

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cape Primary School
Number of pupils in school	500
Proportion (%) of pupil premium eligible pupils	43.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Review 2025-26 Plan 2026-2029
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sally Baker (Head Teacher)
Pupil premium lead	Sally Baker (Head Teacher)
Governor / Trustee lead	Jade Campbell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339,450
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Cost of UIFSM	£45,396
Free school meals	£122,512
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£339,450

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, lack of first hand experiences and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Ultimate objectives for disadvantaged pupils

- Narrow the attainment gap between disadvantaged pupils and their peers across reading, writing (including greater depth), mathematics and science so that disadvantaged pupils achieve at least in line with national expectations by the end of each key stage and make strong progress between key assessment points.
- Ensure all disadvantaged children, particularly those with English as an additional language (EAL) and those arriving with very limited English, develop the language and phonics foundations required to access the curriculum and to read fluently.
- Increase the proportion of disadvantaged pupils reaching greater depth (especially in writing) through consistently ambitious teaching, targeted challenge and curriculum and assessment strategies that identify and accelerate higher-order outcomes.
- Reduce persistent and overall absence for disadvantaged pupils and remove attendance as a barrier to learning.
- Reduce the impact of social, emotional and mental health (SEMH) barriers so that pupils can engage with learning and make sustained progress.
- Strengthen parental engagement so families contribute effectively to learning routines and support home learning.

How this strategy works towards those objectives

- The strategy uses the Department for Education Menu of Approaches (three-tier model) and prioritises evidence-aligned actions:
 - Tier 1 — High-quality teaching: strengthen whole-class teaching, curriculum design, assessment, phonics and language-rich practice so that fewer pupils need long-term, expensive remedial support.
 - Tier 2 — Targeted academic support: deliver evidence-based small-group and (where appropriate) one-to-one tuition, language interventions and structured phonics catch-up for pupils identified by assessment.
 - Tier 3 — Wider strategies: address attendance, parental engagement, breakfast/food provision and SEMH support to remove non-academic barriers to learning.
- Implementation is driven through CPD for all staff, explicit protocols for assessment, structured intervention timetables, targeted deployment of TAs/HLTAs, and regular monitoring by senior leaders and governors.

Key principles of the strategy

1. Evidence-led: activities are chosen because they are supported by high-quality research (Education Endowment Foundation guidance and reviews are primary references). Evidence links for each activity are provided in the Activity section.
2. Early and prevention-focused: prioritise EYFS and KS1 language and phonics to build foundations (Reception and Year 1 focus), preventing gaps from widening.
3. Targeted, not generic: universal high-quality teaching plus additional, time-limited, carefully-monitored targeted support for pupils identified through assessment.
4. Whole-child and family-centred: integrate academic, attendance and SEMH work; engage parents as partners using low-cost, personalised communication and practical home learning support.

5. Implementation-aware: use a staged approach (pilot → scale → review), clear success metrics, regular fidelity checks and evaluation of impact.

6. Inclusive and non-stigmatising: universal offers where appropriate (breakfast provision, reading events), with sensitive targeting for more intensive support.

Framework note (OFSTED / DfE): This strategy aligns with DfE expectations and EEF Menu of Approaches. Where relevant for inspections, the approach covers curriculum and teaching, inclusion and safeguarding, attendance and behaviour, personal development (OFSTED 2025 framework areas).

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across reading, writing, maths and science — KS1 outcomes indicate reading EXS 54%, writing EXS 38%, maths EXS 54%; Year 4 MTC 63/25/25; KS2 outcomes incomplete but KS2 writing currently 55% (disadvantaged lower).
2	Parental engagement with home learning is inconsistent — low take-up/support for home reading, routines and homework; many families speak community languages (over 50 languages spoken) and some parents have limited English/limited confidence supporting learning.
3	Low proportions achieving greater depth in writing at key stages — narrowing the gap for high-attaining disadvantaged pupils remains a priority.
4	Language acquisition delays, particularly in EYFS and KS1 — 42% of pupils have EAL and many arrive unable to communicate or understand English; GLD 65% and Year 1 phonics 67% indicate room for improvement for disadvantaged cohorts.
5	Social, emotional and mental health barriers — some pupils have SEMH needs that reduce engagement and progress; SEND support is effective but additional SEMH-targeted provision is required. language acquisition, particularly in EYFS/KS1
6	Attendance and persistent absence — a significant number of pupils are absent or persistently absent, negatively affecting learning and progress.

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. Improved basic literacy (phonics/reading) for disadvantaged pupils in EYFS–KS1	- Year 1 phonics pass rate for disadvantaged pupils increases from 67% to at least 80% within two years; phonics catch-up (Year 2 retake) maintained at ≥86% for disadvantaged pupils. - GLD for disadvantaged pupils moves toward whole-school average (target: disadvantaged GLD ≥ whole-school GLD within two years). - Internal reading fluency checks and Early Reading assessments show termly improvement; targeted groups make at least 4 months' accelerated progress against baseline. Evidence-based progress benchmark: EEF

	phonics impact (+5 months) and oral language interventions (+6 months) are targeted. [See Evidence links in Activity section].
2. Increased attainment at KS1 and KS2 across reading, writing and maths	- KS1 outcomes: Reading EXS for disadvantaged to rise from 54% to $\geq 65\%$ in two years; Writing EXS from 38% to $\geq 55\%$ in two years; Maths EXS from 54% to $\geq 65\%$. - KS2 attainment for disadvantaged pupils improves year-on-year with internal moderation and statutory outcomes moving closer to national averages. - Targeted disadvantaged cohorts show accelerated progress (termly assessment) and a rise in % achieving expected and greater depth.
3. More disadvantaged pupils achieving greater depth in writing	- Proportion of disadvantaged pupils achieving greater depth in writing increases by at least 5 percentage points across the next KS assessment point(s). - Evidence of high-quality extended writing in curriculum maps, moderated judgements and pupil work shows progression in composition and vocabulary.
4. Accelerated language acquisition for EAL and low-language pupils	- Reception/KS1 targeted language groups (e.g., WELLCOMM/Oral Language intervention) show average progress gains consistent with programme expectations (3–6 months+). - Teacher-assessed oral language and vocabulary measures show termly improvements; fewer pupils newly identified with severe language delay at transition points.
5. Improved SEMH outcomes and readiness to learn	- Increased readiness to learn for targeted disadvantaged pupils. - Pupil self-report and staff observations show improved regulation, attendance in lessons and engagement; measured by bespoke SEMH outcome metrics.
6. Improved attendance and reduced persistent absence for disadvantaged pupils	- Overall persistent absence (PA) rate for disadvantaged pupils reduces by at least 5% within 12 months; a bespoke PA action plan tracks individual cases with multi-agency involvement when required. - Early warning triggers and personalised parental engagement reduce individual pupil absence within 6–8 weeks of intervention. EEF evidence supports targeted parental communication and responsive approaches.

Monitoring & evaluation:

- Senior Leaders will review impact of each funded activity termly via assessment data, attendance data, intervention fidelity checks, and governor oversight (Pupil Premium Link Governor).
- Reports will include cohort-level progress for disadvantaged pupils and detailed case studies for targeted pupils to demonstrate implementation and impact.

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: £ Time for release

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Strengthen systematic synthetic phonics across EYFS–KS2: continue validated SSP Little, ensure whole-staff phonics CPD, frequent assessment-informed grouping, daily focused phonics sessions, and targeted catch-up sessions 4–5x/week for pupils behind. Monitor fidelity through termly phonics audits and coaching cycles.	[Phonics EEF Teaching & Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) — summarises strong evidence for systematic phonics (average impact +5 months) and implementation guidance.	1, 4
2. Embed a whole-school, language-rich curriculum and Reception/KS1 talk-focused pedagogy (story-based approaches, interactive reading, vocabulary teaching, dialogic storytimes). Provide focused CPD for staff in interactional strategies and pair-based talk routines; appoint a Language Lead and train TAs in oral language strategies. Implement EYFS Making it REAL project in conjunction with the LA.	[Oral Language Interventions EEF Teaching & Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) — high-impact (+6 months) for oral language approaches; Early Years Evidence Store: Communication and Language — evidence and NELI references.	4, 1
3. Curriculum refinement for subject-specific knowledge (address Ofsted note): define "big 5" knowledge per unit, embed story-mapping in non-core subjects for retrieval practice and long-term memory, and train staff in high-quality formative assessment and retrieval practice strategies.	[A School's Guide to Implementation EEF](https://educationendowmentfoundation.org.uk/guidance) (implementation guidance) and EEF guidance on retrieval/practice within curriculum reports. (See EEF guidance reports on curriculum and implementation.) [EEF: Improving Literacy in Key Stage 1 guidance also covers curriculum sequencing].	1

4. Subject-specific CPD and instructional coaching for writing (modelling composition, sentence-level craft, vocabulary teaching, and feedback practises), with joint moderation and use of exemplar progress tasks to raise expectations for greater depth.	EEF guidance on effective CPD and Improving Literacy in Key Stage 1/Guidance on effective feedback and professional development (see EEF CPD guidance and literacy guidance) — practical evidence that well-designed CPD + coaching improves classroom practice and pupil outcomes. [Working with Parents guidance also notes importance of home reading to writing development].	1, 3
5. Targeted recruitment and retention: invest part of Pupil Premium in retention incentives for key staff (phonics lead, ECT / NQT support, HLTA for interventions), and provide time for TAs/HLTAs to attend training and deliver structured interventions.	[A School's Guide to ImplementationEEF](https://educationendowmentfoundation.org.uk/guidance) — implementation & workforce development guidance; EEF evidence shows trained TAs and targeted deployment support interventions	1, 2, 4
6. Improve assessment systems: adopt agreed termly diagnostic checks (phonics, reading comprehension, writing composition criteria and maths fluency checks) to identify gaps early and guide targeted support; ensure assessment does not overload working memory and is used diagnostically.	[Improving Literacy in Key Stage 1 EEF Guidance] and [A School's Guide to Implementation EEF] — evidence on purposeful assessment and using data to direct interventions.	1, 3, 4

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

Budgeted cost: £250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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7. Targeted oral language programme in Reception (promote NELI or equivalent reception language programme for identified pupils) delivered by trained teaching assistants with structured small-group sessions to accelerate oral language and early reading readiness. Implement EYFS Making it REAL project in conjunction with the LA.	Nuffield Early Language Intervention (NELI) — EEF scale-up summary / Early Years Evidence and EEF NELI materials — trials show average +3–4 months for targeted Reception language interventions.	4
8. Small-group tuition for literacy and maths: structured tuition groups (2–4 pupils) delivered by HLTA, 3x weekly for 10–12 weeks, focused on identified gaps and linked to classroom learning; use high-quality resources and frequent formative feedback.	[Small group tuition EEF Teaching & Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) — average impact +4 months; implementation guidance emphasises diagnostic targeting and training.	1,3
9. Precision one-to-one or very small-group phonics/maths catch-up for the lowest-attaining disadvantaged pupils (where progress is slow), delivered short-term by trained staff; use frequent practice and monitoring.	[PhonicsEEF Teaching & Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) — one-to-one shows higher impacts (+8 months) in trials; [Small group tuition EEF].	1,4
10. Structured reading comprehension programme in KS2 (guided reading with explicit comprehension teaching, vocabulary instruction and teacher-led modelling); paired with targeted small groups for pupils below expected standard.	[Improving Literacy in Key Stage 1 & Guidance on Reading Comprehension — EEF Guidance Reports] (see EEF guidance on reading comprehension strategies) — supports comprehension and vocabulary development as complementary to phonics.	1

11. Peer and cross-age tutoring for fluency and supported reading (reading ambassadors and paired reading across years), with adults training peer tutors in techniques and monitoring.	[Peer tutoring evidence summarised in EEF Toolkit / guidance] — peer and cross-age approaches can support practice and fluency when structured and supervised.	1, 3
12. Structured programme for accelerating higher-attaining disadvantaged pupils in writing (extended mastery tasks, deliberate practice, modelling to reach greater depth), with specific greater-depth criteria and moderated accelerated tasks delivered in small groups.	• EEF guidance on writing and effective feedback/teacher modelling; targeted small-group approaches and high-quality teacher instruction improve higher-order skills when combined with deliberate practice and feedback (EEF literacy guidance).	3
13. SEND-linked targeted interventions and adjusted timetables for pupils with SEND and significant barriers; ensure intervention work complements classroom activities and is monitored via provision mapping.	• [Making Best Use of Teaching Assistants EEF Guidance] and EEF SEND-related guidance — targeted SEN interventions with coordination to classroom teaching are effective.	5, 1

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

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
14. Parent communication and engagement campaign — weekly positive personalised texts/termly personalised attainment/attendance letters, home reading packs with simple guidance, multilingual resources, and termly family workshops timed to parent availability. Use targeted supports (home visits, translated materials) for families with greatest barriers.	[Working with Parents to Support Children's Learning EEF Guidance Report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) — parental engagement average impact +4 months; includes recommendations to personalise messages, use shared reading and practical tips.	2, 6

15. Attendance early-warning system and responsive package: personalised letters (nudge letters showing total absences), phone calls within 24–48 hours, home visits for rising-risk families, multi-agency meetings, and targeted family liaison time (Attendance & Family Support Worker) with measurable action plans.	[Attendance Interventions Rapid Evidence Assessment EEF](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment) — parental communication and responsive, targeted approaches show promise; personalised attendance letters and nudges have evidence of reducing absences.	6
16. Universal breakfast provision and targeted free breakfast for disadvantaged pupils to support readiness to learn and punctuality (avoid stigma by universal offer where possible). 'Magic Breakfast'	EEF: Attendance interventions REA (meal provision section) and EEF evaluation of Magic Breakfast — evidence of small positive impacts on attainment/attendance when implemented well.	6, 5
17. SEMH provision: increase access to in-school SEMH support (therapeutic interventions, mentoring, ELSA-style sessions), trained pastoral team, restorative approaches in behaviour management, and clear pathways to external CAMHS/SALT when needed.	[EEF: Social and Emotional Learning (SEL) evidence summaries and EEF guidance on behaviour and targeted programmes] — SEL can produce positive effects on attainment and behaviour when well-implemented; EEF attendance REA notes responsive interventions and support for SEMH can contribute to attendance.	5, 6
18. Extended opportunities & enrichment: subsidised extra-curricular clubs, school trips, and leadership roles (reading ambassadors, safeguarding champions) prioritised for disadvantaged pupils; use the “no-cost” and subsidised access model to avoid exclusion by cost.	EEF evidence on extracurricular activities (attendance REA and EEF guidance highlight mixed but promising effects when access is increased and targeted) and broader evidence that wider opportunities support engagement and motivation.	2, 3, 5

19. Home–school reading initiatives: provide structured reading packs summer reading challenge packs for disadvantaged pupils and text reminders to encourage home reading during holidays.	[Working with Parents to Support Children’s Learning EEF Guidance Report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) and EEF material on summer reading and text-messaging interventions.	2, 1
20. Targeted family support for complex cases: offer intensive outreach (home visits, family support worker / link with local early help services) to address barriers to attendance, learning and SEMH.	[Working with Parents guidance EEF] and [Attendance REA EEF] — more intensive and personalised family support has evidence of larger impacts for those with greatest needs.	5, 6, 2

Total budgeted cost: £339,450

Implementation detail

How activities will be structured:

- Leadership and accountability
 - Senior leader to coordinate strategy, report termly to governors and the Head.
 - Pupil Premium Link Governor to review progress and hold leaders to account.
- Staffing & deployment
 - Retain and train LSP(s) to deliver targeted NELI / language programmes and small-group tuition; allocate TA time for structured, monitored small-group sessions (3–5 pupils). Making it REAL project in conjunction with the LA.
- Assessment & identification
 - Termly diagnostic checks: phonics checkpoints, running records and comprehension measures, writing moderation tasks, maths fluency checks and early speech/language screens; identify eligible cohorts for Tier 2 interventions.
 - Use provision mapping to ensure interventions complement classroom learning and do not withdraw pupils from crucial instruction.
- Parental engagement & EAL considerations
 - Provide multilingual guidance and interpreters where possible; use translated text messages and phone calls for families who need them.

- Use simple, practical home learning activities (tiny routines, story-based talk prompts) rather than high-demand homework tasks.
- Attendance & SEMH
 - Early warning triggers (attendance letters, calls within 48 hours), personalised attendance plans with parent agreement, incentivised whole-class rewards for punctuality (avoid individual stigmatising rewards).
 - Provide SEMH drop-in and targeted groups, offer mentoring and counselling pathways; ensure restorative practice training for staff.
- Monitoring, evaluation & fidelity
 - Termly impact reviews: progress data, intervention monitoring (session logs, fidelity checklists), attendance KPIs, parental engagement metrics (event attendance, click-throughs to texts, uptake of packs).
 - Record case studies for qualitative evidence (family engagement, pupil SEMH change).

Evidence links (key references used across the strategy)

- Phonics evidence and guidance: [Phonics | EEF Teaching & Learning Toolkit](#)
- Oral language interventions / Early Years evidence: [Oral Language Interventions | EEF Teaching & Learning Toolkit](#) and [EEF Early Language research agenda](#)
- Small group tuition and tutoring guidance: [Small Group Tuition | EEF Teaching & Learning Toolkit](#)
- Parental engagement guidance and recommendations: [Working with Parents to Support Children's Learning | EEF Guidance Report](#)
- Attendance evidence and rapid review of attendance interventions: [Attendance Interventions Rapid Evidence Assessment | EEF](#)
- Implementation support and CPD: [A School's Guide to Implementation | EEF](#)
- NELI / Reception language programme summaries (EEF references within Early Language page): [EEF — Early Language / NELI references](#)
- Parental communication / text-messaging evidence and approaches are described within the EEF parental engagement guidance above.

(Where the strategy describes impacts such as “+5 months” or “+6 months”, these are findings reported by the EEF Teaching & Learning Toolkit and associated guidance pages cited above.)

Resource & budget principles

- Pupil Premium funds prioritised on evidence-based staffing (HLTA/TA time for structured interventions; Family Support Worker/Attendance Officer), validated intervention materials (phonics programme resources, guided reading texts), CPD/coaching and targeted pastoral/SEMH provision.
- Maintain small pilots for new activities (e.g., NELI cohort in Reception) with a clear decision point to scale depending on measured impact and fidelity.
- Use partnerships where possible (local Research School / LA / SALT services / Early Years hubs) to reduce costs and improve implementation.

Risk management and mitigation

- Risk: interventions not implemented with fidelity. Mitigation: use coaching cycles, fidelity checklists, and senior-led monitoring with termly implementation reviews.
- Risk: parental engagement widens gap (more advantaged parents take up offers). Mitigation: targeted outreach (home visits, translated material, flexible workshop times), sensitivity in offering support, and evaluation of uptake by disadvantage status.
- Risk: staffing shortages. Mitigation: staggered deployment, cross-training of TAs, and time-limited pilots to manage workload.
- Risk: attendance initiatives insufficient alone. Mitigation: integrate attendance work with SEMH, family support and responsive, targeted actions per EEF recommendations.

This Pupil Premium Strategy is aligned to the DfE Menu of Approaches (Tier 1: high-quality teaching; Tier 2: targeted academic support; Tier 3: wider strategies) and is informed by the best-available evidence summarised by the Education Endowment Foundation. Key evidence sources that underpin our chosen activities are cited above next to each activity and in the Evidence links section to ensure transparency and accountability.

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 2024-25 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

Programme	Provider
Maths support	Local maths hub
English support	Sandwell PEIA

Review: last year's aims and outcomes

Outcomes for funding:	Progress towards outcomes – Autumn update Spring update, Summer Update
Teaching Priority 1 – Embed our teacher toolkit including; developing the use of story mapping and knowledge organisers in non-core subjects.	• HT/DHT attended some CPD around WalkThrus and supporting staff to utilise their teacher toolkits for teaching and learning strategies. Following the CPD the PDM schedule has been amended and a template for developing teacher pedagogy been planned for. • Storymapping continues to be embedded across the school. • WALKTHRUS CPD has been completed and 'cold calling' teacher tool has been introduced and reviewed. The school will continue to embed this technique moving towards a 'no hands up' approach to classroom discussion. • Continued with the successful implementation of WALKTHRUS and cold calling during the summer term. There is still some work to do regarding 'no hands up' from both staff and pupils. This has been a

	strategy used for a number of years so will take a while to eradicate completely.
Teaching Priority 2 – EEF teaching assistant intervention +4 months Support staff specific CPD for interventions, targeted and specialised CPD	- Support staff have received bespoke training in September from Katrina Morgan CCAT team around the following topics: What is communication? - DLD training and Triple A - November 2025 Support staff refresher training CPI - February 2026 – Coaching INSET for staff to help support all staff in holding courageous conversations – this will support staff in ensuring the right intervention is delivered at the right time. - Support staff continue to have a menu of CPD across the summer term that they can access to support practice. School continue to use NASEN as a CPD tool for staff to access alongside any advice offered by Inclusion Support. From September 2026 staff will also have access to The National College for CPD. There are a number of SEND courses that support staff can be allocated to support and upskill.
Teaching Priority 3 – Develop the PSHE curriculum to support children in their readiness to learn and resilience	- New PSHE lead appointed and review of the PSHE offer has been started. - PSHE lead has updated the HRE policy and has attended LA network meetings and SCOS cluster CPD. - PSHE lead has begun to implement changes for September 2026 curriculum and has updated the RHE policy. She will also be delivering a ½ day INSET for staff in October 2026 to implement fully the changes to the curriculum.
Targeted Academic Support Priority 1 – all pupils To narrow attainment gaps for all pupils including disadvantaged	- Provision Mapping has been completed for the Autumn term and interventions implemented accordingly. These have been reviewed by teachers and the SENDCo. - HLTA is completing catch up intervention groups during the afternoon with disadvantaged children prioritised. - Provision Mapping has been completed for the Spring term and interventions implemented accordingly. These have been reviewed by teachers and the SENDCo. - HLTA is completing catch up intervention groups during the afternoon with disadvantaged children prioritised. - Provision Mapping has been completed for the Summer term and interventions implemented accordingly. These have been reviewed by teachers and the SENDCo.
Targeted Academic Support Priority 2 EEF teaching assistant intervention +4 months EEF whole class grouping +2 months EEF Small group tuition +4 months Year 6	- Use of assessment data to inform provision mapping across school. Cross referencing the children involved in intervention so they are not receiving too many in one go and therefore missing other curriculum time and/or cognitive overload. - HT/DHT delivering additional catch up reading groups in Y6 and a short term focused maths intervention based on assessment data. - English lead and maths lead have analysed test data and supported staff in adapting teaching as a result of test analysis. This will lead to greater focus on the right intervention at the right time. - SENDCO has worked alongside staff to ensure 'the right interventions, for the right children are in place' to support narrowing the gap. Following the completion of provision mapping during staff PDM the SENDCo checks for accuracy and these are then shared with LSPs responsible for delivering the intervention.
Targeted Academic Support Priority 3 – EEF Oral Language Interventions +6 months Across the school pupils who require access to SaLT and are PP	- WELLCOMM screening completed autumn term and submitted. Data used to target intervention in EYFS. - Strong focus on language acquisition in EYFS and adult interactions. - Additional weekly provision for S&L from enhanced SaLT to support the high need in school. This intervention is specifically reaching out to those children who may be missed from NHS caseload but do require specialist support.

Targeted support for children with speech and language development needs through additional resources e.g. enhanced SaLT therapist.	- The work in the autumn term continues across the spring term. - The work in the autumn and spring term continues across the summer term.
Targeted Academic Support Priority 4 – EEF Phonics +4 months Continue to build upon the progress being made by the SSP.	- Daily phonics continues to be delivered across EYFS/KS1 with specific intervention in KS2 for those children who may be newly arrived or have gaps in phonic knowledge. - Regular release time for phonics lead to monitor both T&L and assessment data - The work in the autumn term continues across the spring term. - The work in the autumn and spring term continues across the summer term. - Governors will note when seeing the phonics data for this year that there has been a 10% drop in the percentage of children reaching the expected standard at the end of year 1. Governors to be reminded of the low GLD for this cohort too. However, the percentage increase of pupils achieving the expected standard by the end of year 2 has increased by 38%. Governors must be mindful of the decrease at the end of year 1, no excuses are being made, however there have been 9 children leave and 9 children arrive this year (15% of the cohort). Of those children arriving 7 were new to education.
Targeted Academic Support Priority 5 – EEF Reading Strategies +6 months Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.	- The Book Project is part of the school's drive to support children with the love of reading. This project provides children with 6 books across the year, free, to take home. The autumn term focus is around children selecting books based on 'Book Spark Cards'. The cards ask a question and the children have to select a book based on the criteria e.g. find a book with animals on the front cover. There is the option for the children to explore the book before taking home. Parents have also been informed of the project to hopefully increase parental engagement. - English lead analysing assessment data to inform spring term plans. - The book project has continued across the spring term with all children receiving 2 free books as part of World Book Day celebrations and the pop-up shop. In addition the school also took advantage of the National Literacy Trust giving away free WBD books. School secured over 1000 books for pupils which will be given to the children. - The Book Project has continued across the summer term and will continue into next year. - An analysis of the effectiveness of Reading across school has taken place in the summer term which will lead to some changes to reading from September 2026 – see English lead's action plan/SIP (English)
Targeted Academic Support Priority 6 – EEF Mastering Number at Reception and KS1 – trial +5 months Trial to test the impact of the NCETM Mastering Number at Reception and KS1 programme, a whole-class approach to teaching maths aimed at developing number sense and mastery behaviours. The trial focuses on impact in the Reception year.	- Whilst the school has been unsuccessful in getting onto the trial the Maths lead is working closely with the Maths hub to see how the school can still be supported. - Maths lead and DHT/HT have met to review maths and adaptations required as a result of the lead working with the maths hub. - Maths lead has analysed Maths provision across the year and has taken the decision to move to a new Maths Scheme from September 2026. The reasons behind the change have come from data analysis, monitoring, pupil voice and research. INSET planned for September 2026 to implement alongside heavily weighted CPD across the autumn term.

Wider Strategies Priority 1 - EEF parental engagement +6 months To embed parental engagement to improve outcomes for reading.	• Information about the Book Project has been shared with parents. • Learning Together Day focus again on parental engagement and reading. • Lists created of two children per class for SMT members to buddy up with parents to look at ways of providing additional support at home. This will start in January. • The book project has continued across the spring term with all children receiving 2 free books as part of World Book Day celebrations and the pop-up shop. In addition the school also took advantage of the National Literacy Trust giving away free WBD books. School secured over 1000 books for pupils which will be given to the children. • The Book Project has continued across the summer term and will continue into next year. •
Wider Strategies Priority 2 - EEF parental engagement +6 months To improve attendance of disadvantaged pupils and ensure a readiness to learn.	• Attendance officer attends SoS meetings to discuss children at risk of PA. • Termly meetings with LA attendance officer to monitor attendance • Meetings with parents to support and challenge in order to improve attendance • The work in the autumn term continues across the spring term. • The work in the autumn and spring term continues across the summer term. •
Wider Strategies Priority 3 EEF social and emotional support +4 months Ensuring children are socially and emotionally ready to learn	• Continued procurement of a weekly creative therapist in school to support those children that may need it. • HT/DHT attended some CPD around WalkThrus and supporting staff to utilise their teacher toolkits for teaching and learning strategies. Following the CPD the PDM schedule has been amended and a template for developing teacher pedagogy been planned for. • WALKTHRUS CPD has been completed and 'cold calling' teacher tool has been introduced and reviewed. The school will continue to embed this technique moving towards a 'no hands up' approach to classroom discussion. • Continued with the successful implementation of WALKTHRUS and cold calling during the summer term. There is still some work to do regarding 'no hands up' from both staff and pupils. This has been a strategy used for a number of years so will take a while to eradicate completely. • School has continued to buy in a creative therapist one day per week to support any child in need of additional support. •
Wider Strategies Priority 4 – Ensuring all disadvantaged pupils have access to and can engage with clubs, trips and first-hand experiences.	• PP children prioritised for residential visits and the cost of the trip is heavily subsidised using PP funds. • Trip to London's Royal Opera House for KS2 over 50% of the pupils who elected to go were disadvantaged pupils. • The work in the autumn term continues across the spring term. • Subject leaders have come together to map out trips and experiences for each year group to ensure curriculum objectives are met and there is a broad range of experiences on offer for all children.
Wider Strategies Priority 5 Increase the number of children attending after school clubs to enhance their experiences	• A broad range of clubs on offer for all children, monitor attendance of clubs to track the number of PP attending. • The work in the autumn term continues across the spring term. • The work in the autumn and spring term continues across the summer term. •

Service pupil premium funding N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional) Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.