% by 2028</b>, with clear use of retrieval, modelling, scaffolding and checks for understanding.</li> </ul> </li> </ul>
<p><b>3. Priority: Pastoral, wellbeing and emotional resilience support</b></p> <p><b>Intended outcome (by July 2028):</b> Disadvantaged pupils show improved emotional wellbeing, resilience and readiness to learn, reducing learning disruption and supporting sustained academic progress.</p>	<ul style="list-style-type: none"> <li>• Identified disadvantaged pupils with low-level mental health / resilience needs show <b>measurable improvement on school wellbeing tools</b> (e.g., Boxall, SDQ, pupil self-report): <ul style="list-style-type: none"> <li>○ <b>≥70% show improvement by 2026, ≥80% by 2028.</b></li> </ul> </li> <li>• <b>Reduction in recurring low-level SEMH incidents</b> for disadvantaged pupils (behaviour logs / pastoral referrals):</li> </ul>

#### 4. Priority: Improve attendance and readiness to learn for disadvantaged pupils

##### Intended outcome (by July 2028):

Disadvantaged pupils attend regularly and persistent absence is significantly reduced, ensuring consistent access to high-quality teaching and curriculum continuity.

- **20% reduction by 2026, 30% by 2028.**
- Pupil voice shows disadvantaged pupils report stronger belonging and confidence:
  - annual survey indicates **improved scores year-on-year** in “I feel safe / supported / able to learn.”
- Staff monitoring shows improved learning behaviour and engagement for targeted pupils:
  - **majority of targeted pupils move from “needs support” to “secure”** in termly readiness-to-learn reviews.
- **Disadvantaged attendance improves from 93.9% to ≥95.5% by 2028.**
  - with a **year-on-year rise**:
    - **2026: ≥94.5%**
    - **2027: ≥95.0%**
    - **2028: ≥95.5%**
- **Persistent absence for disadvantaged pupils reduces from 21.4% to ≤10% by 2028.**
  - milestones:
    - **2026: ≤16%**
    - **2027: ≤13%**
    - **2028: ≤10%**
- Attendance gap between disadvantaged and non-disadvantaged reduces from **2.8pp to ≤1pp** by 2028.

	<ul style="list-style-type: none"><li>• Case-tracking shows <b>improved attendance in the PA subgroup:</b><ul style="list-style-type: none"><li>○ <b>≥70% of targeted families improve attendance by at least 3pp within a term</b> of intervention, sustained across the year.</li></ul></li></ul>
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## Activity in this academic year

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

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

Actions retained from previous plans for context, but costings removed once the provision has been put in place.

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted actions (sequenced)</b></p> <p><b>TA1. Implement Ready, Steady, Read Together (RSRT) as a whole-school reading approach (Autumn 2025).</b></p> <ul style="list-style-type: none"> <li>• Launch RSRT across KS2 with agreed lesson structures, shared texts, and consistent pedagogy.</li> <li>• Ensure staff understand the purpose, routines, and non-negotiables of RSRT before evaluation begins.</li> </ul> <p><b>TA2. Early Autumn monitoring cycle to secure fidelity to RSRT in KS2 (Autumn 1, 2025).</b></p> <ul style="list-style-type: none"> <li>• Implement the planned monitoring schedule: lesson visits, book looks and pupil voice to identify gaps in provision, resources or pedagogy.</li> <li>• Provide collective feedback to standardise expectations. Plan link: monitoring cycle and feedback model set out in RSRT sustain phase.</li> </ul>	<p>Evidence base: EEF KS2 literacy guidance stresses that disadvantaged pupils make the strongest gains when comprehension, vocabulary and fluency are taught through a consistent, well-modelled whole-class approach, rather than fragmented provision. Plan link: RSRT rollout is positioned as the core driver of KS2 reading improvement in your plan.</p> <p>Evidence base: EEF literacy guidance highlights that the impact of whole-class reading approaches depends on fidelity and consistent implementation.</p>	<p>1</p>

<p><b>TA3. Whole-staff RSRT model lesson workshop targeting identified gaps (Autumn 1, 2025).</b></p> <ul style="list-style-type: none"> <li>• Deliver a live model lesson for all KS2 staff focused on agreed RSRT teaching moves.</li> <li>• Make explicit the shared approach to modelling comprehension, vocabulary, and fluent reading.</li> </ul> <p><b>TA4. Re-monitoring with individual coaching to embed consistency (Autumn 1, 2025, then repeated Spring/Summer if needed).</b></p> <ul style="list-style-type: none"> <li>• Follow-on lesson visits focused on the same agreed RSRT elements.</li> <li>• Provide personalised next steps to reduce variation in delivery.</li> </ul> <p><b>TA5. External RSRT quality assurance to confirm practice and set next-stage development (Summer 2026).</b></p> <ul style="list-style-type: none"> <li>• Use RSRT consultant time to QA KS2 reading teaching and confirm fidelity.</li> <li>• Work towards RSRT Beacon status to sustain high standards over time.</li> </ul> <p><b>TA6. Increase reading volume and engagement through KS1 “Dazzle</b></p>	<p>Evidence base: EEF recommends teaching comprehension strategies through explicit modelling and guided practice, particularly for pupils who are behind.</p> <p>Evidence base: EEF Pupil Premium guidance identifies professional development and coaching as essential to improving high-quality teaching for disadvantaged pupils.</p> <p>Evidence base: EEF implementation guidance supports external QA as a way to sustain and refine high-impact approaches.</p> <p>Evidence base: EEF literacy guidance highlights the importance of increasing text exposure, language richness and</p>	
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<p><b>Boxes” (Autumn 2 2025 → Summer 1 2026).</b></p> <ul style="list-style-type: none"> <li>• Create KS1 Dazzle Boxes from existing stock, then expand with purchased materials.</li> <li>• CPD for KS1 staff on use, maintenance and display, followed by monitoring and pupil voice.</li> </ul> <p><b>TA7. Re-vamp KS2 library to strengthen Reading for Pleasure and home-reading alignment (Autumn 1 2025).</b></p> <ul style="list-style-type: none"> <li>• Audit and refresh stock; ensure high-interest authors/genres.</li> <li>• Create curriculum-linked “wider reading baskets.”</li> <li>• Tighten borrowing expectations (banded + choice book) and monitor home reading match.</li> </ul> <p><b>TA8. Repeat the monitor → workshop → re-monitor cycle to prevent drift and deepen practice (Spring/Summer 2026 onwards).</b></p> <ul style="list-style-type: none"> <li>• Re-run the same implementation cycle after distance from training, based on need.</li> </ul> <p><b>Line of sight to success criteria</b></p> <ul style="list-style-type: none"> <li>• TA1–TA4 = RSRT implemented and secured as consistent KS2 Quality First Teaching.</li> <li>• TA5 = external QA and sustainment of the agreed RSRT model.</li> <li>• TA6–TA7 = improved reading culture, volume and access (KS1 → KS2).</li> </ul>	<p>reading motivation to build fluency and comprehension over time.</p> <p>Evidence base: EEF KS2 literacy guidance supports improving fluency and comprehension through increased reading volume and sustained engagement with high-quality texts.</p> <p>Evidence base: EEF implementation guidance stresses disciplined cycles of review and refinement to sustain improvement.</p>	
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<ul style="list-style-type: none"> <li>TA8 = fidelity maintained over time, protecting disadvantaged outcomes.</li> </ul>		
<p><b>Targeted actions (sequenced)</b></p> <p><b>TA1. Non-negotiable maths lesson structure across all classes (Sept 2025).</b></p> <ul style="list-style-type: none"> <li>Implement a shared daily structure: short retrieval → explicit modelling → guided practice → independent mixed practice (concrete/pictorial/abstract) → exit check.</li> <li>SLT/subject leader to model and rehearse this through INSET and staff meetings.</li> </ul> <p><b>TA2. Whole-school CPD on manipulatives and representations linked to WRM small steps (Autumn 2025–Spring 2026).</b></p> <ul style="list-style-type: none"> <li>Train staff to select and use manipulatives with clear purpose (not as optional extras).</li> <li>Map “core manipulatives by unit” and ensure parity of access in every classroom.</li> </ul> <p><b>TA3. Embed KS1 number-sense foundations as the gateway to KS2 success (Sept 2025 onward).</b></p> <ul style="list-style-type: none"> <li>Daily Mastering Number / Number Fun / MAP routines in EYFS–Y2; ensure KS2 retrieval mirrors this progression.</li> <li>Focus on automaticity in number facts and multiplicative structures.</li> </ul>	<p><b>Evidence base:</b> EEF maths guidance highlights explicit instruction, deliberate practice, and regular formative checking as core levers for pupils who are behind. <a href="https://d2tic4wvo1iusb.cloudfront.net+1">d2tic4wvo1iusb.cloudfront.net+1</a></p> <p><b>Evidence base:</b> EEF recommends systematic use of manipulatives/representations to deepen conceptual understanding and support struggling learners. <a href="https://d2tic4wvo1iusb.cloudfront.net+1">d2tic4wvo1iusb.cloudfront.net+1</a></p> <p><b>Evidence base:</b> EEF stresses that secure early number understanding and recall underpin later KS2 attainment and prevent cumulative disadvantage gaps. <a href="https://d2tic4wvo1iusb.cloudfront.net+1">d2tic4wvo1iusb.cloudfront.net+1</a></p>	<p>2</p>

<p><b>TA4. Consistent reasoning routines in every maths lesson (from Spring 2026).</b></p> <ul style="list-style-type: none"> <li>• Agree a small set of whole-school reasoning stems (e.g., “convince me”, “always/sometimes/never”, “what’s the same/different?”).</li> <li>• Build reasoning into the main lesson flow, not as an add-on.</li> </ul> <p><b>TA5. Half-termly KS2 QLA + gap-driven teaching adaptation (from Autumn 2026).</b></p> <ul style="list-style-type: none"> <li>• Use QLA to pinpoint disadvantaged pupils’ micro-gaps (especially number, multiplicative reasoning, fractions).</li> <li>• Adjust upcoming teaching sequences and in-class scaffolds before considering withdrawal.</li> </ul> <p><b>TA6. Coaching and joint practice cycles focused on QFT maths (2026–2028).</b></p> <ul style="list-style-type: none"> <li>• Termly coaching cycles for teachers on modelling, scaffolding, manipulatives, and reasoning questioning.</li> <li>• Peer observations anchored to the agreed QFT checklist.</li> </ul> <p><b>TA7. Resource “Maths Team” to guarantee lesson readiness (from Autumn 2025).</b></p> <ul style="list-style-type: none"> <li>• TA-led team audits, replenishes and preps manipulatives by unit; teachers plan practical use in advance.</li> </ul>	<p><b>Evidence base:</b> EEF maths guidance recommends explicit teaching of reasoning strategies and embedding reasoning across the curriculum to improve outcomes. <a href="https://d2tic4wvo1iusb.cloudfront.net+1">d2tic4wvo1iusb.cloudfront.net+1</a></p> <p><b>Evidence base:</b> EEF prioritises diagnostic assessment used to adapt core teaching as a high-impact approach for pupils who are behind. <a href="https://d2tic4wvo1iusb.cloudfront.net+1">d2tic4wvo1iusb.cloudfront.net+1</a></p> <p><b>Evidence base:</b> EEF PP guidance identifies professional development and coaching as key to improving high-quality teaching for disadvantaged pupils. <a href="https://d2tic4wvo1iusb.cloudfront.net+2d2tic4wvo1iusb.cloudfront.net+2">d2tic4wvo1iusb.cloudfront.net+2d2tic4wvo1iusb.cloudfront.net+2</a></p> <p><b>Evidence base:</b> EEF notes that the impact of representations depends on consistent availability and routine use, not sporadic access. <a href="https://d2tic4wvo1iusb.cloudfront.net+1">d2tic4wvo1iusb.cloudfront.net+1</a></p>	
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<p><b>TA8. Lock in and sustain the approach through published maths non-negotiables (Summer 2027 onward).</b></p> <ul style="list-style-type: none"> <li>Finalise and publish Feniscowles maths non-negotiables (lesson structure, retrieval expectations, core manipulatives, reasoning stems).</li> <li>Use these as the basis for induction, monitoring, and future refinement.</li> </ul> <p><b>Line of sight to success criteria</b></p> <ul style="list-style-type: none"> <li>TA1-TA4 = improved core teaching consistency + stronger foundations.</li> <li>TA5 = disadvantaged gaps identified early and taught out in class.</li> <li>TA6-TA8 = sustained improvement through CPD, coaching and non-negotiables.</li> </ul>	<p><b>Evidence base:</b> EEF PP and implementation guidance stress sustaining effective approaches over time rather than cycling initiatives. <a href="https://d2tic4wvo1iusb.cloudfront.net/+1">d2tic4wvo1iusb.cloudfront.net +1</a></p>	

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

Budgeted cost: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Intended outcome (by end of Summer 2026):</b> Over two terms, the additional Year 6 teacher will accelerate disadvantaged pupils' progress in reading, writing and maths, and — through reduced class sizes — increase teacher focus time for all disadvantaged pupils in Y6. As a result, disadvantaged pupils will leave KS2 with stronger attainment, smaller gaps to peers, and improved confidence in core learning.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• Core attainment uplift: <ul style="list-style-type: none"> <li>○ Maths: disadvantaged Y6 EXS increases</li> </ul> </li> </ul>	<p>Teacher-led small-group / one-to-one tuition has strong impact, especially in primary. The EEF Teaching &amp; Learning Toolkit reports that one-to-one tuition typically adds about 5 months' progress on average, with primary pupils often seeing slightly larger gains. This supports using a qualified teacher for rapid catch-up in Y6. <a href="#">EEF</a></p> <p>Small-group tuition is also effective and cost-efficient for closing gaps. The EEF Toolkit shows small-group tuition adds around 4 months' progress when tightly targeted to pupils' specific needs. This underpins the plan to use the additional teacher for precision groups in reading, writing, and maths. <a href="#">EEF+1</a></p> <p>Tuition works best when it is structured, time-limited, and aligned to class teaching. EEF evidence and the 2025 national tutoring review emphasise that tutoring is most effective when it is additional to, but explicitly linked with, normal lessons and driven by diagnostic assessment of micro-gaps — exactly how this two-term Y6 programme will operate. <a href="#">EEF+2GOV.UK+2</a></p> <p>Targeted extra teaching time benefits literacy as well as maths. EEF evidence on extending learning time indicates around +3 months' progress on average, with</p>	

<p>by at least +20pp from Autumn baseline to final KS2 outcome.</p> <ul style="list-style-type: none"> <li>○ Reading &amp; Writing: disadvantaged Y6 EXS increases by at least +10pp in each subject from Autumn baseline to final KS2 outcome.</li> <li>• Gap reduction: the disadvantaged gap in each core subject reduces to single figures for the cohort by KS2 outcomes.</li> <li>• Micro-gap security (maths focus): half-termly QLA shows ≥85% of identified priority objectives secured for targeted disadvantaged pupils by June 2026.</li> <li>• Class-size impact on wider disadvantaged group: disadvantaged pupils not in the small-group programme show improved in-class keeping-up, evidenced by termly</li> </ul>	<p>similar effects across reading, writing, and maths, supporting a two-term boost focused on core subjects. <a href="#">EEF</a></p> <p>Class-size reduction can help disadvantaged pupils <i>if it leads to more focused teaching</i>. The EEF Toolkit finds class-size reduction has a small average impact (~+1 month), but highlights that benefits occur only when smaller numbers enable teachers to increase the quality and quantity of interaction, feedback, and adaptive support. EEF also notes that disadvantaged pupils can benefit more than peers when this increased attention is used well. This supports the expected wider benefit for disadvantaged pupils not in the small-group strand. <a href="#">EEF</a></p> <p>Very small group teaching is effectively a “high-impact form” of class-size reduction. The tutoring evidence base explains that the gains from small groups come from the ability to customise teaching to pupils’ needs — a key reason this intervention is expected to reduce attainment gaps quickly in the final year of KS2.</p>	
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<p>teacher assessment and reduced need for scaffolds, attributable to increased teacher interaction time.</p> <ul style="list-style-type: none"> <li>Confidence/readiness: pupil voice and teacher ratings show clear gains in self-belief and learning resilience across disadvantaged pupils in Y6 by the end of the programme.</li> </ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>TA1. Adapt the office administrator role to become Attendance &amp; Family Liaison Lead within the DSL team (Sept 2025).</b></p> <ul style="list-style-type: none"> <li>Update job description and line management to include: daily attendance oversight, family liaison, early help engagement, safeguarding-linked attendance work, and multi-agency coordination where required.</li> </ul>	<p>Evidence base: DfE statutory guidance (since Sept 2024) expects schools to take a “support first” approach, led by clear roles, with attendance treated as a safeguarding and welfare issue when patterns emerge. <a href="https://www.kelsi.org.uk/2">Education Gateshead+2kelsi.org.uk+2</a></p>	



<p>routines, safeguarding, transport, etc.).</p> <ul style="list-style-type: none"> <li>• Agree a short, practical plan with review dates.</li> <li>• Record actions through DSL systems where welfare/safeguarding drivers exist.</li> </ul> <p><b>TA4. Provide targeted early help and signposting as the default response (Autumn 1 onward).</b></p> <ul style="list-style-type: none"> <li>• Attendance &amp; Family Liaison Lead coordinates: <ul style="list-style-type: none"> <li>○ on-site early help (pastoral/ELSA link, breakfast/routine support, trusted-adult check-ins);</li> <li>○ referrals to LA attendance team / Early Help Assessment when a whole-family response is needed;</li> <li>○ engagement with health or other agencies for complex barriers.</li> </ul> </li> </ul> <p><b>TA5. Strengthen belonging and school connection for disadvantaged pupils with attendance anxiety or</b></p>	<p>Evidence base: DfE’s “support first” model stresses whole-family early help for disadvantaged PA, with school as lead professional. <a href="https://www.education.gov.uk/gateshead+2kelsi.org.uk+2">Education Gateshead+2kelsi.org.uk+2</a></p> <p>Evidence base: EEF attendance guidance highlights that community, belonging and positive relationships are foundational to improved attendance, especially for vulnerable pupils. <a href="https://www.eef.org.uk/">EEF</a></p>	
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<p><b>avoidance (from Spring 2026).</b></p> <ul style="list-style-type: none"> <li>• Pair attendance work with a named adult, predictable daily welcome, and fast pastoral response to emerging worries.</li> <li>• Link to RSRT/Maths QFT and wider enrichment so pupils feel successful and included.</li> </ul> <p><b>TA6. Implement a staged escalation model for persistent absence (from Spring 2026).</b></p> <ul style="list-style-type: none"> <li>• Where voluntary support is not improving attendance: <ul style="list-style-type: none"> <li>○ move to more formal attendance agreements;</li> <li>○ involve LA attendance team;</li> <li>○ use legal routes only after support pathways have been exhausted.</li> </ul> </li> </ul> <p><b>TA7. Half-termly review of disadvantaged attendance impact and adaptation (from Spring 2026).</b></p>	<p>Evidence base: DfE requires support-then-escalation, with formal steps proportionate to need and non-engagement. <a href="#">Education Gateshead+1</a></p> <p>Evidence base: EEF PP and attendance guidance emphasise ongoing evaluation and adaptation to sustain gains and avoid drift. <a href="#">EEF+1</a></p>	
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<ul style="list-style-type: none"> <li>Attendance &amp; Family Liaison Lead reports to SLT/DSL and governors: <ul style="list-style-type: none"> <li>disadvantaged attendance %, PA %, cohort hotspots, and case-study impact.</li> </ul> </li> <li>Adjust strategies and resourcing based on what is working.</li> </ul> <p><b>Line of sight to success criteria</b></p> <ul style="list-style-type: none"> <li><b>TA1-TA3</b> = clear lead role + early, family-centred intervention for disadvantaged pupils.</li> <li><b>TA4-TA6</b> = barriers removed through early help and staged escalation where needed.</li> <li><b>TA7</b> = impact tracked, refined, and sustained over the 3-year cycle.</li> </ul>		
<p><b>Targeted actions (sequenced)</b></p> <p><b>TA1. Appoint and timetable a dedicated ELSA to deliver afternoon provision (Sept 2025).</b></p> <ul style="list-style-type: none"> <li>Employ/train a named ELSA and protect daily afternoon time for delivery.</li> </ul>	<p>Evidence base: EEF guidance on social and emotional learning (SEL) emphasises that impact depends on planned, explicit provision with protected time and clear purpose. <a href="#">EEF+1</a></p>	

<ul style="list-style-type: none"> <li>• Ensure clear role definition: targeted support, not general TA deployment.</li> </ul> <p><b>TA2. Establish an ELSA referral and identification pathway for disadvantaged pupils (Autumn 1, 2025).</b></p> <ul style="list-style-type: none"> <li>• Use pastoral logs, class teacher concern, attendance/behaviour patterns, and pupil/parent voice to identify pupils with low mood, anxiety, regulation or resilience needs.</li> <li>• Prioritise disadvantaged pupils where barriers are limiting learning.</li> </ul> <p><b>TA3. Create individual ELSA action plans for each pupil (from Autumn 1, 2025).</b></p> <ul style="list-style-type: none"> <li>• For every pupil: baseline need → 6–12 week plan → session goals → home/school strategies → review point.</li> <li>• Link targets to SEL competencies (self-awareness, self-management, relationship skills).</li> </ul>	<p>Evidence base: EEF SEL guidance recommends careful diagnosis of need and targeted selection of pupils to ensure support matches barriers. <a href="#">EEF+1</a></p> <p>Evidence base: EEF promotes structured, goal-driven SEL approaches that are focused and explicit, rather than informal drop-ins. <a href="#">EEF+1</a></p>	
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<p><b>TA4. Deliver daily/weekly targeted ELSA sessions using SAFE principles (Autumn 1 onward).</b></p> <ul style="list-style-type: none"> <li>• Afternoon sessions follow SAFE design: Sequential (skills build over time), Active (participation), Focused (small number of skills), Explicit (direct teaching of regulation/resilience tools).</li> <li>• Use ELSA toolkit approaches: emotional literacy, regulation strategies, coping scripts, problem-solving, social stories where needed.</li> </ul> <p><b>TA5. Integrate ELSA targets into classroom practice through a “share-back” loop (from Autumn 2, 2025).</b></p> <ul style="list-style-type: none"> <li>• After each block, ELSA meets class teacher to share strategies, prompts, and in-class adjustments.</li> <li>• Teachers reinforce the same regulation language and routines in daily teaching.</li> </ul> <p><b>TA6. Build short parent/carer</b></p>	<p>Evidence base: EEF SEL guidance highlights SAFE programmes as those most likely to improve wellbeing and behaviour, with knock-on attainment gains. <a href="#">EEF+2</a><a href="#">EEF+2</a></p> <p>Evidence base: EEF recommends that SEL skills are modelled and reinforced through everyday classroom practice, not left isolated in intervention spaces. <a href="#">EEF+1</a></p>	
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<p><b>involvement into each action plan (from Autumn 2, 2025).</b></p> <ul style="list-style-type: none"> <li>• Provide simple home strategies (emotion language, calming routines, praise for regulation).</li> <li>• Review progress with parents at the end of each block.</li> </ul> <p><b>TA7. Monitor impact half-termly using agreed wellbeing measures (from Spring 2026).</b></p> <ul style="list-style-type: none"> <li>• Use a simple, consistent tool set (e.g., Boxall/SDQ/pupil self-report + teacher readiness-to-learn rating).</li> <li>• Track disadvantaged pupils' movement over time and adjust provision.</li> </ul> <p><b>TA8. Annual evaluation and scale-up (Summer term each year).</b></p> <ul style="list-style-type: none"> <li>• Evaluate outcomes for disadvantaged pupils: wellbeing scores, behaviour/pastoral logs, attendance where relevant, and teacher reports on readiness to learn.</li> <li>• Extend capacity or refine approach based on what the</li> </ul>	<p>Evidence base: EEF SEL guidance stresses reinforcing skills through wider school ethos and home-school alignment to sustain impact. <a href="#">EEF+1</a></p> <p>Evidence base: EEF implementation and SEL guidance emphasise monitoring and adapting provision to secure impact and avoid drift. <a href="#">EEF+1</a></p> <p>Evidence base: EEF PP and SEL guidance highlight sustained, evaluated approaches over multiple years as best practice for closing disadvantage barriers. <a href="#">EEF+1</a></p>	
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data shows.

**Line of sight to success criteria**

- TA1-TA4 = ELSA provision is structured, protected, and targeted at core regulation/resilience needs.
- TA5-TA6 = skills generalise into classrooms and homes, not just sessions.
- TA7-TA8 = impact is measured, refined, and sustained across the 3-year cycle.