Squirrels Heath Primary School

Pupil Premium Strategy Statement 2025-2026

School overview

Metric	Data
School name	Squirrels Heath Primary School
Pupils in school	600
Proportion of disadvantaged pupils	18%
Academic year or years covered by statement	Reception - Year 6
Publish date	1st November 2025
Review date	18th July 2026
Statement authorised by	Mary Shipton (Headteacher)
Pupil premium lead	Aoife Bush Assistant Headteacher
Governor lead	Sue Cane & Marie Smith Joint Chairs of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31
Total Pupil Premium budget for this academic year	£119, 521

Statement of Intent

We believe that we have a duty to use Pupil Premium Funding effectively to support children who have been identified as socially disadvantaged in order to ensure that they meet their potential in their preparations for adult life.

We do this in the following ways by ensuring

- that teaching and learning opportunities meet the needs of all pupils, reflecting a needs analysis
- that appropriate provision is made to meet the needs of pupils who belong to vulnerable groups and are socially disadvantaged
- that class teachers are supported in meeting the needs of disadvantaged pupils
- that pupils' personal, emotional, social and mental development is supported
- that pupils' learning experiences are broad, rich and meaningful
- that the performance gap between Pupil Premium pupils and their peers is narrowed where children come to us behind in their learning
- that Middle Attaining and High Attaining / More Able Pupil Premium pupils are challenged appropriately to ensure they reach their full potential

Our intent is for all pupils to meet year group expectations, and where possible, move beyond curriculum expectations so that they leave Squirrels Heath Primary School fully prepared for their secondary school education. Pupil Premium will therefore be used and managed to enable us to tailor support for identified children in a range of ways appropriate to their needs, so that they make the best possible progress.

We recognise that disadvantaged pupils may have a range of barriers, which may impact on their progress. We aim to identify these regularly and plan provision specifically to overcome these barriers to pupils' success.

Our priorities focus on:

- providing support and challenge to Lower Attaining pupils with complex needs (SEN, EAL, pupils with SEMH needs) not on track to achieve Age Related Expectations (ARE) to ensure they achieve their potential by making good or better progress and move towards Age Related Expectations where possible
- providing support and challenge to Lower Attaining pupils not on track to achieve Age Related Expectations (ARE) to ensure they achieve their potential by making good or better progress and achieve Age Related Expectations
- providing support and challenge to Middle Attaining pupils to ensure they achieve their potential by making good or better progress and remain on track to achieve Age Related Expectations or better
- providing support and challenge to High Attaining pupils to ensure they achieve their full potential
- identifying underperforming pupils across all attainment groups and taking action to ensure they achieve their full potential

- identifying rapidly any gaps in pupils' learning and taking action to provide opportunities for them to learn essential skills
- ensuring disadvantaged pupils attend school regularly so that they do not fall behind due to poor attendance or punctuality
- ensuring disadvantaged pupils are supported so that they are emotionally and mentally prepared and ready to learn
- ensuring disadvantaged pupils have full access to a curriculum that provides a wealth of experiences and generates aspirational goals
- ensuring disadvantaged pupils have full access to a range of extracurricular activities and events for a full educational experience

Challenges

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

	Detail of challenge
1	To improve the early reading and writing skills of disadvantaged pupils in EYFS and Key Stage 1
2	To improve reading fluency and reading comprehension outcomes for disadvantaged pupils in Key Stage 2.
3	To ensure that teachers have a secure understanding of the needs of disadvantaged pupils with SEND across the primary school, and implement strategies which help them to make good progress.
4	To improve early number skills across EYFS and KS1 to ensure all disadvantaged pupils develop strong number sense.
5	To narrow the attainment gap in Reading, Writing and Maths between disadvantaged pupils and their non-disadvantaged peers by high quality first wave teaching and targeted academic support
6	To lower persistent absence levels by providing appropriate support and challenge to targeted families.

Intended Outcomes for disadvantaged pupils – end of KS2

Meeting expected standard at KS2	Reading Start Year 6 - 65% Target - 90%	Writing Start Year 6 - 50% Target - 75%	Maths Start Year 6 - 55% Target - 85%	Combined Start Year 6 - 45% Target - 65%
Achieving high standard at KS2	Reading Start Year 6 - 20% Target - 40%	Writing Start Year 6 - 0% Target - 25%	Maths Start Year 6 - 10% Target - 40%	Combined Start Year 6 - 0% Target - 25%

Academic aims for disadvantaged pupil - current academic year

Aim	**Target by Year**							**Target date**
	Rec	1	2	3	4	5	6	
Progress in Reading / CLL	100%	100%	100%	100%	100%	100%	100%	July 2026
Progress in Writing	100%	100%	100%	100%	100%	100%	100%	July 2026
Progress in Maths /MD	100%	100%	100%	100%	100%	100%	100%	July 2026
Attainment in Reading	67% meet GLD in the 12 ELG within 5 key areas	80% p.c.	60%	80%	60%	80%	90%	July 2026
Attainment in Writing		40%	50%	72%	50%	60%	75%	July 2026
Attainment in Maths		60%	65%	72%	50%	60%	85%	July 2026

Attendance targets for current academic year

	Attendance target by end July 2026	Target date
All pupils	**96%**	July 2026
PP pupils	**95%**	July 2026

Development Targets for the current academic year:

Outcome 1	Success Criteria
To improve the early reading and writing skills of disadvantaged pupils in EYFS and Key Stage 1	• Children in EYFS will develop good phoneme awareness and a solid basis of phonics knowledge • Staff will receive training on the effective delivery of the phonics scheme • Effective assessment will identify children in need of further support, and Keep Up tuition/intervention will be used to ensure any gaps in children's knowledge is identified and addressed, so that disadvantaged children secure their phonics. • Disadvantaged pupils in Year 1 will pass the phonics screening check. • Disadvantaged pupils in Year 2 will pass the phonics screening check if they did not pass the Year 1 check. • Home reading will be completed in EYFS and KS1 with high pupil and parental engagement, including engagement with the Reading Rocketeer challenge and Online Book club. • Reading leaders, adult volunteers and staff in school will provide additional opportunities for disadvantaged children to read 1:1 and receive effective feedback to improve their reading skills. • Staff will receive training and support on the effective delivery of the handwriting scheme of work, including effective marking and feedback • Children in KS1 will consistently form letters correctly, using the correct size and height. • Children in EYFS will receive effective delivery of Drawing Club to support their vocabulary, pre-writing and writing skills. • Writing boards for EYFS and Year 1 will inspire and celebrate the writing of disadvantaged children. • Staff in Year 2 will receive training on the effective delivery of the new spellings scheme of work. • The homework systems in KS1 will be embedded to support reading and writing with high parental engagement. • Google classroom will have resources for parents to use at home to support children's learning.

Outcome 2	Success Criteria
To improve reading fluency and reading comprehension outcomes for disadvantaged pupils in Key Stage 2.	● The school will make effective use of taking part in the EEF research project “Pathways to Learning” ● Staff will receive training to understand and apply the principles of scaffolding to improve reading outcomes ● Staff will receive training on interweaving the 5 pillars of reading - phonemic awareness, phonics, fluency, vocabulary and comprehension ● Staff will receive training on how to plan effective reading sessions by anticipating barriers for disadvantaged pupils and adapting planning accordingly ● Staff will receive training on how to use effective questioning throughout reading sessions to assess children’s learning needs, and adapt teaching accordingly ● Staff will receive training on effective explicit teaching of vocabulary ● Staff will deliver high quality read aloud shared reading sessions to discuss the meaning of new vocabulary ● Staff will deliver high quality read aloud shared reading sessions to model when and how to read with prosody. ● Staff in KS2 will deliver weekly comprehension sessions which show fidelity to the Pathways Project. ● Vocabulary walls will promote and recap new vocabulary once it has been taught in class. Children able to articulate the meaning of new vocabulary words ● Teaching will secure children’s knowledge of how to use the components of words to understand unknown words (eg. using knowledge of root words, prefixes, suffixes and word families) ● Teaching will secure children’s ability to infer the meaning of unknown words by reading the rest of the text. ● Teaching will secure children’s ability to use a range of strategies to both read and comprehend a variety of texts including fiction, non-fiction and poetry. ● Parent Workshops will upskill parents / carers so that they can develop the same approaches at home as teachers use in school. ● Parent Workshops will upskill parents / carers so that they can effectively support their children to answer more challenging / higher level questions ● Pupils who need additional support are identified and tuition / interventions / boosters put in place, leading to improved progress and attainment ● Staff receive ongoing high quality professional development to ensure relevant key staff are proficient in delivering phonics Catch Up in KS2, leading to improved progress and attainment

	● Phonics based reading books are centralised, easy to access and are used to practise use of phonics skills and build self confidence, leading to improved progress and attainment ● Lexia programme to check progress and provide intervention online, leading to improved progress and attainment ● Disadvantaged pupils progress to higher reading bands ● Pupils, parents and teachers report increased confidence levels ● Assessment data shows that children's reading comprehension skills have improved over time, with some children making accelerated progress.

Outcome 3	Success Criteria
To ensure that teachers have a secure understanding of the needs of disadvantaged pupils with SEND across the primary school, and implement strategies which help them to make good progress.	● Staff receive training on the different SEND needs across the school, and regular refreshers on key aspects of the graduated approach. ● Assessment information is used to establish achievable targets ● Differentiation and scaffolding of activities will be suitably planned and resourced for pupils with SEND who need adapted tasks ● Additional adults will be deployed appropriately to support disadvantaged pupils with SEND ● Adaptations to the learning environment will be made on an ongoing basis to suit the needs of disadvantaged pupils with SEND ● Disadvantaged pupils with SEND will be given access to appropriate intervention programmes and resources ● Assessment results demonstrate that targets are met ● Book looks and lesson observations demonstrate progress over time ● Parent and pupil voice surveys indicate that disadvantaged pupils with SEND feel more confident' and secure ● Regular contact with parents leads to sustained improvements in the provision of individual disadvantaged pupils with SEND.

Outcome 4	Success Criteria
To improve early number skills across EYFS and KS1 to ensure all disadvantaged pupils develop strong number sense.	● Disadvantaged children in EYFS will develop a strong foundation in number, counting, simple addition and subtraction, and understanding shapes, spaces, and measures through playful and engaging activities ● Staff will receive training on the effective delivery of early Mathematical concepts. ● Effective assessment will identify children in need of further support, and support will be given to ensure any gaps in children's knowledge are identified and addressed, so that disadvantaged children secure a strong number sense ● Effective learning environments will be developed across EYFS and KS1 to support the early number concepts: subitising, cardinality, one-to-one correspondence and conservation ● Staff will receive training on the effective delivery of the new maths scheme of work in EYFS and KS1. ● Staff will deliver the new maths scheme of work in EYFS and KS1 effectively using appropriate resources and manipulatives. ● The homework systems in KS1 will be embedded to help disadvantaged children secure number facts with high parental engagement. ● Numbots will be used effectively in school and at home. ● Google Classroom will have resources for parents to use at home to support children's learning.

Outcome 5	Success Criteria
To narrow the attainment gap in Reading, Writing and Maths between disadvantaged pupils and their non-disadvantaged peers by high quality first wave teaching and targeted academic support	● Staff receive ongoing high quality professional development to ensure First Teaching is of the highest quality. ● Staff receive ongoing high quality professional development to ensure they understand and implement strategies and teaching methods and approaches to best support disadvantaged pupils (see targets 1-4). ● Assessment is used effectively to identify areas for improvement and plan actions that lead to improved progress and attainment in Reading, writing and Maths. ● Staff plan effective target support in class for Reading, writing and Maths. ● Effective marking and feedback to move children on will lead to better outcomes for disadvantaged pupils. ● Intervention and tuition will be used effectively across the school, leading to improved progress and attainment for disadvantaged pupils. ● Peer to peer support embedded for targeted pupils leading to improved progress and attainment. ● Technology is effectively used in school and at home to practise key skills. ● Book looks demonstrate progress over time. ● Attainment and progress targets for disadvantaged pupils are met, both for ARE and GD. ● The school will further embed its developed approach to writing with revising, redrafting and editing at its heart to ensure disadvantaged children learn the craft of writing in its broadest sense. This will include more time to complete writing so that revising and editing is meaningful and embedded within the writing process. ● Children will have opportunities to write for meaningful purposes, including internal motivations within the school as well as external contests, competitions and recipients. Children will have time for drama and roleplay, debate and discussion as well as research opportunities to ensure they are fully prepared for writing tasks.

Outcome 6	Success Criteria
To lower persistent absence levels by providing appropriate support and challenge to targeted families.	● Pupil absence is monitored on a daily basis to identify persistent absentees early, leading to a decrease in persistent absence. ● Contact with families established quickly to understand the reason for absence and barriers to good attendance, leading to decrease in absence rates. ● Parents and pupils understand school expectations regarding attendance, leading to decrease in persistent absence. ● Families are referred to external agencies and support is provided where necessary, leading to a decrease in persistent absence. ● Praise and encouragement given to pupils and families where improvements are made, leading to further decrease in persistent absence. ● Fall in persistent absence rates ● CPOMs used effectively to triangulate information about families of children with high absence rates leading to more rapid support and actions. ● Homework club is used effectively to support families in need ● Good relationships are established with targeted families

Activity in this academic year

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

Teaching

Budgeted cost: £ 47,994

Implementation	Evidence that supports this approach	Challenge numbers addressed
Implement phonics scheme effectively across EYFS and KS1	The Education Endowment Foundation (EEF) emphasizes that explicit and systematic phonics is important because it has a positive impact on reading skills, particularly for children from disadvantaged backgrounds, by teaching them to connect speech sounds to written letters. It helps students become more accurate readers and spellers by providing a strong foundation for decoding and blending words, which is a crucial component of learning to read. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The teaching of phonics has a wealth of evidence to indicate a low cost, high impact. Evidence shows variation between whole class and small groups, and practice will be adapted across the school to identify and implement the most effective methods.Evidence shows that synthetic phonics should be taught by teachers to have maximum effect.	1, 3, 5
Implement handwriting scheme in EYFS / KS1	The Education Endowment Foundation (EEF) emphasizes that effective handwriting is crucial for building strong foundational literacy skills, as it improves cognitive processes like memory and recall, and reduces the cognitive load on students as they write. The EEF's guidance reports highlight the importance of early, explicit handwriting instruction and ongoing practice, supported by effective feedback, to develop fluency and support overall writing development. Alex Quigley “Closing the Writing Gap” also highlights the importance of the development of handwriting skills - by moving the process of handwriting beyond working memory into automaticity, it frees up cognitive load to enable children to develop their text generation and	1, 3, 5

	executive function skills. It is important to note that handwriting should be developed alongside spelling to be most successful. The new Writing Framework (July 2025) emphasizes explicit instruction in handwriting from the Reception year, integrating it with phonics and spelling to build a foundation for writing. It focuses on daily practice, including "ready to write" routines, and teaches joining letters only after children can form individual letters correctly and automatically. Key elements also include encouraging children to compose orally, using dictation, and ensuring teachers model high standards of handwriting. https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf	
Implement spelling scheme in Year 2	The new Writing Framework emphasises spelling as a foundational skill alongside handwriting and oral composition. This framework is designed to build strong writing skills from the reception year onward, using methods like dictation to reinforce spelling. The framework integrates spelling into a broader approach that connects talking and writing, and focuses on mastering the foundations of transcription (handwriting and spelling) before moving to extended writing. The framework summary states “Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that these skills become automatic for children. This will free up their working memory for composition”. https://www.gov.uk/government/publications/the-writing-framework/writing-framework-summary	1, 3, 5
Implement EEF Research Project - “Pathways to Learning” in KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies The “Pathways to Learning” project follows the principles of effective professional development, and must be followed with fidelity: https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Teacher-professional-development.pdf?v=1760874134 Reading comprehension strategies are low cost and high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. The strategies developed as part of the programme are designed to be particularly effective in improving	2, 3, 5

	outcomes for disadvantaged pupils, one of the key aims of the research project. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies. Struggling readers should be included within the whole class lessons, but also supported further through targeted academic support whilst it may be deemed necessary. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts - this should also be a focus. EEF research on scaffolding: https://educationendowmentfoundation.org.uk/news/what-goes-up-must-come-down-promoting-pupil-independence-through-scaffolding?utm_source=/news/what-goes-up-must-come-down-promoting-pupil-independence-through-scaffolding&utm_medium=search&utm_campaign=site_search&search_term=scaffolding Effective Feedback: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	

	Evidence supports effective use of pupil self-assessment to help pupils gain a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Evidence shows that providing feedback has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. The EEF identifies effective formative assessment and feedback as a low cost, high impact method of supporting learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Identifies collaborative approaches to classroom practice has a low cost, high impact EEF Key Recommendations for improving literacy in KS2: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1760867946	
Implement Maths Scheme across EYFS / KS1	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths The EEF refers to the importance of: ● developing practitioners'understanding of how children learn mathematics ● dedicating time for children to learn mathematics and integrate mathematics throughout the day ● using manipulatives and representations to develop understanding ● ensuring that teaching builds on what children already know The Power Maths mastery scheme of work is designed to ensure all of the aspects of effective maths teaching are employed effectively	3, 4, 5

Support new Early Career Teachers	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Effective professional development for new teachers is recognised as vital to developing best practice in schools. Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. The Early Career Framework and the new National Professional Qualifications also outline the need to CPD	1, 2, 3, 4, 5
Continue to develop initiatives to improve high quality whole school programmes to support Reading, SPAG and Maths	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 2, 3, 4, 5
High quality staff delivering lessons to key year groups	Across the various evidence linked within this document, the EEF makes numerous references to the need for high quality teachers and staff to deliver lessons with a high impact on pupils' learning.	1, 2, 3, 4, 5
Technological support to improve teaching strategies, methods and approaches	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital Evidence shows a high impact where technology is used: ● in a considered fashion ● Supplements and enhances learning ● is used by trained staff ● engages pupils ● effectively for assessment and feedback ● reduces workload.	1, 2, 3, 4, 5

Targeted academic support (booster teachers, tutoring, small group support structured interventions)

Total budgeted cost for targeted academic support: £27,076

Implementation	Evidence that supports this approach	Challenge number(s) addressed
Phonics support Keep up in EYFS / KS1 Catch up in KS2	"Keep up" means to maintain the same pace or level as someone or something else, while "catch up" means to reach someone who is ahead. "Keep up" implies a state of equality and ongoing progress at the same rate, whereas "catch up" implies a state of being behind and trying to close the gap. It is recommended that a “Keep up” approach is employed wherever possible, and certainly for EYFS / KS1 children. Although in EYFS and KS1 settings, it is recommended to ensure children receive additional support learning phonics, including removal from class to do so, in KS2 children should as much as possible, ensure they have full access to the National curriculum. Phonics tuition should be carefully planned to minimise the amount of time children come out of class for phonics “so they do not miss lessons to have intervention teaching for longer than necessary.” (The Reading Framework) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf The EEF recommends high quality structured interventions to help pupils who are struggling with their literacy. It notes the importance of accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs. It also suggests that using one-to-one and small-group tutoring involving structured interventions works better. It also points out the importance of regularly reviewing children’s progress whilst they are part of the intervention to ensure the support indeed enhances their learning. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1760868324	1, 3, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The EEF note the following points: 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.	
Early Maths support	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Use high quality targeted support to help all children learn mathematics The EEF notes that small-group support is more likely to be effective when: • children with the greatest needs are supported by the most experienced staff • training, support and resources are provided for staff using targeted activities • sessions are brief and regular • explicit connections are made between targeted support and everyday activities or teaching • tutors use an approach or programme that is evidence-based and has been independently evaluated For this, the Power Maths Strengthen Activities are used as well as practical activities to reinforce key concepts.	3, 4, 5
Tuition delivered by teachers in Reading, writing and Maths in Years 1-6 - small group	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback	1, 2, 3, 5

- feedback - match learners' needs - high quality teaching - ongoing evaluation	from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. The variability in findings suggests two things. First, the quality of the teaching in small groups may be as, or more important than, the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes). Second, it is important to evaluate the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes.	
Intervention sessions delivered by teachers - small group - feedback - match learners' needs - high quality teaching - ongoing evaluation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. The variability in findings suggests two things. First, the quality of the teaching in small groups may be as, or more important than, the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes). Second, it is important to evaluate the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes.	1, 2, 3, 4, 5
Homework Clubs to deliver focused support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework The quality of the task set appears to be more important than the quantity of work required from the pupil. Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.	1, 2, 3, 4, 5

Language Interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral language interventions delivered by a high quality teaching assistant / teacher have a low cost, high impact.	1, 2, 3, 4, 5

Wider strategies (attendance, punctuality, behaviour, wellbeing, parental engagement)

Budgeted cost: £44,451

Implementation	Evidence that supports this approach	Challenge number(s) addressed
Home School Support Worker ● Workshops and support for parents approaches and programmes which aim to develop parental skills such as literacy or IT skills; ● general approaches which encourage parents to support their children with, for example reading or homework; ● the involvement of parents in their children's learning activities; and ● more intensive programmes for families in crisis.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Evidence shows the effectiveness of homework on supporting pupils - by completing workshops, parents will be in a better position to support this. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Evidence suggests focusing on the key areas outlined, and studies have shown an impact (4+ months). Evidence shows better outcomes linked to this action for English than Maths. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	6
Use of Workshops and Forums for	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4, 5, 6

Parents and Carers to Develop Engagement	Developing parental engagement has been shown in research to have a higher impact for pupils with low prior attainment, and where parental engagement is increased with the eldest child, it has a lasting positive impact for younger children too. Evidence suggests that parental engagement has a positive impact on children's progress, although it tends to be more significant for younger children - approaches need to be more considered as the children progress through Primary School. School communications with a positive dialogue are more likely to be successful. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Evidence suggests that more tailored approaches to helping parents support children at home work best - providing practical ideas with strategies, tips, resources and support is more likely to have an impact.	
Technology to empower families to complete homework	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Evidence shows the effectiveness of homework on supporting pupils. Families without access to technology will benefit from this technology. See evidence from homework Club section	1, 2, 3, 4, 5
Access to enrichment learning activities (educational visits / visitors / residentials	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation The EEF notes that they think enriching education has intrinsic benefits. It states that they believe all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. The impact	1, 2, 3, 4, 5, 6

	on attainment and progress is positive, for core and wider subjects.	
Provision of high quality enrichment activities within school through after school clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation The EEF notes that they think enriching education has intrinsic benefits. It states that they believe all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. The impact on attainment and progress is positive, for core and wider subjects.	1, 2, 3, 4, 5, 6
Developing access to School Library and to local libraries	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/KS2_Literacy_Guidance_-_Poster.pdf Evidence notes the importance of pupils' fluency as key to improving literacy. Access to a library will support this as part of other initiatives in school.	1, 2, 3, 5

Total budgeted cost: £ 119, 521

Monitoring and Implementation

Area	Challenge	Mitigating action to reduce risk of failure
Teaching	Consistency of approach Three early career teachers - additional support to develop quality of first teaching Ensuring Professional Development is focused with a systematic approach Ensuring Professional Development takes place over time Ensuring all initiatives are monitored and adapted to ensure best outcomes Ensuring initiatives are sustained over time Supporting staff's wellbeing by overseeing workload implications for improving quality first wave teaching Staff new to role in middle leadership Staff mobility Attendance of pupils	Monitoring of teaching and learning by Senior Leadership Team (SLT) Support for focus teachers and subject leaders (particularly those new to role) is provided Regular monitoring of staff wellbeing and review of staff performance within school timetables Initiative for spelling, grammar and phonics to be introduced over time in a prepared, adaptive approach. Professional Development timetable to be outlined and revisited regularly to ensure ongoing needs are addressed
Targeted support	Consistency of approach Correct and ongoing identification of key pupils in need of support Staff mobility Staff absence Attendance of pupils Lack of knowledge of pupils new to school can slow initial targeted support Type of support required changing due to pupil mobility and changing school make up. Timetabling limitations Staff proficiency and skill Recruitment and retention, based on school's ability to offer fixed term / permanent contracts due to changing numbers of families	Staff continued professional development to focus on strategies for supporting disadvantaged pupils, using EEF as reference. Monitoring of teaching and learning by Senior Leadership Team (SLT). Tuition regularly revisited, reviewed and adapted as needed. Professional Development programme to optimise upskilling of staff and embedding of initiatives. Regular monitoring of staff wellbeing and review of staff performance within school timetables Improvements in Transition and Assessment procedures to ensure full and detailed knowledge of pupils who transition from SHIS. Provision map regularly checked and used to inform allocation of places

	signing up for Pupil Premium grant Attendance of key disadvantaged pupils at homework club where needed.	for disadvantaged pupils at enrichment clubs.
Wider strategies	Ensuring support for wellbeing of pupils has a measurable impact on learning Home School Support Worker is effective and has a measurable impact on attendance, punctuality and engagement. Parental Attendance at workshops Home use of technology - ensuring laptops and online programmes are used at home for the intended purpose Ensuring parents access the library Ensuring children attend enrichment activities within and after school	Monitoring of learning mentor and home school support worker by Senior Leadership Team (SLT). Written weekly updates provided for and reviewed by SLT and feedback provided to improve practice. Review of effectiveness of actions takes place regularly. Surveys to identify the type of workshops parents where would like support Provision map regularly checked and used to inform allocation of places for disadvantaged pupils at enrichment clubs.

Interim Review **Date: March 2026**

Aim	Progress Towards Outcome
To improve the early reading and writing skills of disadvantaged pupils in EYFS and Key Stage 1	
To improve reading fluency and reading comprehension outcomes for disadvantaged pupils in Key Stage 2.	
To ensure that teachers have a secure understanding of the needs of disadvantaged pupils with SEND across the primary school, and implement strategies which help them to make good progress.	
To improve early number skills across EYFS and KS1 to ensure all disadvantaged pupils develop strong number sense.	
To narrow the attainment gap in Reading, Writing and Maths between	

disadvantaged pupils and their non-disadvantaged peers by high quality first wave teaching and targeted academic support	
To lower persistent absence levels by providing appropriate support and challenge to targeted families.	

Final Review Date: July 2026

Aim	Progress Towards Outcome
To improve the early reading and writing skills of disadvantaged pupils in EYFS and Key Stage 1	
To improve reading fluency and reading comprehension outcomes for disadvantaged pupils in Key Stage 2.	
To ensure that teachers have a secure understanding of the needs of disadvantaged pupils with SEND across the primary school, and implement strategies which help	

them to make good progress.	
To improve early number skills across EYFS and KS1 to ensure all disadvantaged pupils develop strong number sense.	
To narrow the attainment gap in Reading, Writing and Maths between disadvantaged pupils and their non-disadvantaged peers by high quality first wave teaching and targeted academic support	
To lower persistent absence levels by providing appropriate support and challenge to targeted families.	