

Pupil premium strategy statement – Leverton Primary

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 at 1.12.25

(3 Year plan started 2022-2023 – reviewed and updated for 2025-2026)

Detail	Data
Number of pupils in school	433 (including 32 Nursery pupils)
Proportion (%) of pupil premium eligible pupils	21% (92 pupils including Nursery)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024, 2024-2025 and 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2025
Statement authorised by	Ms Lisa Gibbs (Head)
Pupil premium lead	Miss Emma Wade
Governor / Trustee lead	Mrs Joanne Tredgett (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121035
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£121035

Part A: Pupil premium strategy plan

Statement of intent

Intent:

Our ultimate objectives for our disadvantaged children are that the whole school, led by the senior leaders, has clear values, collective ownership and a strong culture of expectation about the needs of our vulnerable children, whether they are disadvantaged or not. The school will have a culture of achievement for all by providing quality first teaching, focusing on the areas in which children and our teachers need the most support. Developing our teachers is proven to have the most impact on closing the gap whilst also benefitting all children. We have high expectations of all members of our school community, noting and evaluating the impact of our actions which are accountable to all. The work done to improve the outcomes for our disadvantaged pupils, including those with previous higher attainment, will be well researched and will be evidence based. We unite around the teacher being the variable, and being able to adapt their practice to suit the needs of our children.

Implementation:

Successful implementation of a pupil premium strategy is a carefully staged process that takes time, rather than a one-off event. Our strategies have been praised by the Essex Disadvantaged Programme (of which we have been members since 2020) and the whole school community praised for the collegiate, collective knowledge and understanding of the needs of our more disadvantaged children, including their cultural, social and financial capital. We now are working towards ensuring that these values and the culture in the school translates into rapid, early results for our disadvantaged children.

Funding is channelled into the classrooms: teachers are employed carefully and trained fully so that they are aware of the physical and emotional needs of all pupils and with a care, in particular for those who need extra support. Quality first teaching is the principal means of applying this so that the thousands of little interactions each day lead to greater learning.

Impact:

All members of the community will have expert training in order to understand the needs of all our children and their families, engaging with empathy and understanding. High expectations are defined so that all pupils understand what they are entitled to and what is expected of them. There will be a commonality of language in order to provide clarity and smooth progression for all our pupils. This includes striving to ensure there is no unconscious bias in our community and working on the resilience of our pupils and ensuring they know how to improve. We will use a range of indicators to measure our impact.

Teacher development is our key principle: Developing expert teachers will have an impact on all our areas that present as a challenge to our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: Core subject attainment in Year 3 and Year 5 is a key area of underperformance for pupils eligible for Pupil Premium. Many of these individuals face additional barriers that affect their ability to make consistent progress, including low or irregular attendance, identified SEND needs, and social, emotional and mental health (SEMH) difficulties. These combined factors hinder their sustained engagement with learning and limit their attainment in reading, writing, and mathematics.
2	Attendance: Analysis of Autumn 2025 attendance data indicates that approximately 34% of persistent absentees (excluding Nursery) are Pupil Premium, showing an improvement from 50% in Autumn 2023 and broadly in line with 31% in Autumn 2024. Despite this progress, 40% of these Pupil Premium pupils—consistent with Autumn 2024 but reduced from 54% in 2023—have attendance below 80%. Additionally, 33% of pupils on reduced timetables due to additional needs, including SEMH, are Pupil Premium. These figures highlight the ongoing challenges and directly link to the Key School Priorities identified in our School Development Plan.
3	Oracy and social skills: We have found that, particularly in the last few years, internal assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This was also identified as a whole school action in our recent ungraded Ofsted (Oct 2024). This is evident from Nursery through to KS2 and is more prevalent among our disadvantaged pupils than their peers. It is also more prevalent in our Year 3 and 5 pupils, where we believe the impact on these pupils of Covid lockdowns during their Early Years, had a significant impact on their early SEMH, language and vocabulary development. We believe this links to our 'Key Ofsted actions' and 'Further school-identified priorities' from our School Development Plan.
4	Metacognition, self-regulation and resilience: Observations in class and teacher knowledge of our children, have identified social, emotional and behavioural issues for many pupils, notably due to a lack of confidence, focus and resilience. Children are often lacking independence and some have developed 'learned helplessness', which we must overcome. These are being addressed (primarily through our TPP training program and through our teacher coaching), but these challenges particularly affect disadvantaged pupils, including their attainment in the long run. Developing children's SEMH self-regulation as well as their academic regulation in terms of metacognitive skills and resilience links to our 'Key School Identified Priorities' and 'Further school-identified priorities' from our School Development Plan.
5	Cultural Equity: Since lockdown, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. We also note that due to 'cost of living' standards, enrichment opportunities for pupils may have dwindled. Cultural equity impacts on pupil prior knowledge and therefore pupil memory schema. Stakeholders must fully understand the difference between equity and equality to support individual needs. This links to comments in our latest Ofsted report (Oct 2024) that identify the need to continue our efforts for cultural equity in our curriculum, as well as considering the financial and social equity of our vulnerable pupils.

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
<p>Overcoming Challenge 1 (Attainment):</p> <p>To address lower attainment, we will strengthen quality-first teaching and provide targeted academic support in core subjects.</p> <p>Tackle the underlying barriers many Pupil Premium pupils face by improving attendance through early identification, family support and consistent pastoral monitoring.</p> <p>Enhance provision for pupils with SEND and SEMH needs through access to learning mentors, nurture support and adaptive in-class strategies, ensuring pupils are emotionally ready to learn.</p> <p>Stronger partnerships with families and a focus on engagement, enrichment and motivation will further support pupils' confidence and sustained progress across core subjects.</p>	<p>Increase in the proportion of Pupil Premium pupils achieving age-related expectations in core subjects.</p> <p>Evidence of accelerated progress for Pupil Premium pupils in core subjects, as measured through termly assessment data and teacher assessment judgements</p> <p>Narrowing of attainment gaps between Pupil Premium pupils and their peers over time.</p> <p>Consistent evidence that barriers to learning (attendance, SEMH, SEND) are being mitigated effectively to support sustained academic progress.</p>
<p>Overcoming Challenge 2 (Attendance):</p> <p>Increase the attendance of our pupil premium children, closing the attendance gap between disadvantaged and non-disadvantaged pupils.</p> <p>Continue to work effectively as an attendance team to manage the load – Attendance officer, Deputy Headteacher (Attendance/ DSL) and Pupil Premium Lead.</p> <p>Teachers to take more ownership of having attendance conversations with the parents/ carers of persistent absentees rather than the attendance officer/ lead. This is to build on teacher/ parent rapport/ relationships as recommended by Essex Disadvantaged Champion training.</p>	<p>Pupil Premium lead will work alongside Deputy Headteacher (Attendance Champion) and the Attendance Officer to discuss and implement advice and training on improving attendance.</p> <p>Attendance officer will follow Essex policies and guidance on attendance.</p> <p>The attendance team will define which groups of persistent absentees to work with to have a greater impact on attendance outcomes.</p> <p>Attendance will continue to be tracked by the attendance officer.</p> <p>Attendance will be tracked closely by the team.</p> <p>Attendance will improve for Pupil Premium children and will be better in future academic years than it is currently.</p>

<p>Overcoming Challenge 3 (Oracy and social skills):</p> <p>Improve the language and vocabulary of children, in particular for our disadvantaged children by increasing staff training on the use of vocabulary and Oracy in lessons.</p> <p>Continue to use approved language and vocabulary programs Neli and Wellcomm to support early language and vocabulary.</p> <p>Incorporate explicit vocabulary teaching into the Writing Cycle and Guided Reading lessons.</p> <p>Coach staff to be confident in receiving feedback that promotes Standard English.</p> <p>Embed Oracy into lessons, following examples from Voice 21 and guidance from the Oracy Commission report, 'We need to Talk' Oct 2024.</p> <p>Our disadvantaged children will make more rapid progress than in the previous years and the gap in language acquisition will be narrowed.</p> <p>Commit to research evidence informed approaches to address disadvantage using early intervention for catch up in language.</p> <p>Continue to develop the coaching skills of our MLT in order to developing our teachers.</p> <p>Enhance pupils' social skills by integrating Oracy strategies into regulation and social-emotional discussions.</p>	<p>Staff will improve their lessons to include a richer range of vocabulary and include useful/ purposeful tier 1, 2 and 3 vocabulary in their general day to day conversations with pupils and explicit teaching during Reading and Writing lessons.</p> <p>Staff will build upon training (receiving feedback) and begin to be open to the idea of correcting each other when Standard English and accurate grammar is not used, setting a high standard of English language and vocabulary, immersing the pupils in this throughout the school. Children will also begin to have the confidence to correct errors in Standard English and grammar.</p> <p>Pupils will be increasingly familiar with useful language and vocabulary to help support their Literacy skills, for example, understanding the meaning of idioms and the use of conjunctions to give meaning in Reading. Staff will begin to use and discuss idioms and model the use of other types of useful tier 1, 2 and 3 vocabulary, across the curriculum.</p> <p>Disadvantaged children will have better outcomes in the coming years in Reading and Grammar assessments, than in previous assessments.</p> <p>Staff in EYFS and KS1 will become more familiar with the use of the Wellcomm speech and language program.</p> <p>The Neli speech and language program will continue to show good outcomes for the Reception children that are selected to attend.</p> <p>Novice teachers will be more reflective and become more skilled practitioners, supported by expert coaches.</p> <p>Teachers will understand more about how to deliver Oracy as a curriculum subject in it's own right to support pupils in learning <i>through, to and about</i> talk.</p> <p>Pupils and teachers will begin to understand and witness Oracy as, "Articulating ideas, developing understanding and engaging with others through speaking, listening and communicating." (<i>Oracy Education Commission – We need to talk (October 2024)</i>)</p>
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	Teachers will aim for every pupil to have the opportunity to contribute verbally in each lesson, building on skills developed through Oracy training.
<p>Overcoming Challenge 3 (Metacognition, self-regulation and resilience):</p> <p>Continue to train our staff in the use of TPP (Trauma perspective practice)</p> <p>Continue to support our teachers in the use of metacognitive questioning.</p> <p>Increase the resilience of all children so that they can manage their SEMH effectively, begin to learn more about themselves as young people and be able to learn more efficiently and with greater confidence.</p> <p>Improve the discussion and feedback that we give to children to improve and encourage the use of metacognition and self-regulated learning for all.</p> <p>Develop the coaching skills of our MLT to continue our instructional coaching method for developing our teachers.</p> <p>Developing areas in the school for SEMH/ SEND use. These areas should also support external practitioners, e.g. Speech and language therapists, Educational psychologists, TAF and One Plan meeting practitioners etc.</p>	<p>Teachers, LSAs and Support staff are robustly trained on the use of Trauma Perspective Practice (TPP) and Zones of Regulation by the SENCO. Observations/ conversations show that it's use is fully embedded into Leverton's daily practices.</p> <p>Teachers will be trained in the use of metacognitive questioning, encouraging children to plan, monitor and evaluate appropriately. Observations/ conversations show that this is supporting the resilience and learning of children, particularly our disadvantaged.</p> <p>Children will be able to say where they can go to get extra support without always feeling that the teacher is the first solution.</p> <p>Novice teachers will be more reflective and become more skilled practitioners, supported by expert coaches.</p> <p>An improvement in the physical spaces around school where pupils with SEMH/ SEND (many of which are identified as PP) can access the support they need.</p>
<p>Overcoming Challenge 5 (Cultural Equity):</p> <p>Increase the cultural capital of our pupils, in particular, our disadvantaged pupils.</p> <p>Increase the engagement in lessons – training teachers in offering pupils more exciting/ interesting/ engaging lessons.</p> <p>Continue to promote and provide the 40 activities that each child will experience at Leverton (Leverton Life Experiences).</p> <p>Developing areas in the school for SEMH/ SEND use. These areas should also support external practitioners, e.g. Speech and</p>	<p>Pupils will be prioritised by need rather than label when opportunities are offered to attend arts, sports or other extra-curricular events. This priority could take the form of an offer of a place, funding for a place on an event or another means of supporting a family to offer cultural experiences to our children. Knowing the needs of our individual children will play a big part in this identification of suitable pupils.</p> <p>The Reading bus will be available for all children to use, allowing disadvantaged children the opportunity to access a library and the opportunity to read high-quality, prize-winning literature.</p>

<p>language therapists, Educational psychologists, TAF and One Plan meeting practitioners etc.</p> <p>Promote opportunities for disadvantaged pupils to achieve greater cultural, social, and economic equity by prioritising liberation and equity as a foundation for equality in learning.</p>	<p>A forest school will be developed to enable disadvantaged pupils to have access to outside learning area that promotes creativity.</p> <p>An improvement in the physical spaces around school where pupils with SEMH/ SEND (many of which are identified as PP) can access the support they need.</p>
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Activity in this academic year

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

Teaching: Improve teaching (Teacher development)

47% Pupil Premium Grant funding allocated - £56313 of £121035

Activity	Challenge number(s) addressed	Evidence that supports these approaches within our 'Teaching' activities
To identify and target the training, coaching and mentoring needs of our class teachers (including ECTs) and to improve the quality of teaching overall.	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Teachers' standards - GOV.UK • Induction for early career teachers (England) • Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk) • Effective Professional Development EEF • Teaching and Learning Toolkit EEF • Teach First NPQLTD (National Professional Qualification in Leading Teacher Development)
In house and out of house training/ CPD as required following identification of training needs.	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • The EEF Guide to the Pupil Premium EEF • Marc Rowland October 2021: MLT is the key to training other staff. • Addressing Educational Disadvantage in schools and colleges: The Essex way (Marc Rowland; 2021)
Teachers (including ECTs) to promote further use of wellbeing, in-class techniques to overcome SEMH barriers to learning. (TPP)	2, 3, 4	<ul style="list-style-type: none"> • An updated practical guide to the Pupil Premium (Marc Rowland; 2015) • Learning without labels: improving outcomes for vulnerable pupils (Marc Rowland 2017) • Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) • Primary school maths resources White Rose Maths (whiteroseeducation.com) • Oracy Commission

Continued core and foundation subject leader drop-in observations and effective feedback to continue the good practice of 'The Writing Cycle', 'Reading comprehension' and 'White Rose Maths'.	1, 3, 4	<ul style="list-style-type: none"> • Oral language interventions EEF • Voice 21 Oracy United Kingdom • Metacognition and Self-regulated Learning EEF • Cognitive science approaches in the classroom EEF • TPP Leafletv5-Accessible Jan 2023.pdf
The link Governor will be regularly updated with regards to Pupil Premium, including relevant action, data, strategies and any training relevant to them.	1, 2, 3, 4, 5 (overseeing these)	
To continue to be part of the Essex Disadvantaged Champion program.	1, 2, 3, 4, 5	
Pupil Premium Lead to support the above strategies alongside having the role of Teacher Development Lead, Induction Tutor, Assessment Lead and being part of the school attendance team.	1, 2, 3, 4, 5	

<p>Pupil Premium/ Teacher Development Lead to use her NPQLTD training to support MLT to continue the instructional coaching model – This model replaces formal observations, strengthening teacher development and expertise. This will incorporate protected time for effective instructional coaching.</p>	<p>1, 3, 4, 5</p>	
<p>Pupil Premium/ Teacher Development Lead to continue to support teachers in using Metacognition as outlined in the EEF's summary of recommendations</p>	<p>4</p>	
<p>Pupil Premium/ Teacher Development Lead to continue to train teachers in Oracy as outlined in the Oracy commission's 'We need to talk'</p>	<p>1, 3, 4</p>	

October 2024 report and the 'Voice 21' model.		
INSETs for teachers planned by the Teacher Development Lead	1, 2, 3, 4, 5	

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

25% Pupil Premium Grant funding allocated £30801 of £121035

Activity	Challenge number(s) addressed	Evidence that supports these approaches within our 'Targeted Academic Support' activities
Wellcomm speech and language program for EYFS and KS1	1, 3, 4, 5	<ul style="list-style-type: none"> • Marc Rowland October 2021: MLT is the key to training other staff. • Addressing Educational Disadvantage in schools and colleges: The Essex way (Marc Rowland; 2021) • An updated practical guide to the Pupil Premium (Marc Rowland; 2015) • Learning without labels: improving outcomes for vulnerable pupils (Marc Rowland 2017) • TPP Leafletv5-Accessible Jan 2023.pdf • Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) • Home Nuffield Early Language Intervention (NELI) • Phonics EEF (educationendowmentfoundation.org.uk) • Essential Letters and Sounds - Oxford Owl • Essential Letters and Sounds Essential Spelling Oxford University Press (oup.com) • Oral language interventions EEF (educationendowmentfoundation.org.uk) • Best evidence on impact of COVID-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)
Neli vocabulary program - Improve the language and vocabulary of Reception children	1, 3, 4, 5	
Continue to employ the learning mentor	2, 3, 4	
ELS (Essential Letters and Sounds)	1, 3	
To transform learning spaces in the school to provide support for those pupils with SEMH and SEND needs, where their interventions can happen and their SEMH, SEND and academic needs can be met.	1, 2, 3, 4, 5	

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

28% Pupil Premium Grant funding allocated £34980 of £121035

Activity	Challenge number(s) addressed	Evidence that supports these approaches within our 'Wider Strategies' activities
Continue to employ the attendance officer and Attendance Champion	2	<ul style="list-style-type: none"> • Marc Rowland October 2021: MLT is the key to training other staff. • Addressing Educational Disadvantage in schools and colleges: The Essex way (Marc Rowland; 2021) • An updated practical guide to the Pupil Premium (Marc Rowland; 2015) • Learning without labels: improving outcomes for vulnerable pupils (Marc Rowland 2017) • Working together to improve school attendance - GOV.UK • Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) • Homework EEF • Breakfast clubs found to boost primary pupils' reading writing... EEF • Forest Schools: impact on young children in England and Wales - Forest Research • TPP Leafletv5-Accessible Jan 2023.pdf
Continue to employ additional Learning Mentor.	2, 3, 4	
Continue to employ support for looked after children (LAC) (SENCO)	2, 4	
Breakfast/ After school clubs	2	
Trips/ Enrichment support	5	
My Maths club (Previously Mathletics)	1	
Homework club	1	
Music lessons (<i>Rock-Steady</i>)	5	
Learning mentor lunchtime.	2, 3, 4	
Forest school	2, 5	

Total budgeted cost: £121035

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance:

We are on track to achieve the intended outcomes in this area of the strategy over time. However, Pupil Premium pupils with persistent absenteeism present a particular challenge, and we will continue to work with families to address the underlying issues contributing to these attendance patterns.

Attendance team formed to manage general and more persistent absences.

New attendance policy in place.

Attendance was tracked closely by the attendance officer in line with and alongside Essex attendance teams.

Attendance remains a significant focus for our Pupil Premium children. Although we have seen steady improvement over the past two years— with the proportion of persistently absent pupils who are Pupil Premium reducing from 50% in December 2023 to 34% in December 2025 (31% in December 2024) — attendance continues to present a substantial barrier for some pupils.

Our latest Ofsted (Oct 2024) comments, *'The school places great emphasis on ensuring pupils have high attendance and good punctuality. Staff focus on making sure the school is a place where pupils want to come to learn.'*

Language and vocabulary incorporating social skills:

We remain on track to achieve the intended outcomes in this area of the strategy. An increase in Oracy work with our pupils next year will also enhance language, vocabulary and social skills for our disadvantaged pupils.

are All EYFS children were assessed within our targeted early intervention strategies, 'Wellcomm' and 'Neli', for developing their language and vocabulary. All pupils who fell below the expected level during these assessments were identified for in class interventions or small group/ 1-1 support by our Neli and our Wellcomm intervention teachers. With the exception of one pupil (who was then supported by the SENCO), all identified pupils made the expected progress during the interventions and all children were able to catch up to expected levels. This included (but did not restrict to) our disadvantaged children that were selected via assessments for these intervention programs. We again, plan to carry this intervention forward into the next strategy, due to its successes.

In February 2025, teaching staff participated in additional INSET training focused on integrating vocabulary development into lessons. This training emphasised the critical role of vocabulary in learning and addressed an area for improvement identified in the most recent Ofsted report (October 2024). Following this training, classes have systematically incorporated explicit vocabulary instruction. Examples include Year 4's tiered vocabulary lessons within the Writing Cycle, the use of targeted vocabulary to support pre-teaching in Guided Reading sessions, and the consistent use of subject-specific terminology across Foundation subjects.

Additionally, some year groups have introduced 'Sorry Scripts' and 'Discussion Guidelines' to support pupils in developing their social communication skills through appropriate language use.

Social skills have been supported even further, through INSET training in November 2024 on team games which many classes report have been a useful tool to help groups of pupils work together, particularly those from disadvantaged backgrounds.

Anti-bullying ambassadors are now in place – brought in by our school PSHE subject lead and lessons on PSHE and social skills are now fully embedded into the curriculum through timetabled lessons and assemblies.

'Mind' worked last year with parents 1:1 where there were concerns of anxiety or challenging behaviour at home. They also ran a Brain Buddies workshop with the classes in Year 4 (high Pupil Premium ratio) that involved emotions and strategies to cope when feeling sad, angry, fed up, excited, happy etc. which linked in with the 'Zones of regulation'

Metacognition and self-regulation:

We have achieved some successes in this area; however, metacognition and self-regulation are complex skills. Expert teachers are currently demonstrating a stronger grasp of these concepts than more novice colleagues. Ongoing coaching and support for all staff will enhance understanding and practice, ultimately benefiting our disadvantaged pupils over time.

Teaching staff received initial training on Cognitive Science, Metacognition, and Self-Regulation in September 2023, with further training on Metacognition provided in February 2024.

LSAs and 1:1 support staff have also received training in Metacognition and Self-Regulation in the past academic year. A teacher toolkit was also developed to support staff in implementing the foundational principles of Metacognition in the classroom.

Observations indicate that the most significant outcomes from the training and subject leader monitoring include the use of prior knowledge, consideration of levels of challenge alongside awareness of cognitive overload, and teachers modelling their own thinking processes.

During the recent Ofsted inspection (October 2024), pupils were able to articulate how Metacognitive strategies supported their learning and promoted independence. Observations also demonstrated the effective application of metacognitive skills by both teachers and pupils. Ofsted noted that "many initiatives are beginning to show signs of growth, including the school's approach to staff training," reflecting the positive impact of our Metacognition program.

Metacognition and Self-Regulation remain a key focus for our expert teachers and continue to be developed through our Instructional Coaching program.

Literacy skills encompassing Reading and Writing:

We have achieved some successes in this area; however, we aim to make stronger progress in meeting the objectives of this aspect of our strategy. In particular, we are focused on supporting Pupil Premium pupils, whose attainment at the expected level is currently affected by SEMH, SEND, attendance, or other non-academic factors.

KS2 results Summer 2025:

KS2 Reading – This year, our results for Pupil Premium at the expected standard in Reading were 36%, a decline from last year's 54% (2025 National Pupil Premium expected level: 63%). Our most notable progress was seen in Greater Depth outcomes for Pupil Premium children, which returned to 2021 levels at 21%. Seven pupils were disapplied from the Reading test this year, five of whom were Pupil Premium pupils with additional needs.

KS2 Writing – Writing outcomes this year have decreased compared to previous years. Following county moderation, assessments were reviewed against the TAFs, and Year 6 teachers led a staff meeting to share insights from the moderation process. For the next academic year, there will be an increased emphasis on GaPS skills and meeting TAFs to support improved attainment in Writing. Pupil Premium attainment at the expected level in Writing fell to 21%, and no Pupil Premium pupils achieved the Greater Depth standard. The decline in Writing outcomes is likely linked to the number of Pupil Premium pupils disapplied from the Reading and GaPS assessments, both of which provide foundational skills essential for Writing.

Year 1 Phonics screening check - With the continuation of our new phonics scheme (ELS), our results for our pupils remain high. Pupil Premium children did well with 88% of pupils attaining

the pass mark. This is above our previous year results (83%), and well above National results (67%).

Children look forward to school events and cultural capital activities related to Reading, including our annual book sale, where children and their families can donate and then buy pre-loved books at a very low cost, including being able to take home some free books. This has enabled all pupils (including disadvantaged pupils) to have access to quality texts at home, regardless of their financial capital.

Our latest Ofsted (Oct 2024) includes the following comments about Reading and Writing, *'Developments in English and mathematics equip staff to deliver important content and knowledge in a systematic way. For instance, themes they are studying. The reading programme enables pupils to develop their early reading skills well. Children in the early years explore speaking and listening to sounds within the environment. Staff provide pupils with reading books that are at the correct level of challenge. Parents welcome the information that the school provides to help support their child to read. Many pupils become confident and fluent readers.'* And *'Teachers expose pupils to high-quality texts linked to the curriculum.'*

Cultural Equity:

We remain on track to achieve the intended outcomes in this area of the strategy; however, increasing budget constraints within the education sector are making it progressively more challenging to provide the necessary resources.

All year groups continue to deliver termly 'launch days' to introduce new topics through engaging and immersive approaches. Additionally, each year group is expected to undertake a termly external educational visit or host an internal workshop day, such as collaborating with the historical company *History off the Page*, where pupils engage with history through crafts, drama, and role play. This approach will continue under the current strategy. In planning these experiences, the school carefully considers the financial implications of providing cultural equity for disadvantaged pupils, exploring cost-effective options such as in-house workshops or localised trips.

Teachers are encouraged to design lessons that prioritise pupil engagement, promoting stimulating and memorable learning experiences.

The school offers a broad range of extracurricular clubs, including free-to-attend options and external sports clubs with a fee. Access to clubs is determined by pupil need rather than Pupil Premium status. Many Pupil Premium children participate in these activities, including targeted interventions such as a Year 5 Maths club designed to support attainment.

Our Reading Bus continues to operate daily as an outdoor lunchtime library, and *Rock Steady* music club bursaries provide Pupil Premium pupils with opportunities to engage in music and school performances. Pupils also perform in class and year group assemblies, enhancing their confidence. Pupil Premium funding is strategically used to support clubs and trips, ensuring all pupils, including disadvantaged pupils, can access enriching experiences that enhance cultural capital.

During the recent Ofsted inspection (October 2024), inspectors noted that, *"Pupils enjoy attending the range of clubs the school offers, including sports, drama and gardening. The school's '40 Experiences for Life' underpins staff commitment to providing a curriculum enriched with broader opportunities. This includes termly visits to places of interest and welcoming visitors to the school. Pupils are taught to value the importance of education beyond the immediate, looking towards their future aspirations."* Inspectors also highlighted that, *"The school reflects constantly on how to make the curriculum more personalised to its context and locality" and "Staff have thought carefully about how the curriculum is designed to meet the needs of all pupils, including those who are disadvantaged."*

Honesty of evaluation:

Whilst the senior leaders have had extremely positive feedback already about the values and culture of the use of the premiums, this again needs to be continued through to this annually updated strategy. This is to be continued with the advice from Marc Rowland in mind that we can improve factors for children when we can control them. We are also mindful that each disadvantaged child has different needs and, although we assess them as a group, we know they are not homogenous and that they all have individual needs which we aim to support. These needs are discussed formally during termly Pupil Progress meetings and on a daily basis dependent on individual need to inform our planning for improvements. Their individual and family needs are considered, including cultural, social and financial capital needs.

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
Mymaths	Oxford University Press
Rock-Steady	Rocksteady Music School
Wellcomm	GL assessment

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
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

N/A
