



## Pupil Premium Strategy Statement for Parklands Community Primary School

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

### School Overview

Detail	Data
School name	Parklands Community Primary School
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	23.3% (101 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2025-2026</b> 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Charlotte Angeli
Pupil premium lead	Charlotte Angeli & Michelle Earnshaw
Governor / Trustee lead	Mr David Millican

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-2026)	£133,390.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133,390.00



## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Parklands Community Primary School, we are committed to ensuring that every child flourishes and achieves *personal excellence*, in line with our FRIEND values. We believe that all children deserve the opportunity to *be the best they can be*, regardless of their background or the challenges they face.

Our curriculum is built around four key pillars—**Excellent Education, Healthy Learners, Community Minded, and Future Ready**—which guide our approach to supporting disadvantaged pupils through our Pupil Premium strategy.

#### **Excellent Education**

We have high expectations for all pupils and aim to foster a lifelong love of learning. Our strategy ensures that disadvantaged pupils receive high-quality teaching, tailored support, and access to a rich, engaging curriculum that is well-sequenced and inclusive. Teachers know their pupils well and use this knowledge to challenge and support them effectively. We invest in professional development, curriculum leadership, and targeted interventions to ensure outstanding progress and outcomes.

#### **Healthy Learners**

We nurture the physical and emotional well-being of our children, creating a safe and supportive environment where they feel confident, happy, and valued. Our wellbeing team, Jigsaw PSCH curriculum, being a 'Thoughtful School' and our open-door policy for families ensure that mental health and emotional resilience are prioritised. We help children understand their feelings, build friendships, and develop healthy habits—inside and out.

#### **Community Minded**

We celebrate diversity and promote respect, inclusion, and tolerance. Our strategy encourages pupils to engage positively with their peers, their school, and the wider community. The empowerment approach (our behaviour strategy) teaches children about the brain and supports children to understand the expectations in school and the wider community. We provide enriching experiences that build cultural capital and foster a sense of belonging and pride in their environment.

#### **Future Ready**

We prepare our children for the future by developing their resilience, problem-solving skills, and self-awareness. Our strategy supports children in setting goals, building ambition, and becoming self-advocates and independent learners. We ensure they are equipped with the skills and mindset needed to thrive in an ever-changing world.



### How Our Strategy Works

Our Pupil Premium strategy follows the **EEF tiered approach**:

#### 1. Teaching

- Investing in high-quality teaching and professional development.
- Supporting curriculum design and subject leadership.
- Promoting inclusive classroom practice and adaptive teaching.

#### 2. Targeted Academic Support

- Delivering focused interventions that minimise disruption to core learning.
- Using data to identify needs and monitor progress.
- Supporting both catch-up and stretch for high-achieving disadvantaged pupils.

#### 3. Wider Strategies

- Enhancing cultural capital through enrichment activities.
- Strengthening parental engagement and building strong home-school relationships.
- Supporting refugee pupils and others with additional needs.
- Promoting wellbeing and resilience through dedicated staff and curriculum initiatives.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with learners show that disadvantaged children have greater difficulty mastering phonics and reading skills which impact on their access to the wider curriculum
2	Assessments, observations and discussions with pupils indicate that oral language skills and vocabulary gaps among many pupils are prevalent in disadvantaged pupils, which leads to gaps in understanding from EYFS to Key Stage Two
3	Through writing moderation, assessments and observations disadvantaged children have greater difficulty with understanding rich language which impacts on writing coherently using a clear sentence structure and descriptive vocabulary



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4	Through assessments, observations and discussions with learners information indicates that the maths attainment of disadvantaged pupils is below that of non-disadvantaged pupils
5	Data analysis demonstrates attendance of disadvantaged children is below that of non-disadvantaged children. They are also more likely to have time off for illness and the length of the absence can be longer than that of their peers. Therefore, they are at increased risk of reaching the threshold for persistent absence.
6	Through monitoring of learning, teacher feedback and discussions with parents and children indicate that the education and well-being have been negatively impacted by the partial school closures. This is supported by national studies. This has led to increased gaps in learning, lower resilience and an increase in the need for social and emotional support.
7	Assessment and discussion with parents, staff and children indicates that disadvantaged children have had an even greater reduction in access to enrichment activities than their peers during the pandemic. This includes opportunities to develop social and emotional skills.

### 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
Improved reading attainment among disadvantaged pupils.	By 2027–2028, KS2 reading attainment for disadvantaged pupils will be at least in line with the national average at ARE. The gap between disadvantaged and non-disadvantaged pupils at greater depth in KS2 reading will significantly narrow. Year 1 phonics outcomes will meet the national average, with a significantly reduced gap between disadvantaged and non-disadvantaged pupils. KS1 reading outcomes will show that disadvantaged pupils are closing the gap with national expectations.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations show clear improvements in speech, language and communication. Vocabulary development is evident across subjects and demonstrated through lesson engagement and work scrutiny. SALT and NELI interventions show accelerated progress for identified pupils.
Improved maths and writing attainment for disadvantaged pupils	By 2027–2028, KS1 and KS2 results show disadvantaged pupils achieving at least in line with the national average at ARE in maths and writing. Multiplication check outcomes show a significant improvement from the previous average score for disadvantaged pupils.
Improved and sustained well-being for all pupils,	Strong well-being indicators shown through pupil voice, parent and pupil surveys, and staff observations. Evidence shows sustained emotional regulation, positive attitudes, and improved engagement in learning.



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especially those who are disadvantaged	
Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils increases, and the gap with non-disadvantaged pupils narrows.
Increased access to enrichment and wider opportunities for disadvantaged pupils	Pupil surveys show enjoyment of school and positive attitudes to learning. Participation in trips, clubs and enrichment activities increases significantly for disadvantaged pupils. Subsidised provision ensures equitable access to curriculum enhancement and resources.
Improved outcomes for disadvantaged pupils in EYFS	By 2027–2028, a higher proportion of disadvantaged pupils achieve a Good Level of Development (GLD), closing the gap with national outcomes. “Better Start” developmental milestones show strong progress in communication, early literacy, early maths and self-regulation. Evidence from observations, baseline assessments and child learning journals shows increasing school readiness for disadvantaged children.
Stronger parental engagement and timely early support for families	Increased participation of disadvantaged families in workshops, meetings and school events. Early help and in-school support are accessed promptly, reducing escalation of concerns. Parent voice reflects improved relationships, communication and trust between school and families. Families report that support provided by school has improved their child’s engagement, behaviour or wellbeing.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,832.30

Activity	Evidence that supports this approach	Challenge number addressed
<p><b>Implement high-quality standardised diagnostic assessments</b></p> <ul style="list-style-type: none"> <li>• Purchase and use standardised assessment tools, including MARK (Maths and Reading), NTS assessments and benchmarking tests, to identify specific strengths and gaps for every pupil.</li> <li>• Ensure these assessments are administered regularly across phases to track progress, identify misconceptions and inform intervention planning.</li> </ul> <p><b>Introduce and embed the new INSIGHTs data tracking system</b></p>	<p>Standardised Assessments (EEF)</p> <p>The EEF notes that standardised tests provide reliable, comparable information on pupil performance, helping teachers understand strengths and weaknesses more precisely.</p> <p>This allows schools to select the most appropriate interventions and monitor progress over time, supporting effective decision-making and resource allocation.</p>	1,2,3,4,6



<ul style="list-style-type: none"> <li>• Implement the INSIGHTs tracking system to streamline data analysis, monitor attainment and progress, and support early identification of pupils at risk of underachievement.</li> <li>• Provide CPD for staff so they can use INSIGHTs effectively for planning, provision mapping and intervention review.</li> </ul> <p><b>Develop assessment expertise across staff</b></p> <ul style="list-style-type: none"> <li>• Provide training for staff to ensure standardised assessments are administered accurately and interpreted correctly.</li> <li>• Appoint an Assessment Champion to support colleagues in using INSIGHTs and benchmarking data effectively.</li> <li>• Facilitate regular opportunities for staff to analyse data collaboratively, moderating judgements and identifying next steps.</li> </ul> <p><b>Use diagnostic information to plan targeted interventions</b></p> <ul style="list-style-type: none"> <li>• Use STAR interventions derived from NTS analysis to address specific learning gaps in reading and maths.</li> <li>• Ensure interventions link directly to the diagnostic insights rather than generic support, allowing personalised teaching for disadvantaged learners.</li> <li>• Monitor and evaluate interventions to ensure they achieve impact, adjusting provision where needed.</li> </ul>	<p>Diagnostic Assessment &amp; Reading Difficulties (EEF)</p> <p>The EEF highlights the importance of effective diagnosis of reading difficulties, particularly for older readers, to ensure interventions directly target the root causes of underperformance.</p> <p>Diagnostic assessments help identify whether difficulties relate to decoding, fluency or comprehension, enabling teachers to implement appropriate support.</p> <p>Data-informed teaching and tracking systems</p> <p>Systems such as INSIGHTs support ongoing formative and summative assessment, enabling leaders and teachers to:</p> <ul style="list-style-type: none"> <li>▪ identify patterns and progress over time</li> <li>▪ monitor attainment for disadvantaged pupils</li> <li>▪ target teaching responsively</li> <li>▪ evaluate the effectiveness of interventions</li> </ul> <p>Research emphasises that consistent data usage helps teachers make informed adjustments to teaching and improves outcomes for vulnerable learners.</p> <p>Professional Development and Assessment Champion Roles</p> <p>EEF and wider educational reviews identify that high-quality professional development improves teacher confidence and accuracy in assessment.</p> <p>Having a trained Assessment Champion supports consistency, helps staff interpret data more reliably, and improves the alignment of interventions with identified needs.</p> <p>Targeted Interventions Linked to Diagnostic Gaps</p> <p>Evidence shows that interventions are most effective when they link directly to diagnosed gaps rather than broad or generic support.</p> <p>STAR intervention materials aligned to NTS analysis ensure precise, targeted teaching that accelerates progress for disadvantaged pupils.</p>	
<p><b>Strengthen whole-school reading through Accelerated Reader (AR)</b></p> <ul style="list-style-type: none"> <li>• Ensure all pupils in KS2 (and selected KS1 pupils) fully engage with Accelerated Reader to improve reading stamina, comprehension and book choice.</li> <li>• Provide training for staff to use AR data effectively to match texts, identify gaps, and track progress.</li> <li>• Reinvest in AR for the next two years to ensure stability and fidelity.</li> <li>• Appoint an internal AR Champion to promote effective use, support staff, track participation, and maximise pupil outcomes.</li> </ul> <p><b>Build a rich reading culture across the school</b></p>	<p>DfE Reading Framework (2023–2025)</p> <p>Emphasises the importance of high-quality texts, regular reading aloud, structured discussions and creating a strong reading culture.</p> <p>Stresses the need for systematic development of fluency, including repeated reading, modelling prosody, and differentiated support for children who are not yet fluent.</p> <p>Highlights the importance of staff subject knowledge, explicit teaching of comprehension and the use of reading environments that promote enjoyment.</p> <p>DfE Writing Framework (2025)</p>	<p>1,2,3,4,6</p>



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<ul style="list-style-type: none"> <li>• Provide CPD on reading for pleasure, aligned with DfE Reading Framework principles.</li> <li>• Invest in high-quality, diverse books for classroom reading corners, the library, book banding and whole-school reading spine.</li> <li>• Adopt the Just Imagine reading structure and support materials to promote curriculum-wide reading engagement and ensure exposure to high-quality literature.</li> <li>• Conduct a full review of guided reading provision to ensure pupils receive high-quality, consistent reading instruction aligned with the school's reading vision.</li> </ul> <p><b>Improve fluency and comprehension through structured programmes</b></p> <ul style="list-style-type: none"> <li>• Implement the Little Wandle Fluency Programme in Years 2 and 3 to support pupils who still need structured decoding and fluency development.</li> <li>• Embed the Three-Read Approach focusing on:             <ul style="list-style-type: none"> <li>○ First read – Decoding</li> <li>○ Second read – Prosody (intonation, expression, phrasing)</li> <li>○ Third read – Comprehension and analysis</li> </ul> </li> <li>• Ensure all children in Reception to Year 3 read with an adult at least three times weekly to strengthen fluency, accuracy and confidence.</li> </ul> <p><b>Strengthen explicit teaching of reading comprehension and writing</b></p> <ul style="list-style-type: none"> <li>• Provide CPD for staff on reading comprehension strategies (prediction, inference, summarising, questioning) to ensure consistent, explicit instruction across the school.</li> <li>• Deliver CPD on writing aligned with the DfE Writing Framework, focusing on sentence construction, vocabulary, transcription skills and modelling.</li> <li>• Align shared approaches to planning so reading and writing skills are sequenced, modelled and practised systematically.</li> </ul>	<p>Stresses explicit teaching of sentence-level work, vocabulary development and structured modelling.</p> <p>Reinforces that writing fluency depends on strong transcription and language knowledge, supported by high-quality reading experiences.</p> <p>Emphasises development of planning, modelling, revising and editing processes—areas strengthened through CPD and leadership modelling.</p> <p>EEF Evidence – Reading Comprehension Strategies</p> <p>Identifies reading comprehension strategies as high impact (+6 months) when taught explicitly and consistently.</p> <p>Highlights the importance of accurate diagnosis of reading difficulties and structured support for struggling readers.</p> <p>EEF – Professional Development</p> <p>Effective CPD improves teacher subject knowledge, strengthens instruction and raises pupil attainment.</p> <p>Coaching, modelling and professional dialogue (as planned for English leaders) enhance skill development and classroom practice.</p> <p>Fluency and Decoding (consistent with Reading Framework guidance)</p> <p>Structured fluency programmes (such as Little Wandle Fluency) help secure automaticity, enabling pupils to progress from decoding to comprehension.</p> <p>Adult-led reading 3+ times weekly is aligned with recommended practice for developing accuracy, confidence and prosody.</p> <p>Use of high-quality literature (Reading Framework)</p> <p>Access to high-quality, diverse books is central to raising motivation, improving vocabulary and deepening comprehension.</p> <p>Programmes like Just Imagine help structure reading diets and ensure children are exposed to rich texts across genres.</p>	
<p><b>Embed the Number Fluency Programme across the school</b></p> <ul style="list-style-type: none"> <li>• Replace whole-school Maths Mastery implementation with a focus on a Number Fluency Programme that supports progression from early number concepts through to secure fluency in key number facts.</li> <li>• Use consistent structures, representations and practice routines to support pupils in developing automaticity and deeper conceptual understanding.</li> <li>• Ensure the programme supports Times Tables development, including pathways from early fluency → multiplicative understanding → confident recall.</li> </ul>	<p>EEF – Structured fluency approaches and Mastery principles</p> <p>The EEF and DfE highlight the importance of:</p> <ul style="list-style-type: none"> <li>coherent sequences</li> <li>consistent representations</li> <li>structured fluency practice</li> <li>opportunities to reason mathematically</li> </ul> <p>Fluency-first approaches are associated with improved attainment when pupils build secure number relationships before moving to formal methods.</p>	<p>1,2,3,4,6</p>



<p><b>Strengthen Times Tables fluency</b></p> <ul style="list-style-type: none"> <li>• Embed structured times-tables teaching sequences that align with the Number Fluency Programme.</li> <li>• Use daily retrieval practice, oral rehearsal, manipulatives and digital tools (e.g., multiplication apps) to build speed, accuracy and confidence.</li> <li>• Provide targeted support to disadvantaged pupils who need additional help securing multiplication facts.</li> </ul> <p><b>Purchase high-quality manipulatives and fluency resources</b></p> <ul style="list-style-type: none"> <li>• Invest in resources such as rekenreks, Numicon, beadstrings, counters and multiplication apps to support conceptual understanding, pattern spotting and rapid recall.</li> <li>• Ensure consistency in representation across year groups to support conceptual progression.</li> </ul> <p><b>Deliver targeted number fluency interventions to close gaps</b></p> <ul style="list-style-type: none"> <li>• Use assessment information to plan small-group interventions focused on key number misconceptions, missing prerequisite knowledge or insecure fluency.</li> <li>• Ensure these interventions run regularly and follow a structured sequence aligned with classroom teaching.</li> <li>• Track progress closely to ensure pupils keep up, not catch up.</li> </ul> <p><b>Provide release time for the Maths Lead and senior leaders</b></p> <p><b>Allocate time for leaders to:</b></p> <ul style="list-style-type: none"> <li>• model high-quality number fluency lessons,</li> <li>• support staff with planning and sequencing,</li> <li>• coach staff in use of representations, fluency routines and oral rehearsal,</li> <li>• monitor the impact of interventions.</li> <li>• Ensure leadership actions are aligned with DfE and EEF guidance on effective mathematics teaching.</li> </ul>	<p>When mastery-style approaches are implemented well, they lead to positive gains, particularly in disadvantaged pupils. <i>(EEF evidence on mastery approaches)</i></p> <p>EEF – The importance of manipulatives and representations</p> <p>EEF guidance identifies the use of well-designed manipulatives (e.g., Numicon, rekenreks) as effective for strengthening conceptual understanding when used consistently and purposefully across a school. These tools help disadvantaged pupils access mathematical structures more clearly.</p> <p>EEF – Targeted interventions</p> <p>Small-group and targeted maths interventions can accelerate progress, especially when focused on specific number gaps and delivered by trained staff. These approaches are strongly recommended as part of the EEF’s tiered model for supporting disadvantaged learners.</p> <p>Times Tables knowledge and fluency tools</p> <p>Digital multiplication tools and structured rehearsal support rapid recall, enabling pupils to free cognitive load and tackle deeper reasoning tasks more efficiently.</p> <p>EEF evidence recognises the value of frequent, structured practice for improving number fluency.</p>	
<p><b>Implement and embed a systematic synthetic phonics programme (Little Wandle)</b></p> <ul style="list-style-type: none"> <li>• Invest in the Little Wandle scheme to ensure a consistent, high-quality approach to phonics across EYFS and KS1.</li> <li>• Provide high-quality CPD for teachers and support staff to ensure strong subject knowledge in early reading and writing.</li> <li>• Deliver robust implementation through fidelity to the programme, regular monitoring and targeted support where needed.</li> </ul> <p><b>Strengthen early reading through high-quality, decodable texts</b></p>	<p><b>Systematic Synthetic Phonics (EEF &amp; DfE)</b></p> <p>EEF research shows that systematic phonics is one of the most effective methods for early reading, giving younger pupils significant additional progress. This is supported by the DfE Reading Framework, which highlights the importance of systematic synthetic phonics, fidelity to a programme, and the use of matched decodable books to ensure pupils can practise and apply their phonics knowledge consistently.</p> <p>This evidence supports your investment in Little Wandle, decodable texts and staff training.</p> <p><b>Reading Framework (DfE)</b></p> <p>The Reading Framework emphasises:</p>	<p align="center">1,2,3,4,6</p>



<ul style="list-style-type: none"> <li>• Purchase additional phonetically decodable books to ensure all early readers have access to matched reading books aligned with the phonics sequence.</li> <li>• Ensure books are used consistently for reading practice sessions and home reading to support fluency and confidence.</li> </ul> <p><b>Improve handwriting and transcription skills</b></p> <ul style="list-style-type: none"> <li>• Invest in a new handwriting scheme with associated CPD to develop automaticity, letter formation and fluent handwriting across EYFS and KS1.</li> <li>• Ensure staff have consistent expectations and approaches to teaching handwriting as pupils progress through the school.</li> </ul> <p><b>Provide expert modelling and coaching in phonics and early reading</b></p> <ul style="list-style-type: none"> <li>• Release time for the phonics subject lead and senior leaders to model high-quality phonics teaching in line with DfE and EEF guidance.</li> <li>• Offer ongoing coaching, team-teaching and in-class support to improve teacher confidence and secure consistent practice.</li> <li>• Monitor implementation effectively through learning walks, pupil voice and assessment information.</li> </ul>	<ul style="list-style-type: none"> <li>• The central importance of early reading for long-term educational success</li> <li>• The need for strong language comprehension and fluency development</li> <li>• Consistency in phonics teaching and accurate matching of books to pupils' decoding ability</li> </ul> <p>It also reinforces the need for high-quality modelling, monitoring and leadership oversight to secure strong early reading provision.</p> <p><b>Writing Framework (DfE)</b></p> <p>The Writing Framework highlights the need for:</p> <ul style="list-style-type: none"> <li>• Strong transcription skills (handwriting and spelling) as the foundations for fluent writing</li> <li>• Explicit and systematic teaching of handwriting from the early years</li> <li>• High-quality modelling, sentence-level instruction and structured progression across year groups</li> <li>• A well-sequenced curriculum and trained staff to secure writing fluency and confidence</li> </ul> <p>This evidence aligns directly with your investment in a handwriting scheme and CPD, as well as coaching and modelling for early writing.</p> <p>Together, the EEF evidence and the DfE Reading and Writing Frameworks strongly support:</p> <ul style="list-style-type: none"> <li>• A high-quality phonics programme taught with fidelity</li> <li>• Investment in decodable reading books</li> <li>• A structured handwriting programme</li> <li>• CPD, coaching and modelling from leaders</li> <li>• A consistent whole-school approach to early reading and writing</li> </ul>	
<p><b>Embed dialogic teaching and high-quality talk across the curriculum</b></p> <ul style="list-style-type: none"> <li>• Implement structured dialogic activities (e.g., partner talk, group discussion, reasoning prompts) in all subjects to develop pupils' vocabulary, comprehension and verbal reasoning.</li> <li>• Ensure teachers model high-quality language, sentence structures and subject-specific vocabulary.</li> </ul> <p><b>Deliver the Nuffield Early Language Intervention (NELI)</b></p> <ul style="list-style-type: none"> <li>• Continue delivery of <b>NELI</b> to support early language acquisition for identified pupils in EYFS.</li> <li>• Ensure staff administering NELI are trained and sessions are implemented with fidelity.</li> </ul>	<p>Oral Language Interventions (EEF)</p> <p>The EEF Teaching and Learning Toolkit highlights oral language interventions as having a high impact on pupil progress, improving language comprehension, vocabulary and oral expression.</p> <p>Dialogic teaching supports pupils to articulate ideas, build vocabulary and deepen understanding across subjects.</p> <p>NELI Programme Evidence</p> <p>Robust evaluations show that the Nuffield Early Language Intervention (NELI) leads to, on average, three months of additional progress in language development for participating pupils, supporting early literacy and communication skills. (EEF evidence base)</p>	<p align="center">1,2,3,4,6</p>



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<p><b>Provide CPD on effective classroom language and vocabulary teaching</b></p> <ul style="list-style-type: none"> <li>• Train staff in explicit vocabulary instruction, modelling, scaffolding and strategies for developing oral language.</li> <li>• Provide opportunities for teachers to share best practice, observe peers and develop consistent approaches to talk-rich classrooms.</li> </ul>	<p>Professional Development &amp; Collaboration</p> <p>Research (e.g., British Council teacher development principles) emphasises that time for staff to share practice enhances instructional quality, builds teacher confidence and strengthens subject knowledge.</p> <p>CPD focused on oral language approaches improves teacher effectiveness and contributes to long-term improvements in pupil outcomes.</p>	
<p><b>Whole-School Specialist Music Teacher</b></p> <ul style="list-style-type: none"> <li>• Employ a specialist music teacher to teach high-quality music lessons across the school, ensuring progression in musical knowledge, skills and vocabulary.</li> <li>• Deliver sequences of learning aligned to the reviewed school curriculum, strengthening listening, performance, composition and appraisal skills.</li> </ul> <p><b>In-house Ukulele Programme for Years 3 and 4</b></p> <ul style="list-style-type: none"> <li>• Introduce whole-class ukulele tuition in Years 3 and 4 to provide all pupils—including disadvantaged pupils—with the opportunity to learn a musical instrument.</li> <li>• Ensure lessons are delivered by the in-house music specialist, enabling consistent pedagogy and continuity with the broader curriculum.</li> <li>• Build pupils’ foundational musical skills, including rhythm, pitch, notation, ensemble playing and musical confidence.</li> </ul> <p><b>Wider Musical Participation and Continuation Pathways</b></p> <ul style="list-style-type: none"> <li>• Offer music clubs and enrichment opportunities (e.g., ukulele club, choir, performance groups) to allow pupils to continue their musical development beyond class lessons.</li> <li>• Prioritise access for disadvantaged pupils through subsidised places and targeted encouragement.</li> <li>• Provide regular performance opportunities to build confidence, cultural capital and engagement.</li> </ul>	<p>Model Music Curriculum (DfE)</p> <p>The MMC states that pupils in KS1 and KS2 should receive a minimum of one hour of music teaching per week and recommends whole-class instrumental tuition in Years 3 or 4 to provide equitable access to music education for all pupils.</p> <p>The curriculum outlines structured progression across four pillars—singing, listening, composing and performing—which your in-house specialist teaching and ukulele curriculum directly support.</p> <p>The MMC emphasises the value of enrichment and ensemble opportunities, which aligns with your plan to offer clubs and continuation pathways.</p> <p>Arts and Creative Education (EEF)</p> <p>EEF evidence indicates that participation in creative and artistic activities can enhance engagement, confidence, self-expression and oral language development, all of which benefit wider academic learning.</p> <p>Strengthening music provision contributes positively to pupils’ wellbeing, motivation and sense of belonging, particularly for disadvantaged pupils.</p> <p>Curriculum Review Links</p> <p>High-quality, specialist-led music provision aligns with the school’s curriculum review by:</p> <ul style="list-style-type: none"> <li>ensuring a well-sequenced curriculum that reflects national expectations (MMC)</li> <li>providing equitable access to practical musicianship</li> <li>strengthening cultural capital and broadening the curriculum offer</li> <li>supporting progression in vocabulary, listening and performance skills across the school</li> </ul>	<p>2,6,7</p>
<p><b>Enrolment and whole-school adoption</b></p> <ul style="list-style-type: none"> <li>• Continue to invest in the Empowerment Approach programme and integrate it as a core strand of the School Improvement Plan (SIP), focusing on executive function, self-regulation and a strong sense of belonging for disadvantaged pupils.</li> </ul>	<p>EEF: Pupil Premium – prioritise high-quality teaching and CPD.</p> <p>The EEF Guide advises a tiered approach with improving teaching as the top priority, supported by strong implementation and monitoring — aligning with your core team training, modelling, and coaching plan.</p>	<p>1,2, 3, 4, 5, 6</p>



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<p>Develop a trained core team and cascade model</p> <ul style="list-style-type: none"> <li>Train a core group of staff (lead teacher cohort) through the Empowerment Approach to ensure shared language, fidelity and consistency (e.g., brain-based models, regulation, scaffolding, restorative conversations). Use a train-the-trainer model to cascade approaches across all phases.</li> </ul> <p>Coaching-led implementation</p> <ul style="list-style-type: none"> <li>Build a coaching infrastructure: scheduled coaching conversations with pupils and staff, regular coaching clinics, and in-class coaching to embed routines (greeting, pre-teaching regulation, 'check-in/check-out', calm corners) and to develop pupils' self-advocacy.</li> </ul> <p>Explicit teaching of self-regulation, metacognition and executive skills</p> <ul style="list-style-type: none"> <li>Plan short, explicit sequences that teach pupils how the brain responds to stress, and how to plan–monitor–evaluate behaviour and learning; model metacognitive talk in lessons; provide visual scaffolds to support working memory, inhibition and organisation.</li> </ul> <p>Targeted support for pupils with the greatest need</p> <ul style="list-style-type: none"> <li>Use graduated responses (individual regulation plans, solution-focused meetings, restorative follow-ups) for pupils with persistent behaviour barriers, coordinated by inclusion leads and class teachers.</li> </ul> <p>Professional development &amp; leadership time</p> <ul style="list-style-type: none"> <li>Provide protected release time for the lead and SLT to model routines, co-plan, team-teach and coach staff, aligning with the EEF's tiered model (high-quality teaching first).</li> </ul>	<p>EEF: Improving Behaviour in Schools.</p> <p>Recommends (1) knowing pupils and influences, (2) teaching learning behaviours alongside managing misbehaviour, (3) simple, routine approaches, and (5) targeted support—precisely the Empowerment Approach focus on relationships, explicit teaching of regulation, and targeted coaching.</p> <p>EEF: Metacognition &amp; Self-Regulated Learning. Explicitly teaching pupils to plan, monitor, and evaluate learning and modelling teacher thinking are high-impact strategies, closely mirrored in the Empowerment Approach's coaching conversations and brain-based teaching.</p> <p>EEF: Social &amp; Emotional Learning (Primary). Effective SEL can add ~+4 months and is especially important for disadvantaged pupils; recommendations include explicit teaching, integration into daily practice, and a whole-school ethos — all embedded within your Empowerment roll-out.</p> <p>Empowerment Approach – evidence-informed, neuroscience-aligned.</p> <p>The programme is research-based, grounded in neuroscience, attachment and trauma-informed practice, and uses practical tools to develop self-awareness, regulation and pro-social skills—consistent with EEF guidance.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,964.10

Activity	Evidence that supports this approach	Challenge number addressed
<p><b>Provide additional targeted phonics sessions for disadvantaged pupils</b></p> <ul style="list-style-type: none"> <li>Deliver small-group or 1:1 phonics intervention sessions for disadvantaged pupils who require</li> </ul>	<p><b>Strong evidence for phonics approaches (EEF)</b></p> <p>The EEF Phonics Toolkit strand rates phonics as a high-impact approach, particularly effective for disadvantaged pupils and early readers.</p>	<p>1,2,3,4,</p>



<p>additional support to secure decoding, blending and segmenting skills.</p> <ul style="list-style-type: none"> <li>• Interventions will run 2–3 times per week for up to 12 weeks, following evidence on effective phonics intervention duration and frequency.</li> <li>• Sessions will be delivered by staff trained in the school’s chosen systematic synthetic phonics programme (Little Wandle).</li> </ul> <p><b>Align interventions with classroom phonics teaching</b></p> <ul style="list-style-type: none"> <li>• Ensure intervention content is closely matched to the main phonics programme so pupils receive consistent routines, language and grapheme–phoneme correspondences.</li> <li>• Use progress checks and weekly assessments to identify gaps and ensure pupils keep up rather than catch up.</li> </ul> <p><b>Monitor and evaluate impact</b></p> <ul style="list-style-type: none"> <li>• Track pupils’ reading progress using phonics assessments and blending/fluency assessments.</li> <li>• Review intervention outcomes every 6–12 weeks to ensure pupils return to full class participation as soon as secure.</li> </ul>	<p>Phonics interventions are most effective when delivered regularly over a sustained period (up to 12 weeks) and when aligned with classroom phonics instruction.</p> <p><b>Impact on early reading</b></p> <p>Systematic phonics teaching supports accurate decoding and early reading fluency, which are essential foundations for later comprehension and writing.</p> <p>Interventions delivered by trained para-professionals (e.g., TAs) are effective when well-structured, following a validated programme, and tightly monitored.</p>	
<p><b>Provide targeted small-group interventions in maths and writing</b></p> <ul style="list-style-type: none"> <li>• Deliver small-group teaching for disadvantaged learners who are not making expected progress in maths or writing.</li> <li>• Sessions will be taught by a qualified teacher, focusing on addressing specific gaps identified through assessment.</li> <li>• Ensure intervention content is tightly aligned with classroom teaching to reinforce core concepts, strengthen fluency and deepen understanding.</li> </ul> <p><b>Use assessment to plan and review learning</b></p> <ul style="list-style-type: none"> <li>• Use formative assessment, classwork analysis and diagnostic tools to identify pupils’ precise misconceptions or skill gaps.</li> <li>• Review progress regularly and adjust groups, teaching focus and duration as needed.</li> </ul> <p><b>Ensure structured delivery and consistency</b></p> <ul style="list-style-type: none"> <li>• Provide interventions several times per week over a sustained period, ensuring pupils receive frequent opportunities to rehearse and apply new learning.</li> <li>• Work closely with class teachers so learning in interventions transfers back into whole-class lessons.</li> </ul>	<p>EEF evidence on small-group tuition</p> <p>According to the EEF Teaching and Learning Toolkit, small-group tuition has consistently positive effects, particularly for disadvantaged or lower-attaining pupils. Evidence shows that small-group teaching can accelerate progress when groups are tightly focused, taught by well-trained staff and aligned with classroom learning.</p> <p><b>Impact on disadvantaged pupils</b></p> <p>Small-group tuition is especially effective for pupils who have fallen behind, enabling targeted re-teaching, immediate feedback and increased interaction time with the teacher—key mechanisms identified in the EEF evidence base.</p> <p><b>Alignment with EEF guidance on high-quality teaching</b></p> <p>Providing skilled teachers to lead targeted interventions supports the EEF’s tiered approach, which places improving teaching quality and targeted academic support at the centre of effective Pupil Premium strategies.</p>	1,2,3,4,6
<p><b>Strategic deployment of Teaching Assistants (TAs) and SEN TAs</b></p> <ul style="list-style-type: none"> <li>• Deploy TAs and SEN TAs across all year groups to provide targeted in-class support for disadvantaged pupils and those with additional needs.</li> <li>• Ensure TAs work under clear guidance from teachers, supporting scaffolding, pre-teaching, retrieval</li> </ul>	<p>Impact of TA-led interventions (EEF)</p> <p>The EEF Teaching Assistant Guidance Report shows that TAs who deliver structured, evidence-based one-to-one or small-group interventions can improve pupil progress by 3–4 additional months, on average, particularly for disadvantaged pupils.</p>	1,2,3,4,6



<p>practice and guided practice without creating dependency.</p> <p><b>Deliver structured one-to-one and small-group interventions</b></p> <p>TAs and SEN TAs will deliver high-quality, evidence-based interventions including:</p> <ul style="list-style-type: none"> <li>• Precision Teaching (Maths and Literacy) – daily rehearsals to secure recall and fluency.</li> <li>• One-to-one reading – focused support to strengthen decoding, fluency and comprehension.</li> <li>• Additional phonics sessions – aligned with Little Wandle progression.</li> <li>• Speech and Language programmes – using recommendations from therapists and structured resources.</li> <li>• Reading comprehension groups – explicitly teaching strategies such as summarising, inference and vocabulary.</li> <li>• Little Wandle reading groups – ensuring matched decodable books and structured practice.</li> <li>• Handwriting and fine-motor interventions – improving transcription skills to support writing fluency.</li> </ul> <p>Interventions will be delivered regularly, consistently, and monitored for impact, with TA timetables aligned with assessment data and pupil need.</p> <p><b>Build TA expertise through training and coaching</b></p> <ul style="list-style-type: none"> <li>• Provide high-quality CPD for TAs on intervention delivery, scaffolding techniques, questioning, modelling and feedback.</li> <li>• Ensure TAs understand assessment information and how to adjust support accordingly.</li> <li>• Senior leaders and teachers will provide modelling, coaching and regular check-ins.</li> </ul>	<p>Impact is strongest when interventions:</p> <ul style="list-style-type: none"> <li>▪ are well-structured</li> <li>▪ follow a proven programme</li> <li>▪ run 3–5 times weekly</li> <li>▪ supplement (not replace) high-quality classroom teaching</li> <li>▪ are monitored by teachers and leaders</li> </ul> <p>Effective use of TAs (EEF evidence)</p> <p>EEF guidance emphasises that effective TA deployment requires:</p> <ul style="list-style-type: none"> <li>▪ clarity of TA role</li> <li>▪ high-quality training</li> <li>▪ alignment with teacher planning</li> <li>▪ use of structured intervention programmes</li> </ul> <p>When these conditions are met, TAs can significantly strengthen pupil outcomes, especially in literacy, numeracy and oral language development.</p> <p>Alignment with wider EEF recommendations</p> <p>Structured reading and phonics sessions align with the EEF’s findings that phonics and early reading interventions offer strong gains for early and disadvantaged learners.</p> <p>Language and communication interventions, especially those delivered by trained support staff, improve vocabulary, comprehension and early literacy foundations.</p>	
<p><b>Analyse assessment data to identify pupils requiring targeted support</b></p> <ul style="list-style-type: none"> <li>• Use termly summative assessment data (reading, writing and maths) to identify disadvantaged pupils who require catch-up support or more intensive intervention.</li> <li>• Hold termly pupil progress meetings, led by SLT, to review attainment, progress and barriers, and to allocate appropriate intervention pathways for each child.</li> <li>• Ensure decisions are based on a combination of summative data, teacher assessment, classroom observation and diagnostic tools.</li> </ul> <p><b>Implement ongoing, responsive monitoring of interventions</b></p>	<p>EEF – Targeted Academic Support</p> <p>The EEF emphasises that targeted academic support should be informed by assessment so that activities are tailored to the needs of specific pupils.</p> <p>Effective interventions use assessment to identify learning gaps, diagnose misconceptions and determine the intensity and duration of support.</p> <p>The EEF notes that intervention strategies must be continually monitored, as some pupils make <i>rapid gains</i> once they re-engage in high-quality classroom learning; therefore, ongoing assessment is essential but should remain manageable.</p> <p>EEF – Effective Implementation</p> <p>Strong monitoring systems are linked to improved outcomes because they allow schools to sustain</p>	<p align="center">1,2,3,4,6</p>



# PARKLANDS COMMUNITY PRIMARY SCHOOL



<ul style="list-style-type: none"> <li>• Conduct regular reviews of all targeted interventions to ensure they remain appropriately matched to pupil need.</li> <li>• Adjust groupings, content or delivery frequency based on evidence of impact.</li> <li>• Maintain <i>manageable but consistent</i> assessment cycles to ensure rapid identification of progress or stagnation.</li> <li>• Ensure communication between teachers, TAs, SEN staff and SLT to maintain coherence and avoid duplication.</li> </ul>	<p>approaches, identify what is and isn't working and make timely adjustments.</p> <p>SLT oversight through structured progress meetings aligns with EEF recommendations for tiered leadership approaches and robust evaluation of Pupil Premium spending.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,594.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Daily monitoring and first-day response</b></p> <ul style="list-style-type: none"> <li>• The Attendance Officer reviews registers daily and contacts families if pupils are absent without explanation.</li> <li>• Where non-attendance persists, the Attendance Officer carries out follow-up phone calls and home visits as appropriate.</li> </ul> <p><b>SLT oversight and targeted case management</b></p> <ul style="list-style-type: none"> <li>• A designated SLT Attendance Lead works closely with the Attendance Officer to analyse attendance patterns, identify priority pupils and ensure correct procedures are followed.</li> <li>• Regular meetings are held to review data, track progress, update action plans and implement the attendance flowchart consistently across the school.</li> <li>• Persistent Absence (PA) cases are escalated for formal meetings, written communication, and agreed attendance action plans.</li> </ul> <p><b>Family Liaison Officer (FLO) support to strengthen relationships</b></p> <ul style="list-style-type: none"> <li>• The Family Liaison Officer works directly with parents/carers to build trust, identify barriers (e.g., routines, anxiety, transport, SEND issues) and provide practical support.</li> <li>• The FLO offers early help, signposts families to external services where required, and works collaboratively with SLT to review progress.</li> </ul> <p><b>Removing barriers and supporting re-engagement</b></p>	<p>Targeted academic support pathways (EEF)</p> <p>The EEF emphasises that targeted support should be informed by ongoing assessment and monitoring, and that strategies must be adapted when pupils make rapid progress or when issues persist. Attendance is a significant barrier to learning; therefore, structured monitoring and intervention cycles are essential.</p> <p>DfE attendance principles</p> <p>High-quality attendance systems require:</p> <ul style="list-style-type: none"> <li>▪ daily monitoring,</li> <li>▪ swift first-day contact,</li> <li>▪ escalation pathways,</li> <li>▪ work with families on barriers,</li> <li>▪ collaborative multi-agency involvement,</li> <li>▪ regular data analysis and ongoing communication</li> </ul> <p>These steps align with the structure you now have in place.</p> <p>Family engagement and early help</p> <p>Research summarised by the EEF and Early Intervention Foundation indicates that family-school partnerships and early support can improve attendance, particularly when personalised and relationship-based.</p>	<p>1,2,3,4,5,6,7</p>



<ul style="list-style-type: none"> <li>• SLT and FLO work with families to explore underlying issues behind absence and agree tailored support, which may include:             <ul style="list-style-type: none"> <li>○ adaptations to start-of-day routines</li> <li>○ anxiety-based support plans</li> <li>○ reasonable adjustments for SEND</li> <li>○ regular check-ins</li> <li>○ attendance mentoring for older pupils</li> </ul> </li> <li>• Parent workshops are delivered to promote the importance of attendance, routines and overcoming barriers.</li> </ul> <p><b>Regular attendance analysis and communication</b></p> <ul style="list-style-type: none"> <li>• Attendance data is analysed to identify trends, specific vulnerable groups (e.g., disadvantaged, SEND), and evaluate the impact of interventions.</li> </ul>		
<p><b>Provide targeted 1:1 and small-group mentoring and emotional support</b></p> <p>School Learning Mentors and ELSA practitioners deliver structured 1:1 and group sessions to support disadvantaged pupils in:</p> <ul style="list-style-type: none"> <li>• developing emotional resilience</li> <li>• building friendship and social skills</li> <li>• using Zones of Regulation strategies</li> <li>• managing anxieties and worries</li> <li>• preparing for and managing transitions</li> <li>• accessing nurture provision for emotional and relational needs</li> <li>• participating in Drawing and Talking sessions to support emotional processing and wellbeing</li> </ul> <p>These interventions are delivered regularly and are tailored to pupils’ individual needs, with clear entry and exit criteria.</p> <p><b>Strengthen parental engagement and early help through the Family Liaison Officer (FLO)</b></p> <ul style="list-style-type: none"> <li>• The FLO works with families to build trusting relationships, identify barriers to attendance, wellbeing or behaviour, and support families to access the help they need.</li> <li>• FLO provides early help, facilitates referrals to external agencies, and maintains close communication with SLT.</li> <li>• FLO involvement ensures a whole-family approach, which is particularly beneficial for disadvantaged pupils.</li> </ul>	<p>EEF – Mentoring</p> <p>The EEF Teaching &amp; Learning Toolkit states that mentoring can have a positive impact on academic outcomes, with some programmes showing particularly strong benefits for disadvantaged pupils.</p> <p>Mentoring is also associated with improvements in attendance, attitudes to school and behaviour, making it a valuable component of wider pastoral support.</p> <p>EEF – Parental Engagement</p> <p>The EEF identifies parental engagement approaches as having an average impact of +4 months’ additional progress, with higher impact for pupils with lower prior attainment.</p> <p>Approaches that build positive relationships, provide early help and empower parents—such as FLO support—are among the most effective.</p> <p>EEF – Social and Emotional Learning</p> <p>EEF guidance on Social and Emotional Learning stresses that disadvantaged pupils often benefit significantly from structured SEL programmes, including explicit teaching of emotional vocabulary, self-regulation strategies and relationship skills.</p> <p>Programmes integrated into daily routines and linked to behaviour approaches have stronger and more sustained impact.</p> <p>Alignment with trauma-informed and neuroscience-informed approaches</p> <p>Interventions such as Drawing and Talking, nurture groups and emotion coaching align closely with the Empowerment Approach’s emphasis on relational practice, emotional literacy and understanding the brain behind behaviour.</p> <p>These approaches provide children with safe, structured opportunities to process emotions and build self-regulation.</p>	<p>1,2,3,4,5,6,7</p>



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<p><b>Provide Forest School sessions across Years 1–6</b></p> <ul style="list-style-type: none"> <li>All pupils in Years 1 to 6 will access one term of Forest School provision each year, delivered by a trained Forest School practitioner.</li> <li>Sessions will provide opportunities for outdoor learning, exploration and play within a structured, safe environment.</li> </ul> <p><b>Develop personal, social and emotional skills through outdoor learning</b></p> <ul style="list-style-type: none"> <li>Forest School activities are designed to build:             <ul style="list-style-type: none"> <li>self-esteem and confidence</li> <li>independence and resilience</li> <li>creativity and curiosity</li> <li>collaboration and communication skills</li> </ul> </li> <li>Pupils will engage in tasks such as den building, practical tool use, environmental exploration and nature-based problem solving.</li> </ul>	<p>Social, emotional and wellbeing benefits</p> <p>Research into outdoor learning and nature-based programmes shows positive effects on confidence, social skills, perseverance and motivation, which particularly benefit disadvantaged and vulnerable pupils.</p> <p>Such programmes support pupils in developing self-regulation, resilience and problem-solving abilities—skills that underpin effective learning behaviours.</p> <p>EEF links to SEL, behaviour and wellbeing</p> <p>Although Forest School is not a discrete strand in the EEF Toolkit, its outcomes align closely with evidence from:</p> <p>Social and Emotional Learning (SEL): which shows an average gain of +4 months, particularly for disadvantaged pupils.</p> <p>Behaviour approaches: which emphasise the importance of building relationships, routines and learning behaviours through proactive strategies.</p> <p>Metacognition and self-regulation: promoted through activities requiring planning, reflection, risk assessment and evaluation.</p> <p>Positive impact for disadvantaged pupils</p> <p>Outdoor learning offers engagement opportunities that may not be accessible outside school, increasing cultural capital and supporting wellbeing.</p> <p>It provides a supportive environment for children with additional needs or anxiety, helping them transfer confidence and self-belief back into classroom learning.</p>	<p style="text-align: center;">7</p>
<p><b>Subsidise and promote a broad range of enrichment opportunities</b></p> <p>The school subsidises and actively promotes participation in enrichment activities to ensure disadvantaged pupils have equitable access.</p> <p>Opportunities include:</p> <ul style="list-style-type: none"> <li>Educational trips and residentials</li> <li>Visits from authors and creatives (to inspire reading and writing)</li> <li>Breakfast Club / subsidised milk (supporting readiness to learn)</li> <li>Music and sporting events and workshops</li> <li>Swimming lessons, ensuring all pupils meet national curriculum requirements and develop water confidence and safety</li> <li>Outdoor learning and adventure activities</li> </ul> <p>These activities help ensure all children, particularly disadvantaged pupils, can fully experience the opportunities that build cultural capital.</p> <p><b>Target enrichment opportunities to disadvantaged pupils</b></p>	<p>EEF – Sports Participation</p> <p>The EEF identifies sports participation as linked to increased educational engagement and improved outcomes, including attendance, motivation and behaviour.</p> <p>Sports events and active clubs can therefore have positive knock-on effects on learning.</p> <p>EEF – Outdoor Adventure Learning</p> <p>The EEF Toolkit highlights outdoor adventure learning as having positive benefits for academic outcomes through improved confidence, resilience and teamwork.</p> <p>Swimming, forest school, adventure days and residentials all align with this evidence.</p> <p>EEF – Enrichment &amp; Contextualised Learning</p> <p>Learning that is embedded in concrete, language-rich experiences helps pupils — particularly disadvantaged children — acquire vocabulary, improve comprehension and connect new learning to prior knowledge.</p>	<p style="text-align: center;">1,2,3,4,5,6,7</p>



# PARKLANDS COMMUNITY PRIMARY SCHOOL



<ul style="list-style-type: none"><li>• Staff identify disadvantaged pupils who may not otherwise access such opportunities and actively support engagement.</li><li>• Subsidies and flexible arrangements reduce financial, social or logistical barriers.</li></ul> <p><b>Integrate enrichment into curriculum planning</b></p> <ul style="list-style-type: none"><li>• Trips, visits and cultural experiences are used to contextualise learning and provide rich, real-world experiences that deepen understanding.</li><li>• Curriculum plans deliberately build in experiences that broaden vocabulary, stimulate curiosity and enrich language acquisition.</li></ul>		
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**Total budgeted cost: £ 133,390.00**



**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

**Assessments for EYFS**

57.8% percentage of all pupils achieved a good level of development (GLD) and only 41.7% of pupil premium pupils in the EYFS achieved a good level of development (GLD).

Whilst our overall GLD for the year group declined from previous years, the pupil premium data has increased from 20% to 41.7%.

**Phonics: (Year 1 pupils)**

40% of disadvantaged pupils passed the phonics screening test compared to 75.4% of all pupils who passed.

**Key Stage 2 Statutory Assessments**

	All Pupils Expected Standard	Pupil Premium Expected Standard	All Pupils Greater Depth	Pupil Premium Greater Depth
Reading	82	60	32	0
Writing	73	47	8	0
SPAG	72	67	25	0
Mathematics	75	53	27	13
Combined (R,W & M)	65	20	8	0

The proportion of children eligible for pupil premium who achieved the expected standard in Reading, Writing and Maths remains significantly lower than for their non-pupil-premium peers. Our commitment to helping these children “be the best they can be” is unwavering, and this is reflected in our updated pupil premium strategy.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year.  
This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
National College Training for CPD	National Education Group
Literacy Shed	Ed Shed
Testbase	Testbase
White Rose	White Rose Maths
Empowerment Approach	Changing Chances
Little Wandle	Little Wandle Phonics
Just imagine Reading	Just Imagine