

Pupil premium strategy statement – Feniscowles Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	12% (September 2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 – 2028 (three-year strategy)
Date this statement was published	23/11/2025
Date on which it will be reviewed	Termly
Statement authorised by	Rob Andrew, Headteacher
Pupil premium lead	Rob Andrew, Headteacher
Governor / Trustee lead	Catherine Woodhouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,876 (initial allocation £68,000, adjusted in-year)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£81,876

Part A: Pupil premium strategy plan

Statement of intent

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.

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

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

Challenge number	Detail of challenge
1	KS2 Reading – disadvantage gap and cohort signals • Whole cohort at EXS: 71.2%. • Disadvantaged/PP at EXS: 55.6% (LA disadvantaged: 66.0%; national disadvantaged: 63%).

	• Not PP at EXS: 74.0%. → Gap: 18.4 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 (74.0%), the barrier is specific to disadvantaged pupils' access, retention and application of KS2 reading demands, rather than a universal curriculum weakness. • The 3-year average for disadvantaged pupils (78%) is above national, so the 2025 gap shows that gains were not secured for every cohort.
2	KS2 Maths – substantial disadvantage gap • Whole cohort at EXS: 67.8%. • Disadvantaged/PP at EXS: 33.3% (LA disadvantaged: 66.1%; national disadvantaged: 61%). • Not PP at EXS: 74.0%. → Gap: 40.7 percentage points in favour of non-disadvantaged pupils. What this tells us • Maths is the most acute attainment barrier. A 40.7pp 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 (FSM6): 94.8% (national FSM6: 92.3%) ○ All pupils: 96.2% → Gap: 1.4pp • Persistent absence (PA) ○ Disadvantaged (FSM6) PA: 21.3% (down from 34.6% in 2023/24; national FSM6: 24.9%) ○ All pupils PA: 8.1% → disadvantaged pupils are over 2.5× more likely to be persistently absent. 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. • Overall attendance for disadvantaged pupils is above national, but the scale of persistent absence suggests that a small but significant subgroup is losing a large amount of curriculum time, dragging attainment and widening gaps.

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
1. Priority: Strengthen Quality First Teaching in KS2 reading (with whole-school consistency) Intended outcome (by July 2028): Disadvantaged pupils achieve at least in line with their peers in KS2 reading, with a substantially reduced attainment gap through improved in-class teaching of comprehension, fluency and vocabulary.	• Reading EXS gap closes from 18.4pp to ≤5pp by end of KS2. ○ Baseline (2025): PP 55.6% vs non-PP 74.0%. • PP reading EXS rises year-on-year: ○ 2026: ≥66% ○ 2027: ≥70% ○ 2028: ≥73% • In-school evidence shows disadvantaged pupils are keeping up with the KS2 reading curriculum: ○ termly QLA / VIPERS (or equivalent) shows improving PP performance in weakest strands • Lesson/monitoring evidence shows consistent delivery of agreed reading pedagogy: ○ ≥80% of KS2 reading lessons meet the agreed Quality First Teaching standards by 2026, rising to ≥90% by 2028.
2. Priority: Strengthen Quality First Teaching in maths across the whole school, with a KS2 outcome focus Intended outcome (by July 2028): Disadvantaged pupils secure the KS1–KS2 maths foundations needed for success, leading to sharply improved KS2 attainment and a much smaller disadvantage gap.	• Maths EXS gap closes from 40.7pp to ≤10pp by end of KS2. ○ Baseline (2025): PP 33.3% vs non-PP 74.0%. • PP maths EXS rises strongly year-on-year: ○ 2026: ≥52% ○ 2027: ≥62% ○ 2028: ≥70% • KS1 indicators show foundations are strengthening for disadvantaged pupils: ○ KS1 PP pupils meeting ARE in number / calculation improves each year, and the gap to non-PP reduces annually (tracked via internal assessments). • Classroom evidence shows maths teaching is consistently aligned to the agreed whole-school approach: ○ ≥80% of maths lessons meet the QFT standard by 2026, rising to ≥90% by 2028, with clear use of retrieval, modelling, scaffolding and checks for understanding.

3. Priority: Pastoral, wellbeing and emotional resilience support Intended outcome (by July 2028): Disadvantaged pupils show improved emotional wellbeing, resilience and readiness to learn, reducing learning disruption and supporting sustained academic progress.	• Identified disadvantaged pupils with low-level mental health / resilience needs show measurable improvement on school wellbeing tools (e.g., Boxall, SDQ, pupil self-report): ○ ≥70% show improvement by 2026, ≥80% by 2028. • Reduction in recurring low-level SEMH incidents for disadvantaged pupils (behaviour logs / pastoral referrals): ○ 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.
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.	• Disadvantaged (FSM6) attendance improves from 94.8% to ≥95.5% by 2028, with a year-on-year rise: ○ 2026: ≥95.0% ○ 2027: ≥95.3% ○ 2028: ≥95.5% • Persistent absence for disadvantaged (FSM6) pupils reduces from 21.3% to ≤10% by 2028. Milestones: ○ 2026: ≤16% ○ 2027: ≤13% ○ 2028: ≤10% • Attendance gap between disadvantaged pupils and all pupils reduces from 1.4pp to ≤1pp by 2028. • Case-tracking shows improved attendance in the PA subgroup: ○ ≥70% of targeted families improve attendance by at least 3pp within a term of intervention, sustained across the year.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading: Targeted actions (sequenced) TA1. Implement Ready, Steady, Read Together (RSRT) as a whole-school reading approach (Autumn 2025). - Launch RSRT across KS2 with agreed lesson structures, shared texts, and consistent pedagogy. - Ensure staff understand the purpose, routines, and non-negotiables of RSRT before evaluation begins.	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 our plan.	1
TA2. Early Autumn monitoring cycle to secure fidelity to RSRT in KS2 (Autumn 1, 2025). - Implement the planned monitoring schedule: lesson visits, book looks and pupil voice to identify gaps in provision, resources or pedagogy. - Provide collective feedback to standardise expectations. Plan link: monitoring cycle and feedback model set out in RSRT sustain phase.	Evidence base: EEF literacy guidance highlights that the impact of whole-class reading approaches depends on fidelity and consistent implementation.	1
TA3. Whole-staff RSRT model lesson workshop targeting identified gaps (Autumn 1, 2025). Deliver a live model lesson for all KS2 staff focused on agreed RSRT teaching moves.	Evidence base: EEF recommends teaching comprehension strategies through explicit modelling and guided practice, particularly for pupils who are behind.	1

• Make explicit the shared approach to modelling comprehension, vocabulary, and fluent reading.		
TA4. Re-monitoring with individual coaching to embed consistency (Autumn 1, 2025, then repeated Spring/Summer if needed). • Follow-on lesson visits focused on the same agreed RSRT elements. • Provide personalised next steps to reduce variation in delivery.	Evidence base: EEF Pupil Premium guidance identifies professional development and coaching as essential to improving high-quality teaching for disadvantaged pupils.	1
TA5. External RSRT quality assurance to confirm practice and set next-stage development (Summer 2026). • Use RSRT consultant time to QA KS2 reading teaching and confirm fidelity. • Work towards RSRT Beacon status to sustain high standards over time.	Evidence base: EEF implementation guidance supports external QA as a way to sustain and refine high-impact approaches.	1
TA6. Increase reading volume and engagement through KS1 “Dazzle Boxes” (Autumn 2 2025 → Summer 1 2026). • Create KS1 Dazzle Boxes from existing stock, then expand with purchased materials. • CPD for KS1 staff on use, maintenance and display, followed by monitoring and pupil voice.	Evidence base: EEF literacy guidance highlights the importance of increasing text exposure, language richness and reading motivation to build fluency and comprehension over time.	1
TA7. Re-vamp KS2 library to strengthen Reading for Pleasure and home-reading alignment (Autumn 1 2025). • Audit and refresh stock; ensure high-interest authors/genres. • Create curriculum-linked “wider reading baskets.”	Evidence base: EEF KS2 literacy guidance supports improving fluency and comprehension through increased reading volume and sustained engagement with high-quality texts.	1

• Tighten borrowing expectations (banded + choice book) and monitor home reading match.		
TA8. Repeat the monitor → workshop → re-monitor cycle to prevent drift and deepen practice (Spring/Summer 2026 onwards). • Re-run the same implementation cycle after distance from training, based on need. Line of sight to success criteria • TA1–TA4 = RSRT implemented and secured as consistent KS2 Quality First Teaching. • TA5 = external QA and sustainment of the agreed RSRT model. • TA6–TA7 = improved reading culture, volume and access (KS1 → KS2). • TA8 = fidelity maintained over time, protecting disadvantaged outcomes.	Evidence base: EEF implementation guidance stresses disciplined cycles of review and refinement to sustain improvement.	1
Maths: Targeted actions (sequenced) TA1. Non-negotiable maths lesson structure across all classes (Sept 2025). • Implement a shared daily structure: short retrieval → explicit modelling → guided practice → independent mixed practice (concrete/pictorial/abstract) → exit check. • SLT/subject leader to model and rehearse this through INSET and staff meetings.	Evidence base: EEF maths guidance highlights explicit instruction, deliberate practice, and regular formative checking as core levers for pupils who are behind.	2
TA2. Whole-school CPD on manipulatives and representations linked to WRM small steps (Autumn 2025–Spring 2026). • Train staff to select and use manipulatives with	Evidence base: EEF recommends systematic use of manipulatives/representations to deepen conceptual understanding and support struggling learners.	2

clear purpose (not as optional extras). • Map “core manipulatives by unit” and ensure parity of access in every classroom.		
TA3. Embed KS1 number-sense foundations as the gateway to KS2 success (Sept 2025 onward). • Daily Mastering Number / Number Fun / MAP routines in EYFS–Y2; ensure KS2 retrieval mirrors this progression. • Focus on automaticity in number facts and multiplicative structures.	Evidence base: EEF stresses that secure early number understanding and recall underpin later KS2 attainment and prevent cumulative disadvantage gaps.	2
TA4. Consistent reasoning routines in every maths lesson (from Spring 2026). • Agree a small set of whole-school reasoning stems (e.g., “convince me”, “always/sometimes/never”, “what’s the same/different?”). • Build reasoning into the main lesson flow, not as an add-on.	Evidence base: EEF maths guidance recommends explicit teaching of reasoning strategies and embedding reasoning across the curriculum to improve outcomes.	2
TA5. Half-termly KS2 QLA + gap-driven teaching adaptation (from Autumn 2026). • Use QLA to pinpoint disadvantaged pupils’ micro-gaps (especially number, multiplicative reasoning, fractions). • Adjust upcoming teaching sequences and in-class scaffolds before considering withdrawal.	Evidence base: EEF prioritises diagnostic assessment used to adapt core teaching as a high-impact approach for pupils who are behind.	2
TA6. Coaching and joint practice cycles focused on QFT maths (2026–2028). • Termly coaching cycles for teachers on modelling, scaffolding, manipulatives, and reasoning questioning.	Evidence base: EEF PP guidance identifies professional development and coaching as key to improving high-quality teaching for disadvantaged pupils.	2

Peer observations anchored to the agreed QFT checklist.		
TA7. Resource “Maths Team” to guarantee lesson readiness (from Autumn 2025). TA-led team audits, replenishes and preps manipulatives by unit; teachers plan practical use in advance.	Evidence base: EEF notes that the impact of representations depends on consistent availability and routine use, not sporadic access.	2
TA8. Lock in and sustain the approach through published maths non-negotiables (Summer 2027 onward). - Finalise and publish Feniscowles maths non-negotiables (lesson structure, retrieval expectations, core manipulatives, reasoning stems). - Use these as the basis for induction, monitoring, and future refinement. Line of sight to success criteria - TA1–TA4 = improved core teaching consistency + stronger foundations. - TA5 = disadvantaged gaps identified early and taught out in class. - TA6–TA8 = sustained improvement through CPD, coaching and non-negotiables.	Evidence base: EEF PP and implementation guidance stress sustaining effective approaches over time rather than cycling initiatives.	2

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

Budgeted cost: £58,876

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Year 6 teacher (two terms):	Teacher-led small-group / one-to-one tuition has strong impact, especially in	1, 2

small-group tuition and reduced class sizes Intended outcome (by end of Summer 2026): 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. Success criteria • Core attainment uplift: ○ Maths: disadvantaged Y6 EXS increases by at least +20pp from Autumn baseline to final KS2 outcome. ○ Reading & Writing: disadvantaged Y6 EXS increases by at least +10pp in each subject from Autumn baseline to final KS2 outcome. • Gap reduction: the disadvantaged gap in each core subject reduces to single figures for the cohort by KS2 outcomes. • Micro-gap security (maths focus): half-termly QLA shows ≥85% of identified priority objectives secured for targeted disadvantaged pupils by June 2026. • Class-size impact on wider disadvantaged group: disadvantaged pupils not in the small-group programme	primary. The EEF Teaching & 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. 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. 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. Targeted extra teaching time benefits literacy as well as maths. EEF evidence on extending learning time indicates around +3 months' progress on average, with similar effects across reading, writing, and maths, supporting a two-term boost focused on core subjects. Class-size reduction can help disadvantaged pupils if it leads to more focused teaching. 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. 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.	
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show improved in-class keeping-up, evidenced by termly teacher assessment and reduced need for scaffolds, attributable to increased teacher interaction time. • 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.		
Additional targeted TA support (in-year funding adjustment: £13,876) The pupil premium allocation was increased in-year from £68,000 to £81,876. The adjustment arrived too late to be built into the original strategy, so the additional £13,876 has been used to fund extra TA support targeted at disadvantaged pupils. • Structured, time-limited interventions in reading and maths for identified disadvantaged pupils, linked to gaps identified through QLA and class teaching. • TA support deployed in class to help disadvantaged pupils keep up with the agreed RSRT reading and maths lesson structures. • Impact reviewed half-termly through intervention outcomes and teacher assessment.	The EEF Teaching Assistant Interventions toolkit strand shows that TAs delivering structured, evidence-based interventions to small groups or individuals can add around 4 months' progress. The EEF guidance report 'Making Best Use of Teaching Assistants' recommends that TA support should supplement, not replace, teaching from the class teacher, with explicit links between interventions and classroom learning.	1, 2

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Targeted actions (sequenced) TA1. Adapt the office administrator role to become Attendance & Family Liaison Lead within the DSL team (Sept 2025). • 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. • Ensure protected time for this role so attendance support is proactive, not reactive.	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.	3
TA2. Establish a clear disadvantaged attendance “identify and act early” pathway (Autumn 1, 2025). • Attendance & Family Liaison Lead runs weekly PP attendance sweeps: ○ below 97% triggers early contact and barrier-finding conversation; ○ below 95% triggers a short attendance support plan; ○ PA risk triggers formal staged support.	Evidence base: DfE requires timely data use and earlier intervention before absence becomes entrenched. EEF notes that close monitoring paired with personalised response reduces persistent absence.	3

• Use a simple tracking grid focused on disadvantaged pupils.		
TA3. Deliver family-centred “support first” meetings for disadvantaged pupils at risk of PA (Autumn 1 onward). • Hold structured meetings to understand barriers (health, anxiety, housing, routines, safeguarding, transport, etc.). • Agree a short, practical plan with review dates. • Record actions through DSL systems where welfare/safeguarding drivers exist.	Evidence base: DfE statutory guidance expects schools to listen to families, identify barriers, and agree voluntary support plans, intensifying support as absence intensifies.	3
TA4. Provide targeted early help and signposting as the default response (Autumn 1 onward). • Attendance & Family Liaison Lead coordinates: ○ on-site early help (pastoral/ELSA link, breakfast/routine support, trusted-adult check-ins); ○ referrals to LA attendance team / Early Help Assessment when a whole-family response is needed; ○ engagement with health or other agencies for complex barriers.	Evidence base: DfE’s “support first” model stresses whole-family early help for disadvantaged PA, with school as lead professional.	3
TA5. Strengthen belonging and school connection for disadvantaged pupils with attendance	Evidence base: EEF attendance guidance highlights that community, belonging and positive relationships are foundational to improved attendance, especially for vulnerable pupils.	3

anxiety or avoidance (from Spring 2026). • Pair attendance work with a named adult, predictable daily welcome, and fast pastoral response to emerging worries. • Link to RSRT/Maths QFT and wider enrichment so pupils feel successful and included.		
TA6. Implement a staged escalation model for persistent absence (from Spring 2026). • Where voluntary support is not improving attendance: ○ move to more formal attendance agreements; ○ involve LA attendance team; ○ use legal routes only after support pathways have been exhausted.	Evidence base: DfE requires support-then-escalation, with formal steps proportionate to need and non-engagement.	3
TA7. Half-termly review of disadvantaged attendance impact and adaptation (from Spring 2026). • Attendance & Family Liaison Lead reports to SLT/DSL and governors: ○ disadvantaged attendance %, PA %, cohort hotspots, and case-study impact. • Adjust strategies and resourcing based on what is working. Line of sight to success criteria • TA1–TA3 = clear lead role + early, family-centred intervention	Evidence base: EEF PP and attendance guidance emphasise ongoing evaluation and adaptation to sustain gains and avoid drift.	3

for disadvantaged pupils. • TA4–TA6 = barriers removed through early help and staged escalation where needed. • TA7 = impact tracked, refined, and sustained over the 3-year cycle.		
Wellbeing and emotional resilience (ELSA): Targeted actions (sequenced) TA1. Appoint and timetable a dedicated ELSA to deliver afternoon provision (Sept 2025). • Employ/train a named ELSA and protect daily afternoon time for delivery. • Ensure clear role definition: targeted support, not general TA deployment.	Evidence base: EEF guidance on social and emotional learning (SEL) emphasises that impact depends on planned, explicit provision with protected time and clear purpose.	3
TA2. Establish an ELSA referral and identification pathway for disadvantaged pupils (Autumn 1, 2025). • Use pastoral logs, class teacher concern, attendance/behaviour patterns, and pupil/parent voice to identify pupils with low mood, anxiety, regulation or resilience needs. • Prioritise disadvantaged pupils where barriers are limiting learning.	Evidence base: EEF SEL guidance recommends careful diagnosis of need and targeted selection of pupils to ensure support matches barriers.	3
TA3. Create individual ELSA action plans for each pupil (from Autumn 1, 2025). • For every pupil: baseline need → 6–	Evidence base: EEF promotes structured, goal-driven SEL approaches that are focused and explicit, rather than informal drop-ins.	3

12 week plan → session goals → home/school strategies → review point. • Link targets to SEL competencies (self-awareness, self-management, relationship skills).		
TA4. Deliver daily/weekly targeted ELSA sessions using SAFE principles (Autumn 1 onward). • Afternoon sessions follow SAFE design: Sequential (skills build over time), Active (participation), Focused (small number of skills), Explicit (direct teaching of regulation/resilience tools). • Use ELSA toolkit approaches: emotional literacy, regulation strategies, coping scripts, problem-solving, social stories where needed.	Evidence base: EEF SEL guidance highlights SAFE programmes as those most likely to improve wellbeing and behaviour, with knock-on attainment gains.	3
TA5. Integrate ELSA targets into classroom practice through a “share-back” loop (from Autumn 2, 2025). • After each block, ELSA meets class teacher to share strategies, prompts, and in-class adjustments. • Teachers reinforce the same regulation language and routines in daily teaching.	Evidence base: EEF recommends that SEL skills are modelled and reinforced through everyday classroom practice, not left isolated in intervention spaces.	3
TA6. Build short parent/carer involvement into each action plan (from Autumn 2, 2025).	Evidence base: EEF SEL guidance stresses reinforcing skills through wider school ethos and home-school alignment to sustain impact.	3

• Provide simple home strategies (emotion language, calming routines, praise for regulation). • Review progress with parents at the end of each block.		
TA7. Monitor impact half-termly using agreed wellbeing measures (from Spring 2026). • Use a simple, consistent tool set (e.g., Boxall/SDQ/pupil self-report + teacher readiness-to-learn rating). • Track disadvantaged pupils' movement over time and adjust provision.	Evidence base: EEF implementation and SEL guidance emphasise monitoring and adapting provision to secure impact and avoid drift.	3
TA8. Annual evaluation and scale-up (Summer term each year). • Evaluate outcomes for disadvantaged pupils: wellbeing scores, behaviour/pastoral logs, attendance where relevant, and teacher reports on readiness to learn. • Extend capacity or refine approach based on what the 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.	Evidence base: EEF PP and SEL guidance highlight sustained, evaluated approaches over multiple years as best practice for closing disadvantage barriers.	3

• TA7–TA8 = impact is measured, refined, and sustained across the 3-year cycle.		
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Total budgeted cost: £81,876

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

How this has been assessed

2024/25 was the final year of our previous three-year strategy (2022–2025), so this review evaluates how far that plan's intended outcomes were met and explains how the findings shaped our new 2025–2028 strategy. Evidence is drawn from final 2025 statutory outcomes (KS2, Year 4 MTC and Year 1 phonics), 2024/25 attendance and persistent absence data, and our own monitoring, intervention and pastoral records. Comparisons are made with local authority and national averages for disadvantaged pupils.

A note of caution: our disadvantaged cohorts are small (9 pupils in Year 6, 11 in Year 4 and 4 in Year 1), so each Year 6 pupil represents around 11 percentage points. Results can change sharply from year to year, and we look at three-year averages alongside single-year results.

Intended outcome 1: The attainment gap narrows in reading, writing and maths; disadvantaged pupils meet the expected standard in phonics

Phonics – target met and exceeded.

- 100% of disadvantaged Year 1 pupils met the expected standard in 2025, against a target of 90% ($\pm 5\%$). This compares with 90.9% of other pupils in school and 69.9% of disadvantaged pupils across the LA.
- Disadvantaged pupils' average check score (36.8) was higher than that of other pupils in school (34.9).
- Whole-school phonics (92%) is significantly above national (80%), and the 3-year average (90%) is also significantly above national. This shows the Little Wandle SSP and catch-up model is secure and sustainable.

Year 4 Multiplication Tables Check – strong improvement.

- The disadvantaged average score of 21.1 was 1.2 marks above disadvantaged pupils across the LA (19.9). The gap to other pupils in school (-2.0 marks) was narrower than the LA gap (-2.3).
- The whole-school average rose from 18.5 (2023, significantly below national) to 22.2 (2024) and 22.5 (2025), significantly above national in both years. This is evidence that the maths mastery and Maths Hub work has strengthened fact fluency.

Key Stage 2 – not met for the 2025 cohort.

- In 2024 the strategy's impact was clear. Disadvantaged pupils (11) reached 91% in reading and 91% in maths, above national disadvantaged and with a positive gap to national non-disadvantaged pupils (+11pp). RWM reached 64%, against 46% for disadvantaged pupils nationally.
- In 2025 the disadvantaged cohort (9 pupils) achieved:
 - Reading: 55.6%, compared with 74.0% for other pupils in school (gap 18.4pp) and 66.0% for LA disadvantaged pupils.
 - Writing (TA): 44.4%, compared with 76.0% (gap 31.6pp).
 - Maths: 33.3%, compared with 74.0% (gap 40.7pp).
 - GPS: 33.3%, compared with 78.0% (gap 44.7pp).
 - RWM: 22.2%, compared with 62.0% (gap 39.8pp).
- Over three years, disadvantaged outcomes remain broadly in line with or above national disadvantaged pupils. The figures are reading 78% (national 62%), writing 63% (59%), maths 59% (60%) and RWM 44% (46%). The 2025 results show the gains were not secure for every cohort, particularly in maths and in reading comprehension.

- Intervention records show that pupils taking part in SHINE blocks and targeted TA support made progress against their specific intervention objectives. However, QLA (MARK) identified that gaps in number, multiplicative reasoning and reading inference were not fully closed within class teaching for some disadvantaged Year 6 pupils.
- Monitoring of the Walkthrus coaching programme shows a more consistent use of agreed instructional techniques (e.g. modelling, checking for understanding) across classes. It also showed that further consistency was needed in KS2 reading and maths lessons.

Intended outcome 2: Attendance of disadvantaged pupils improves; persistent absence reduces

Attendance gap – target met.

- The target was for disadvantaged attendance to be within 2% of non-disadvantaged pupils. Disadvantaged (FSM6) attendance was 94.8% in 2024/25, compared with 96.2% for all pupils (gap 1.4pp). This is up from 94.5% in 2023/24, above national FSM6 (92.3%) and improving relative to the national trend.
- Whole-school attendance (96.2%) is above national (94.8%).

Persistent absence – partially met.

- Persistent absence among FSM6 pupils fell sharply, from 34.6% (2023/24) to 21.3% (2024/25). This is now below the national FSM6 figure (24.9%) but remains above the all-pupil national figure (13.0%) that the plan targeted. Disadvantaged pupils are still over 2.5 times more likely to be persistently absent than pupils overall (8.1%).
- Whole-school persistent absence fell from 11.2% to 8.1%, significantly below national (13.0%).
- The parent liaison and part-time safeguarding/wellbeing roles were key to this improvement. CPOMS analysis led to earlier identification of barriers, and families received attendance action plans and Early Help support. The roles were retained because they proved effective.

Intended outcome 3: Improved language and communication

- EYFS Communication and Language outcomes rose to 83.3% in 2025 (78.3% in 2024). EYFS GLD (70.0%) is above the emerging national figure (68.3%). There were no pupil premium pupils in the 2025 Reception cohort.
- Wellcomm re-screening showed that most pupils who received Speech Bubble-directed interventions moved to a lower level of need. Staff CPD has made language-friendly classroom practice routine in EYFS and KS1.
- The strong phonics outcomes above also reflect improved early language and decoding for disadvantaged pupils.

Intended outcome 4: Access to emotional literacy and wider mental health support

- The KS2 ELSA supported identified disadvantaged pupils through 1:1 and small-group sessions. Pupil and staff feedback reported improved self-regulation and readiness to learn for most pupils supported.
- Suspensions remain low. No FSM6 pupils were suspended in 2022/23, 2023/24 or autumn 2024. National data does flag repeat suspensions within the disadvantaged group in spring 2024/25, involving a very small number of pupils. This shows a continuing SEMH need for a small group.
- Pupil premium funding for the Year 6 residential meant that all disadvantaged pupils were able to take part.

Overall evaluation and reasons for the changes in our 2025–2028 strategy

- **Phonics and early reading:** targets achieved and sustained. These are now part of core provision, are no longer a separate pupil premium priority, and continue at no pupil premium cost.
- **KS2 reading and maths:** the 2025 gaps (18.4pp and 40.7pp) are the main reason these became Priorities 1 and 2. Because 2024 showed the gap can close but 2025 showed it was

not sustained across cohorts, the new plan moves funding away from TA-led support and towards consistent Quality First Teaching. This means Ready, Steady, Read Together in reading and a whole-school maths lesson structure, with KS1 number foundations because of the size of the maths gap.

- **Writing:** the 2025 writing gap (31.6pp) is being addressed through whole-school core teaching rather than a separate pupil premium priority. We are embedding the English scheme of work we have already implemented, including Ready Steady Write, so that disadvantaged pupils benefit from consistent, well-sequenced writing teaching in every class. Writing outcomes for disadvantaged pupils are tracked termly through the school improvement plan, and the new reading priority (vocabulary and comprehension through RSRT) supports writing as well.
- **Targeted support:** EEF evidence shows teacher-led small-group tuition has greater impact than general TA deployment. Funding for TA support in targeted classes has therefore been replaced by an additional Year 6 teacher for two terms.
- **Attendance:** the attendance gap target was met, but persistent absence among disadvantaged pupils (21.3%) remains well above the national all-pupil rate. Attendance is therefore kept as a priority and strengthened: the successful parent liaison model becomes a dedicated Attendance & Family Liaison Lead within the DSL team, with an 'identify and act early' pathway.
- **Language and communication:** EYFS and phonics outcomes show this is now well addressed through core provision. Vocabulary teaching is part of the new reading priority (RSRT).
- **Wellbeing:** continuing SEMH need means this is kept as Priority 3. The ELSA role is now more structured, with referral pathways, individual action plans, SAFE sessions and half-termly wellbeing measures.
- The baselines and targets in our 2025–2028 plan (Part A) use the same statutory data reported here, so progress can be measured consistently each year.
- Funding has fallen from £85,354 pupil premium plus £8,400 recovery premium (2024/25) to £81,876 (2025/26, including an in-year adjustment from an initial £68,000). Because the original allocation was lower, the new plan focuses on a smaller number of high-impact priorities. The in-year increase has funded additional targeted TA support.

Externally provided programmes

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

Programme	Provider
Little Wandle Letters and Sounds Revised (SSP)	Wandle Learning Trust
Ready Steady Write	Literacy Counts
Walkthrus (instructional coaching)	Walkthrus (Sherrington & Caviglioli)
SHINE interventions / MARK question level analysis	Rising Stars (Hodder Education)
WellComm speech and language screening	GL Assessment
Speech and Language Therapy	Speech Bubble
Incredible Years parenting programme	The Incredible Years

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

This statement forms part of our three-year Pupil Premium strategy (2025 – 2028). The strategy is reviewed termly and refined each year based on evidence and impact.

Funding: the pupil premium allocation for 2025/26 was adjusted in-year from £68,000 to £81,876. As the additional £13,876 arrived too late to be factored into the original strategy, it has been allocated to additional targeted TA support for disadvantaged pupils (see Targeted academic support).

Teaching activity: some actions are retained from previous plans for context, but costings have been removed once the provision has been put in place.