

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Elizabeth Woodville Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	7% (October 2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Current Year 2025-2026 <i>(3-year plan covering academic years 2024-25, 2025-26, 2026-27)</i>
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andrew Pridmore (Headteacher)
Pupil premium lead	Victoria Robinson (Deputy Headteacher)
Governor lead	Stuart Hinds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,325
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£22,325

Part A: Pupil premium strategy plan

Statement of intent

At Elizabeth Woodville we strive to ensure that all pupils achieve the best possible progress and attainment regardless of their background and wider challenges. Our pupil premium strategy is personalised to our pupils to ensure they receive targeted support, dedicated to achieving this goal. It is pivotal that our programme enables all pupils to fulfil their full potential, extending progress for all learners including currently high attaining pupils. We also take into consideration the challenges that our vulnerable pupils may be facing including those who have a social worker or who may be a young carer. This is to ensure the best outcomes for these pupils whether they are disadvantaged or not and essential to support their individual needs.

We focus our support on the areas that our disadvantaged pupils require the most support, with quality first teaching at the very heart of this approach. This strategy underpins our values at Elizabeth Woodville, to consistently demonstrate a high impact on closing the disadvantage attainment gap alongside having impact on our non-disadvantaged pupils. We carefully monitor this progress so that the attainment of disadvantaged pupils' will be accelerated and sustained while securing the best possible progress for their non- disadvantaged peers.

We ensure that our curriculum is specifically matched to the gaps in learning for disadvantaged pupils through robust diagnostic assessment and detailed tracking. This is delivered through consistently high-quality whole class teaching, supplemented by targeted interventions.

Alongside academic support, we ensure that those pupils who have social, emotional, and mental health needs have access to high quality provision and support from appropriately trained adults and that their families are also supported to ensure a strong partnership between home and school.

This strategy is aimed at all pupils in order to support them in making accelerated progress, including non-disadvantaged pupils. The range of approaches we employ at Elizabeth Woodville, helps all our pupils excel. Our wide-ranging strategies are cumulative and complementary, designed to build on pupils' prior learning to ensure learning is robustly secured. Our chosen strategies are research based, using evidence from the Education Endowment Foundation (EEF) and Oracy 21.

As a school we have examined the barriers for our pupils and developed a programme of support and intervention to address this over the next 3 years.

To ensure they are effective we will:

- demonstrate a whole school commitment and ethos from all staff to raising disadvantaged pupils' outcomes with the highest expectations for their achievement;
- act early to intervene at the point need is identified, monitoring progress half-termly and adjusting programmes accordingly to maximise their success;
- ensure highly effective ongoing support for our pupils' emotional health and wellbeing, delivered through a layered approach in the curriculum and through dedicated intervention support through our ELSA service;

- ensure work set for disadvantaged pupils is consistently challenging, well-matched to pupils' needs with regular retrieval and recall opportunities to secure new learning;
- To ensure high quality teaching gives pupils an awareness of further education and opportunities available to them beyond school in order to raise their future aspirations.

Challenges

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

Challenge number	Detail of challenge
1	<p>Wellbeing assessments demonstrated that the positive mental health of a high proportion of our disadvantaged pupils had been adversely impacted and that this was a barrier to future wellbeing and learning.</p> <ul style="list-style-type: none"> • 50% of disadvantaged pupils currently require additional support for emotional needs. • To support pupils in sustaining their positive mental health to enhance their wellbeing, mindset and resilience.
2	<p>Diagnostic assessment of PP students has shown significant attainment and knowledge gaps that are disproportionately affecting many of our disadvantaged pupils. Targeted teaching has had a high impact during pupils' time in school with the performance of PP students in KS2 SATs 2025, demonstrating 100% of pupils made expected progress or better according to their starting points. However, there is potential for higher achievement if pupils can secure gaps in learning at an earlier stage. Currently in school, 50% of PP students are working below attainment expectations in relation to their starting points.</p> <ul style="list-style-type: none"> • To accelerate progress earlier to rapidly reduce attainment gap and secure accelerated progress for targeted pupils. • To secure emerging gaps in learning through additional in-class support and targeted intervention.
3	<p>Limitations in working memory are impacting some pupil premium students in achieving accelerating progress and securing learning.</p> <ul style="list-style-type: none"> • This was demonstrated by teacher assessment (included triangulated assessment: work monitoring, formative in-class assessment, pupil engagement responses). • To boost pupils' working memory through regular retrieval practice, over-learning strategies and pre/post-teaching, ensuring that taught knowledge and skills are embedded and secured. • To ensure pupil premium students have a dedicated weekly 'catch-up' teaching session to reinforce and secure the week's learning.
4	<p>Under-developed oral language, vocabulary and communication skills among a targeted group of pupil premium students are affecting the development of reading, particularly comprehension and writing composition.</p> <ul style="list-style-type: none"> • Support the development of oral language and communication skills to enhance comprehension and inference in reading, and organisation and composition in writing.

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>1. To ensure pupils are able to sustain their positive mental health and know the strategies to use and how to access support within school when they need it.</p>	<p>Pupils demonstrate a positive mental health, they are able to readily seek and access help when needed from the school's layered support provision.</p> <p>This support has led to sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student surveys, family feedback and teacher wellbeing assessment; • the impact of our PSHE curriculum (Discovery Education: Health and Relationships linked with metacognition positive attitudes) effectively supports pupils' healthy adoption of positive mental health strategies; • Evaluation of in-class PSHE lessons by the curriculum leader shows a high impact on ongoing pupil wellbeing; • ELSA support evaluations show a high impact on pupil and family wellbeing.
<p>2. To ensure our pupil premium provision has a high impact, accelerating progress for targeted pupils.</p>	<p>To accelerate progress so that 80%+ PP students achieve the expected standard or higher by the end of KS2 over the 3-year cycle of this PP Strategy.</p> <p>To ensure all pupil premium students are on-track to meet their targeted trajectory (prior key stage attainment result) by the end of summer term 2026.</p> <ul style="list-style-type: none"> • KS2 reading, writing and maths outcomes in 2024/25, 2025/26 and 2026/27 will show that 80% of disadvantaged pupils met the expected standard or better. • 95% disadvantaged pupils to achieve at least expected progress from their starting points. • Personalised intervention specifically matched to the gaps in learning for disadvantaged pupils, through diagnostic assessment and detailed tracking. • Ongoing monitoring ensures adjustments are made pro-actively to intervention to ensure learning is accelerated.
<p>3. Whole school approach to boost pupils' working memory, knowledge retention and lesson accessibility through enhanced opportunities for retrieval across the curriculum.</p>	<p>95% disadvantaged pupils to achieve at least expected progress. Whole school initiatives to further enhance accessibility implemented effectively across the school.</p> <ul style="list-style-type: none"> • Retrieval practice embedded across all curriculum subjects ensures pupils are able to more adeptly secure new learning and knowledge. • Dual coding timetable and in lesson tools implemented across the school for all pupils. • Precision teaching training provided to increase staff knowledge and prepare targeted pupil's effectively for new learning.

	<ul style="list-style-type: none"> • Accessibility features used effectively such as voice to text, visual scaffolds, sentence starters to ensure all pupils can have a high engagement in their learning. • Subjects taught weekly include a retrieval task at the start of the next lesson to assess knowledge retention and inform teaching. • Pre/post-teaching sessions have a high impact on knowledge retention and learning for pupil premium and recovery premium students. • Weekly teacher/HLTA/LSA-led dedicated PP catch-up session enables pupils to secure the key learning of the week across English and maths.
<p>4. Oral language and communication intervention to have a demonstrable impact on pupils' comprehension in reading and composition in writing.</p>	<p>Strong focus on Oracy Framework for Talk through whole class reading lessons and targeted intervention ensures that pupils are able to rehearse, refine and improve their verbal responses to inference questions leading to a greater understanding.</p> <p>Triangulated assessments (lesson engagement, work monitoring and ongoing formative assessment) indicate strong improvements in the use of oral language, reading comprehension and writing composition among the targeted group.</p> <ul style="list-style-type: none"> • Early intervention provided in EYFS through the NELI programme, using language screener to identify needs and prioritise targeted support. • 1:1 and group reading sessions with an adult enable pupils to rehearse verbal responses alongside adult modelling and scaffolding. Improvement shown in targeted pupils' comprehension and explanations. • Targeted writing composition teaching sequence closely linked to reading intervention to enable pupils to apply enhanced sentence structures in their writing.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to strengthen our whole school Personal Development programme focused on improving pupils' mental health and wellbeing with layered support for emotional and mental health needs.</p> <p>Training for staff in:</p> <ul style="list-style-type: none"> • supporting specific SEMH needs and delivering personalised programmes. • precision teaching using the new materials and resources to deliver high-quality sessions. • supporting the mental health needs in class and making referrals to in-school ELSA service. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>The EEF guidance document on improving social and emotional learning in primary schools recommends 6 key actions for schools to take, which we have considered as part of our strategy.</p> <ol style="list-style-type: none"> 1. Teach SEL skills explicitly. 2. Integrate and model SEL skills through everyday teaching. 3. Plan carefully for adopting a SEL programme. 4. Use a SAFE curriculum: Sequential, Active, Focused, Explicit. 5. Reinforce SEL skills through whole school ethos and activities. 6. Plan, support and monitor SEL implementation. 	<p>1, 2</p>
<p>Retrieval practice embedded across all curriculum subjects to boost working memory and improve pupils' accessibility to their learning.</p> <p>To provide dedicated opportunities for pupils to secure, reinforce and recall knowledge through the following school-wide strategies:</p> <ul style="list-style-type: none"> • Dual coding (timetable / in-lesson approach) • Precision teaching 	<p>The EEF research review document: 'Cognitive Science approaches in the classroom: A review of the evidence' (July 2021) discusses the application of cognitive science approaches such as retrieval practice can have a potentially strong impact on rates of learning.</p> <p>Cognitive Science Approaches in the Classroom: A review of the evidence</p> <p>The EEF review summary stated that the positive impact of retrieval studies, good theoretical practice and low-cost</p>	<p>2, 3</p>

<ul style="list-style-type: none"> • Accessibility: Classroom Essentials <p>Additional training for staff in reducing cognitive load and developing retrieval tasks to frequently test knowledge retention in a variety of ways to secure knowledge retention.</p>	<p>implementation of low stakes testing and quizzing make this a promising classroom approach.</p> <p>We will incorporate the following recommended strategies into our whole school approach:</p> <ul style="list-style-type: none"> • Use of retrieval grids; • Labelling diagrams with gradual reduction of information; • True/false, multiple choice, cloze procedure and finish the sentence quizzes. 	
<p>To further develop our Oracy ‘Framework for Talk’ approach through dialogic teaching; to enhance PP students’ capacity to explain their thinking and thoughts fluently when responding to:</p> <ul style="list-style-type: none"> • Complex reading comprehension and inference • Mathematical multi-step problems <p>1. <u>Dialogic teaching:</u> Setting effective tasks that promote good oracy skills.</p> <ul style="list-style-type: none"> • Introducing ‘Listening Ladders’ as a whole school approach • Using talk skills to explore, explain/ elaborate and to present outcomes. <p>2. <u>Delivery of Problem-solving theory and practice Oracy approach</u> All classes to use whole school ‘Problem Solving steps to success’ framework.</p> <ul style="list-style-type: none"> • Training delivered for staff • Discrete problem-solving lessons added to maths SoW. • Impact for PP students on understanding the problem-solving sequence through questioning and articulation. 	<p><u>Oracy Research:</u> Cambridge Oracy / Oracy 21 demonstrated the impact of a whole school ‘framework for talk’ on pupils’ capacity to explain their thinking with greater clarity, thus deepening understanding of knowledge.</p> <p>This approach is crucial in ensuring our PP students (and all pupils) achieve highly in all subjects within our challenging and knowledge-rich curriculum offer.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with a high impact on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://voice21.org/our-impact/</p> <p><u>Problem Solving Research:</u> George Polya’s problem solving techniques described in his book ‘<i>How to solve it</i>’ have formed the basis of our Oracy led approach to problem solving. Pupils are led through a careful questioning framework to articulate their mathematical thinking and reasoning.</p> <p><u>Questioning Framework</u> ‘Steps to success’</p> <ol style="list-style-type: none"> 1. Understand the problem 2. Devise and articulate a plan 3. Carry out the plan 4. Sense checking the answer 	2, 4

<p>To ensure our pupil premium is specifically matched to the gaps in learning through purchase of additional standardised and diagnostic assessments for specific areas of need.</p> <ul style="list-style-type: none"> • Staff training on administration of tests and data analysis to inform teaching, learning and personalised intervention. • Training for all staff in the use of whole school SEND diagnostic tests to identify learning needs and gaps in knowledge. 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	<p>1, 2, 3, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class teachers to lead the deployment of LSAs/HLTAs to deliver focused support for PP students.</p> <p>This includes:</p> <ul style="list-style-type: none"> • in-class targeted support • personalised intervention linked to pupils' needs • Pre/post teaching sessions • Dedicated ELSA support for SEMH needs 	<p>The EEF guidance document on the use of teaching assistants makes the following recommendations that we have considered as part of our approaches in particular 'Integrating learning from work led by teachers and TAs.'</p> <p>Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions</p> <ul style="list-style-type: none"> • The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. 	2,3,4
<p>Targeted Teacher/HLTA/LSA dedicated weekly catch-up session for all PP students to secure new learning and reinforce newly introduced concepts.</p> <ul style="list-style-type: none"> • Pupil voice used to assess impact and address areas of need. 	<p>Recommendation 6: Adopt evidence-based interventions to support TAs in their small group and 1:1 instruction.</p> <ul style="list-style-type: none"> • Schools should use structured interventions with reliable evidence of effectiveness. • Sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). 	2,3,4
<p>Additional targeted 1:1 and group reading intervention focused on:</p> <ul style="list-style-type: none"> • language acquisition • phonic acquisition and decoding • inference, explanation and comprehension 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,3,4
<p>Additional targeted writing intervention focused on:</p> <ul style="list-style-type: none"> • manipulating vocabulary and grammatical structures • re-reading and self-editing 		2,3,4
<p>Additional targeted mathematics intervention focused on:</p> <ul style="list-style-type: none"> • place value / conservation of number • written arithmetic - providing opportunities for pupils to rehearse and improve their times table recall and written calculation skills. • reasoning problems (verbal / written questions) 		2,3,4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to follow best practice guidance to monitor and improve the attendance of disadvantaged pupils.</p> <ul style="list-style-type: none"> Monitoring and actions ensure PP attendance is in line with all other pupils in school and ensures PP students maintain a strong continuity of learning. <p><u>Attendance Target:</u> 97.3% <u>Persistent Absence:</u>2.8%</p>	<p>The principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The attendance improvement strategies (see link above) demonstrate the need to monitor frequently and prioritise intervention at the earliest opportunity.</p> <p>The DfE guidance has been informed by engagement with the LA Attendance Advisory Team, reflecting on best practice in reducing levels of persistent absence so they are in line with non-disadvantaged pupils.</p> <p>Target setting has been informed by the DfE 'Monitor your school attendance report' and their indicative Attendance Baseline Improvement Expectation (ABIE).</p>	1,2,3,4
<p>To continue to support student's wider opportunities, fostering talents and aspirations.</p> <ul style="list-style-type: none"> Contingency fund available for residential trips, personalised wider opportunities and acute issues. 	<p>Ongoing PP reviews and our experience over time has demonstrated the effectiveness of this approach in continuing to widen learning opportunities.</p>	1
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1

Total budgeted cost: £22,325

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 during the first year of our 3-year strategy (2024-25).

Securing Accelerated Progress: The impact of our 3-year plan in the first year.

The previous 3-year strategy (2021/22, 2022/23, 2023/24) had to gain results rapidly and in a limited time for pupils, particularly for those in upper juniors to mitigate as far as possible the loss of learning felt during the pandemic. Due to the impact of the COVID-19 pandemic and in line with the majority of schools across the country, we observed that the partial closure of schools was most detrimental to our disadvantaged pupils. Although most pupil premium students continued in school during partial opening, due to restrictions it was not possible to operate our intervention programmes to the same extent. This meant that further accelerated progress has been required over time in order to ensure that **all** disadvantaged pupils were attaining at their prior key stage targeted trajectory or higher.

Our new 3-year plan (2024/25, 2025/26, 2026/27) is focused on sustaining the positive health of PP students while securing accelerated progress in targeted areas of reading, writing and maths. Support also focused on boosting working memory for PP students with SEND needs through pre and post teaching techniques and focused whole school retrieval tasks. Finally, the role of the school's Oracy approach was fundamental in developing reading comprehension and writing composition.

Intended Outcome 1: Sustaining Pupils Positive Mental Health

The school's wellbeing provision has supported over 50% PP students in the last academic year. Reports from families and the pupils have provided evidence of the high impact of this approach.

The refined pastoral programme has further extended the support the school can provide. Class teachers provide a first point of support and have utilised the PSHE SoW materials and the expertise of our school's mental health first aider in recognising and delivering day to day check-ins to boost wellbeing. Our layered approach continues through in-class and intervention-based groups, before moving to the school's dedicated ELSA provision. Monitoring by the personal development subject leader demonstrated a high impact on ongoing pupil wellbeing during lessons, whole school and extra-curricular activities.

Improving Attendance

The improvements in pupil wellbeing can also be seen in the high levels of attendance in school of those supported, with an average attendance of 96.4% (+0.7%, 95.7% 2023/4) across the year, above national expectations.

The attendance of pupil premium students was statistically similar to 97.5% for non-disadvantaged pupils (-1.1, previously -1.09 in 2023/24). This demonstrates the impact of the attendance management targets in the first year of our plan.

In 2024-25, absence amongst disadvantaged pupils was 2.6%, similar to 2.5% for non-disadvantaged pupils, a difference of +0.1%. (It is important to state that this figure can be disproportionately affected by the small size of the PP cohort.)

Intended Outcome 2: Accelerating progress and attainment

The success of our approach was evident in the results in 2025 KS2 SATs. Although a small cohort, our PP performed highly with the number of PP students achieving the expected standard in **reading, writing and mathematics combined** higher than 'national disadvantaged' and comparable to 'all other pupils'. (School's *RWM combined 66%, compared to national 62%, national disadvantaged 47%, national all other pupils 69%*).

School performance at the expected standard (EXS) in individual subjects was higher with 100% PP students achieving reading, mathematics and GPS with 66% achieving EXS in writing. 33% pupils achieved GDS in the separate subjects of reading and writing.

Pupil Progress and Attainment Summary

Reviewing our internal assessments and end of year summative tests, the vast majority of pupil premium students across the school are continuing to close the gap, making progress to at least achieve attainment in line with their starting points.

Analysing the attainment in 2024-25, as a result of the impact of our PP strategy, 73% pupils across the school are now on-track to achieve in line with their on-entry starting points. The focus is on now narrowing the gap towards all PP students achieving the expected standard by the end of Key Stage 2 (KS2). This reflects the high quality of our curricular provision and teaching as well as its strong impact on learning.

The priority now is on continuing to accelerate progress further to ensure **all PP students are on-track to achieve expected progress or better in reading, writing and maths by the end of Key Stage 2 (KS2).**

KS2 2025 Results Summary

Our impact for disadvantage pupils over time is best demonstrated by the strong attainment at the end of Year 6 in KS2 SATs 2025.

- 100% pupils achieved the expected standard in reading and mathematics
- High average scaled scores for PP students (reading: 108.6, maths: 107, GPS: 110)
- Writing attainment continues to be the most affected with 66% achieving expected

This demonstrates the success of the previous 3-year PP strategy and impact made over time.

However, analysing the performance of the current PP cohort, despite the strong progress made, further accelerated progress is required for **all PP students to reach the expected standard by the end of KS2.**

The percentage of the whole school PP cohort that are currently on-track to achieve EXS by the end of KS2 in Year 6:

Reading 50%, Mathematics 50%, Writing 43%,

Therefore, despite making accelerated progress, the percentage of pupil premium students working below the expected standard across individual subjects is a significant priority in our current 2024-2027 PP Strategy.

Intended Outcome 3: Boosting pupils' working memory, knowledge retention and lesson accessibility through enhanced retrieval

Whole school initiatives to further enhance working memory, retrieval and accessibility have been implemented across all classes. Retrieval practice is well embedded in English reading lessons, maths mastery (fast five introduction) and in foundation subjects through retrieval quizzes and recaps. Pre and post teaching for PP students both prior, during and after lessons has been beneficial as shown by the whole school results outlined in intended outcome 2.

To further boost working memory and retrieval, our teaching is specifically matched to the gaps in learning for disadvantaged pupils, through diagnostic assessment and detailed tracking. The use of diagnostic assessment enabled teachers to accurately plan for gaps in pupils' learning. Teachers also ensured that they taught across the previous and current year group programmes of study to cover gaps to address misconceptions. Transition from previous classes was robustly managed with this information passed to the new teacher with detailed conversations regarding an individual pupil's progress. Diagnostic assessments were completed in test conditions in year groups without statutory assessment to provide an accurate summative view of end of key stage attainment and progress.

As outlined above, our data analysis supported by statutory and non-statutory test outcomes demonstrated that the gap between pupil premium and non-pupil premium students has further narrowed. However, a focus is now on ensuring the vast majority of pupil premium students (80%) achieve the expected standard by the end of Key Stage 2.

Intended Outcome 4: Improving pupils' oral language and communication in reading comprehension and writing composition.

Our Oracy approach has proved beneficial across the school with pupils taught explicitly how to outline and articulate their thinking in increased depth. The success of this has been most evident in reading lessons across the school. All lessons support pupils in forming a response and rehearsing this to improve it with scaffolded teacher support, when working collaboratively and finally to individually form their unique response.

Following subject leader monitoring, we have identified areas of focus for year 2 of the strategy. To enhance PP students' capacity to explain their thinking and thoughts fluently when responding to complex reading inference questions and mathematical multi-step

problems. This will be delivered through whole school training linked to the LA Oracy Sparks and NCETM Oracy in Maths projects.

HLTAs/LSAs continue to deliver a high impact provision for PP students with targeted support led and continuously reviewed by the class teacher.

Our long-term strategy of deploying specialist HLTAs/LSAs to provide targeted in-class support for pupil premium and recovery premium students continued to have a high impact. Teachers were able to use this provision flexibly to ensure pupils continued to secure the week’s learning, while reinforcing areas of learning where gaps had been diagnosed. Lessons from this year have led to the introduction of a weekly catch-up session for all pupil premium students to reinforce any unsecured learning and ensure pupils continue to make strong progress.

Externally provided programmes

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

Programme	Provider
None	None

Service pupil premium funding

The school does not currently receive service pupil premium funding.

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

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)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- training a Senior Mental Health Lead. Refresher training has been undertaken in 2025, by our lead professional. This has been pivotal in developing our wellbeing strategy and personal development curriculum. We have prioritised training needs identified through an online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents;
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.