



Grange Primary Academy **Pupil Premium Strategy Statement**

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Pupil Premium Strategy Statement

Report from *Beth Williams, Headteacher, Grange Primary Academy*, for Governing Body meeting in term three.

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

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

School overview

Detail	Data
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	44.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended - you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Beth Williams
Pupil Premium Lead	Beth Williams
Governor / Trustee lead	Diversity, Equality & Inclusion Lead: Sarah Travell

Funding overview

Detail	Amount
Pupil Premium Funding Allocation This Academic Year	£122,110
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£122,110

Part A: Pupil Premium Strategy Plan

Statement of intent

Ultimate Objective Our ultimate objective for our disadvantaged pupils is that their socio-economic status has no impact on their academic outcomes or ability to access wider opportunities. This aligns with the core mission of the Pupil Premium as outlined by the EEF: to break the link between family income and educational achievement. We intend that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. By ensuring access to a broad and balanced curriculum, we aim to give all children 'the best chance of success'.

Focus and Strategy The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including specific progress for those who are already high attainers. Following EEF guidance, we avoid the assumption that disadvantage equates to low ability, ensuring our strategy challenges even the most able pupils. We will also consider the challenges faced by vulnerable pupils, including those with a social worker and young carers. The activity outlined in this statement is intended to support their needs regardless of whether they are formally disadvantaged, reflecting the EEF's recommendation that effective Pupil Premium strategies often benefit other groups, such as those with SEND or Children in Need.

Culture and Environment Our main focus is on our culture: We want to be experts in our disadvantaged children, so we are able to develop positive relationships, mitigate the impact of issues outside of our control, and foster a warm, welcoming environment. This focuses on belonging and is built on high expectations through a whole-school approach to tackling educational disadvantage. This cultural focus is supported by EEF evidence on Social and Emotional Learning (SEL), which demonstrates that improving social interactions and school ethos can have a valuable impact on attitudes to learning and social relationships.

High-Quality Teaching: High-quality teaching is at the heart of our approach, with a focus on areas where disadvantaged pupils require the most support. Our teaching and learning strategy is driven by a bespoke, evidence-informed instructional coaching model facilitated by **Steplab**. This approach allows us to deliver granular, personalised professional development that meets the specific needs of every teacher, ensuring they are equipped with the most effective pedagogical techniques.

This prioritisation aligns with the EEF's 'Tiered Model of School Improvement', which cites high-quality teaching as the single most important lever schools have to improve outcomes for disadvantaged pupils. By using Steplab, we ensure our professional development incorporates the 'mechanisms of effective professional development' recommended by the EEF—such as building knowledge, motivating staff, developing teaching techniques, and embedding practice. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers; evidence confirms that while good teaching benefits all students, it has a disproportionately positive effect on those from disadvantaged backgrounds.

Responsive and Diagnostic Approach Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. This adheres to the EEF's 'Step 1: Diagnose your pupils' needs' guidance, which warns against labelling and urges schools to analyse data to identify specific barriers rather than relying on 'hunches'. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- **Ensure we have high aspirations and challenge our disadvantaged pupils:** We commit to evidence-based practices that prevent a deficit model, ensuring high attainers are stretched.
- **Act early to intervene at the point where the need is identified:** We will deploy targeted academic support (Tier 2) to address gaps immediately, as suggested by the EEF tiered model.
- **Adopt a whole school approach:** All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, ensuring the strategy is not separated from the core school strategy.

Challenges

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

Challenge number	Details of the challenge
1	<p style="text-align: center;">Addressing Foundational Gaps in Oral Language and Early Literacy</p> <p>Context & Challenge: Our internal analysis indicates that children entering the Early Years have starting points significantly below the national average. This is most acute in oral language skills, where a limited vocabulary is evident. These deficits are compounded by a general lack of strong foundational skills for learning, which creates a significant barrier to the development of early literacy and reading fluency.</p> <p>Evidence from School Data (2023–2025) The volatility in our Good Level of Development (GLD) outcomes highlights the impact of these weak foundational baselines on summative attainment:</p> <ul style="list-style-type: none"> • The Impact of Foundational Gaps (Disadvantage/PP): The data indicates that a lack of strong foundational skills, particularly in oral language, disproportionately affects disadvantaged pupils when the overall cohort baseline is low. Unlike in 2023 (where PP outperformed Non-PP), the 2025 data shows a re-emerging attainment gap, with PP pupils (53%) falling behind Non-PP pupils (60%) by 7 percentage points. This widening gap suggests that when children enter with limited vocabulary, disadvantaged students are less equipped to compensate for these deficits without targeted intervention. Consequently, the lack of oral language fluency acts as a "blocker," preventing this group from converting early teaching into the sustained progress seen in their Non-PP peers. <p>Key Data Points Supporting This:</p> <ul style="list-style-type: none"> • Gap Reversal: The shift from PP being +9% ahead (2023) to -7% behind (2025) suggests that the current cohort's "language deficit" is hitting disadvantaged students hardest. • Drop in Attainment: The drop from a high of 63% (2024) to 53% (2025) indicates that the "foundational skills" barrier is volatile and highly sensitive to the cohort's entry level. • Foundational Skills and Disadvantage: The gap in foundational readiness is evident in the performance of Pupil Premium (PP) students. In 2025, Non-PP pupils (60%) outperformed PP pupils (53%) by 7 percentage points. This indicates that disadvantaged students arrive with greater gaps in the core precursors to learning—listening, attention, and vocabulary—requiring intensive intervention to catch up with their peers. • Vulnerability in Outcomes: The overall drop in GLD from 67% in 2024 to 57% in 2025 suggests that the most recent cohort arrived with more complex foundational needs. The attainment for SEND K pupils dropping to 0% in 2025 further underscores that when weak foundational skills interact with special educational needs, the pathway to achieving GLD becomes exceptionally difficult. <p>Supporting Evidence from the EEF To address these specific deficits, our school improvement strategy is grounded in evidence from the Education Endowment Foundation (EEF), focusing on closing the gap in foundational skills:</p> <ul style="list-style-type: none"> • Prioritising Oral Language: The EEF Toolkit highlights that Oral Language Interventions have a high impact, offering an average of +6 months' additional progress. Given our low baselines (especially for EAL and PP), we prioritise explicit vocabulary instruction and structured dialogue. This approach ensures children acquire the linguistic foundation necessary for reading comprehension before they are expected to decode fluently. • Communication and Language as a Driver: Aligning with the EEF <i>Preparing for Literacy</i> guidance, we recognise that "high-quality interactions" are the primary mechanism for developing foundational skills. By focusing on extending children's thinking through dialogue, we aim to build the cognitive behaviours and vocabulary required for the 53% of PP students and 33% of EAL students to access the whole curriculum. • Early Literacy Prerequisites: The EEF evidence suggests that effective literacy teaching must be balanced. Our data indicates that the "foundational skills" of phonological awareness and oral language

	<p>are the current sticking points. Therefore, our resource allocation focuses on strengthening these pre-reading skills to prevent the widening of the attainment gap seen in the 2025 PP vs Non-PP data.</p> <p>Conclusion: The 2025 data confirms that low starting points in oral language are currently capping attainment, particularly for our most vulnerable groups. By pivoting our focus to address the lack of strong foundational skills for learning, we are targeting the root cause of the attainment drop, ensuring that all pupils—regardless of entry baseline—secure the language skills necessary for academic success</p>
<p>2</p>	<p style="text-align: center;">Barriers to Oral Language and Communication</p> <p>We have identified below-average speech and language skills upon entry as a significant barrier to development. This deficit is primarily attributed to limited opportunities for reciprocal conversation in the home learning environment, which are often replaced by increased, solitary interaction with screens. This trend is negatively affecting pupils' oracy skills, which form the foundation for wider attainment.</p> <p>Evidence from Internal Data (2025 Context) Our most recent data supports the view that foundational skills, particularly those underpinning Communication and Language, are inconsistent and currently in decline following the 2024 peak.</p> <ul style="list-style-type: none"> • Overall Decline: The percentage of pupils achieving a Good Level of Development (GLD) has dropped significantly from 67% in 2024 to 57% in 2025. This suggests that, despite previous successes, cohorts are arriving with increasingly complex needs that current baseline provision is struggling to mitigate. • Disadvantage Gap: The gap between our Pupil Premium (PP) and Non-PP students has widened. In 2025, Non-PP students achieved 60% compared to 53% for PP students (a 7pp gap). This mirrors the national trend, in which disadvantaged pupils are disproportionately affected by early language deficits. <p>Evidence from the Education Endowment Foundation (EEF). The focus on oracy is strongly supported by external research. According to the EEF Teaching and Learning Toolkit, Oral Language Interventions are among the most impactful strategies available:</p> <ul style="list-style-type: none"> • High Impact: Oral language approaches have a high impact on pupil outcomes, with an average of +6 months' additional progress over the course of a year. • Critical Window: The EEF <i>Preparing for Literacy</i> guidance report emphasises that "prioritising the development of communication and language" is essential in the Early Years. It notes that the "word gap" between disadvantaged children and their peers opens early and predicts future reading comprehension difficulties. • Interaction Quality: The EEF highlights that high-quality, extended interactions (conversations) are vital for language development. This directly validates our concern regarding "lone interaction with screens," as passive screen consumption replaces the active, reciprocal interaction required to build vocabulary and sentence structure. <p>Conclusion: The combination of a 10% year-on-year drop in overall GLD and a persistent gap for disadvantaged pupils confirms that language barriers are limiting attainment. By targeting the "screen time vs. conversation" deficit through evidence-informed Oral Language Interventions, we aim to reverse the 2025 decline and close the gap for our most vulnerable learners.</p>
<p>3</p>	<p style="text-align: center;">Disadvantaged Pupils and Resilience</p> <p>Evidence of the Challenge Despite fluctuations in overall attainment, a persistent gap remains between our Disadvantaged (PP) and Non-Disadvantaged peers. For example, in the 2025 GLD cohort, while the overall gender gap has successfully closed (Boys 57% vs Girls 56%), the socioeconomic gap has widened to 7 percentage points (Non-PP 60% vs PP 53%), reversing the positive trend seen in 2023.</p> <p>This gap is further compounded by a lack of resilience in learning behaviours and attendance among vulnerable groups. Internal analysis highlights that persistent attainment gaps are driven by "unaddressed issues of socioeconomic disadvantage" and a lack of consistent "school readiness," particularly in physical development and fine motor skills, where the lowest-attaining 27% of pupils made zero progress in moving out of the "Below"</p>

category. Furthermore, the SEF notes an increasing need to support pupils experiencing "Emotionally-based school avoidance" (EBSA), directly linking resilience in attendance to academic outcomes.

Rationale for Focus (EEF Alignment) The Education Endowment Foundation (EEF) evidence indicates that **Social and Emotional Learning (SEL)** and **Self-Regulated Learning** are critical for closing the disadvantage gap.

- **The Resilience-Attainment Link:** The EEF states that disadvantaged pupils are less likely to develop self-regulation strategies spontaneously. Our data reflects this: the extreme volatility in attainment for our most vulnerable groups suggests that our current support systems are not yet building the intrinsic resilience required for these pupils to maintain progress when external factors change.
- **Attendance as a Proxy for Resilience:** As noted in the SEF, leaders have identified "close monitoring" and "earlier intervention" as critical. The EEF confirms that poor attendance is often a symptom of wider barriers to learning; therefore, building resilience must involve a holistic approach that combines attendance support with the teaching of explicit self-regulation strategies (metacognition) to help pupils manage the "struggle" of learning.

Conclusion: Addressing this challenge requires moving beyond academic intervention alone. We must embed a culture of resilience that targets the specific barriers facing our disadvantaged pupils—specifically **attendance stamina** (reducing PA further) and **learning resilience** (self-regulation in fine motor and writing tasks)—to ensure that improvements are sustained and not subject to the volatility seen in the 2023-2025 data.

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Closing the Disadvantaged Attendance Gap

1. Rationale and Local Context While significant strides have been made in improving overall attendance, a persistent gap remains between disadvantaged (PP) and non-disadvantaged (NPP) pupils. Data from the 2024-25 and 2025-26 academic years demonstrate both the necessity and the potential of this challenge:

- **The Gap Persists:** In the 2024-25 period, there was a stark **4.5%** gap in overall attendance between NPP pupils (95.5%) and PP pupils (91.0%). Although this gap narrowed to **2.7%** in the 2025-26 data (96.8% NPP vs. 94.1% PP), disadvantaged pupils remain below the school's non-disadvantaged cohort and the national average.
- **Persistent Absence Risk:** The most critical challenge area is persistent absence (PA). In 2024-25, over a third (**38.6%**) of disadvantaged pupils were persistently absent, compared to 16.5% of their peers. While this has improved dramatically to **18.3%** in 25-26, disadvantaged pupils are still nearly twice as likely to fall into this category as non-disadvantaged pupils (11.7%).

2. Evidence Base (EEF Support) This challenge aligns directly with national evidence regarding barriers to attainment for disadvantaged children.

- **Primary Barrier:** The EEF reports that **78%** of schools identify poor attendance as the biggest barrier to attainment for disadvantaged pupils. Missing school acts as a "compounding deficit," limiting access to high-quality teaching and widening the attainment gap.
- **Readiness to Learn:** The EEF Toolkit highlights that disadvantaged pupils are more likely to begin school with gaps in oral language and social-emotional skills, which are fundamental for "readiness to learn". Addressing attendance alone is insufficient if pupils are not psychologically and academically ready to engage upon arrival.

3. Strategic Approach To address this, the school will adopt an evidence-informed approach consistent with EEF guidance:

- **Diagnostic & Responsive:** We will move beyond generic rewards to "responsive interventions" that diagnose specific barriers (e.g., anxiety vs. transportation) for the 18.3% of PP pupils who remain persistently absent.
- **Parental Engagement:** Leveraging EEF findings on "nudge" communications, we will implement personalised communication strategies that inform parents of actual days missed rather than percentages, a method proven to correct misconceptions about attendance.

	<ul style="list-style-type: none"> • Holistic Support: Recognising that "readiness to learn" involves social and emotional regulation, we will integrate SEL (Social and Emotional Learning) strategies to ensure that once disadvantaged pupils are in school, they are supported to succeed. <p>Conclusion Prioritising the attendance and readiness of disadvantaged pupils is not just a statutory duty but a strategic necessity for Grange Primary Academy. By locking in the recent gains and aggressively targeting the remaining gap in persistent absence, we will ensure that our most vulnerable pupils can access the full curriculum and achieve their potential.</p>
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Intended outcomes

This explains the outcomes we aim to achieve by the end of our current strategy plan and how we will measure whether they have been achieved.

Intended outcome - The Goal	Success criteria
<p>To ensure that all children, particularly those entering with low starting points, rapidly acquire the vocabulary and communication skills necessary to access the broader curriculum. Why: To address the "language deficit" currently acting as a blocker for PP (53%) attainment.</p>	<ul style="list-style-type: none"> ○ Data: 80% of pupils are on track to achieve the Communication and Language (C&L) Early Learning Goal by the end of Reception. ○ Assessment: 100% of children identified as having a language delay on entry (via baseline screening, ELSEC) show accelerated progress, moving up at least two 'age-bands' or steps by the end of the academic year.
<p>To eliminate the attainment gap between disadvantaged and non-disadvantaged peers by ensuring PP students possess the "strong foundational skills for learning" required for independent application. Why: To reverse the 2025 trend where the gap widened to 7 percentage points (Non-PP 60% vs. PP 53%).</p>	<ul style="list-style-type: none"> ○ The Gap: The GLD attainment gap between PP and Non-PP pupils narrows to less than 3 percentage points (or PP outperforms Non-PP as seen in 2023). ○ Attainment: The percentage of Pupil Premium students achieving a Good Level of Development increases from 53% to 65%+. ○ Quality of Learning: Learning walks and observations confirm that PP students demonstrate high levels of <i>Sustained Shared Thinking</i> and are actively using Tier 2 (academic) vocabulary in their play.
<p>To translate improved oral language skills into secure early reading and literacy capabilities, ensuring no child is left behind due to a "lack of foundational skills."</p>	<ul style="list-style-type: none"> ○ Phonics: 85% of Reception pupils are on track by the end of the summer term. ○ Comprehension: Tracking data shows a strong correlation between C&L progress and Literacy attainment; pupils who receive oral language interventions meet the Expected Standard in the 'Comprehension' ELG. ○ Engagement: Evidence from pupil voice and observations indicates that the lowest 20% of attainers voluntarily choose reading- and book-based activities during continuous provision.
<p>Improved oral language skills and vocabulary acquisition for all pupils, specifically reducing the reliance on passive screen interaction and increasing the frequency of reciprocal, high-quality conversations in the classroom.</p>	<ul style="list-style-type: none"> • Data Target: The percentage of pupils achieving the <i>Communication and Language (C&L)</i> Early Learning Goal (ELG) increases from the current baseline, contributing to an overall rise in GLD back towards the 2024 figure of 67% (from the current 57%). • Assessment: 100% of pupils screened using a validated tool (e.g., ELSEC) within the first 6 weeks show measurable progress in standardised scores by the summer term. • Oracy: Pupils demonstrate improved ability to hold back-and-forth conversations (turn-taking) with peers and adults, as evidenced by learning walks and qualitative observation logs. • Home Engagement: Parental engagement with "talk-based" homework tasks increases, showing a shift from passive home activities to active discussion.
<p>The attainment gap between disadvantaged (PP) and non-disadvantaged (Non-PP) pupils in Communication and Language is narrowed, ensuring PP pupils are not left behind by language deficits.</p>	<ul style="list-style-type: none"> • Gap Narrowing: The GLD gap between PP and Non-PP pupils narrows from 7 percentage points (2025 data: 60% vs. 53%) to less than 4 percentage points by July 2026.

	<ul style="list-style-type: none"> • Acceleration: PP pupils make accelerated progress in Speaking and Listening from their starting points, effectively "catching up" to their Non-PP peers. • Intervention: 100% of PP pupils identified with speech delays access to targeted NHS oral language interventions effectively.
<p>Embed Self-Regulation & Resilience (Metacognition): To eliminate the "extreme variability" in attainment for vulnerable groups (SEND/PP) by explicitly teaching self-regulation and metacognitive strategies. The goal is for the lowest-attaining 20% to demonstrate increased "stamina" in learning tasks when faced with difficulty.</p>	<ul style="list-style-type: none"> • Resilience in Tasks: Learning walks and observations confirm that the lowest-attaining 20% of pupils can sustain concentration on independent tasks (particularly fine-motor activities) for age-appropriate durations without immediate adult intervention. • Metacognitive Talk: Pupil voice interviews demonstrate that Disadvantaged pupils can verbalise <i>how</i> they will tackle a difficult task (Planning) and <i>what they do</i> if they get stuck (resilience strategies), rather than opting out.
<p>Reduce Barriers to Attendance (EBSA Focus): Build emotional resilience that directly improves attendance. Specifically, to reduce persistent absence caused by Emotionally Based School Avoidance (EBSA), ensuring vulnerable pupils are physically present to access the curriculum.</p>	<ul style="list-style-type: none"> • Persistent Absence (PA) for Disadvantaged pupils decreases further (building on the 1.8% improvement noted in the SEF), with specific reductions in absences coded as "illness" where EBSA is suspected.
<p>Close the "Disadvantage Attendance Gap." To ensure that the attendance of disadvantaged pupils (PP) aligns with that of their non-disadvantaged peers (NPP), ensuring that poverty is not a determinant of a child's presence in school.</p>	<p>These criteria are based on the baseline data provided in the 2025/26 reports and EEF implementation guidance.</p> <ol style="list-style-type: none"> 1. Narrowing the Gap: <ul style="list-style-type: none"> ○ The attendance gap between PP and NPP pupils reduces from the current 2.7% to less than 1.5% by the end of the academic year. ○ <i>Context:</i> This would require PP attendance to rise to approximately 95.5%, bringing it in line with National Averages. 2. Reducing Persistent Absence (PA): <ul style="list-style-type: none"> ○ The rate of Persistent Absence among disadvantaged pupils drops from 18.3% to below 14%. ○ <i>Context:</i> This aims to bring the PP cohort closer to the current NPP PA rate of 11.7%. 3. Punctuality Improvements: <ul style="list-style-type: none"> ○ A 20% reduction in "L" (Late) codes for the identified cohort of 5 pupils shown in the 24/25 data as "repeatedly late"
<p>Eradicate Disproportionate Persistent Absence. To specifically target the "hard to reach" cohort, reducing the percentage of disadvantaged pupils falling into the Persistent Absence (PA) category (currently 18.3%) so it is no higher than the school's general population average.</p>	<p>Effective "Nudge" Communication (EEF Recommendation):</p> <ul style="list-style-type: none"> ○ 100% of parents of pupils at risk of PA (85-90% attendance) receive personalised updates detailing days missed (not percentages) to correct misconceptions, as per EEF evidence.
<p>Improve "Readiness to Learn" upon Arrival. To ensure that when disadvantaged pupils arrive, they are physically and emotionally ready to engage with the curriculum immediately, mitigating the "compounding deficit" of lost learning time due to lateness or emotional dysregulation.</p>	<p>Targeted Readiness Interventions:</p> <ul style="list-style-type: none"> ○ Disadvantaged pupils identified as having "barriers to readiness" (e.g., lack of breakfast, uniform issues, or high anxiety) have access to a "Soft Start" or Nurture provision. ○ <i>Success Indicator:</i> Teacher surveys confirm that these pupils are entering the main classroom regulated and ready to learn within 10 minutes of the bell.

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 Budgeted cost: £52,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Explicit Vocabulary Instruction: Implement a whole-school approach to vocabulary (e.g., 'Word of the Day', Pre-teaching Tier 2 words). Integrate explicit language modelling into all areas of continuous provision, ensuring adults "comment" rather than just "question" during play to extend thinking. Implementing a structured approach to teaching "Tier 2" words (robust, high-utility words) through storytime and play. Staff will specifically identify gaps in PP pupils (53% GLD).</p>	<p>Oral Language Interventions (+6 months): The EEF states that explicit teaching of vocabulary and oral language is one of the most effective strategies for early years, particularly for disadvantaged pupils, to close the word gap</p> <p>EEF Early Literacy: Explicitly extending pupils' vocabulary is crucial. The "Word Gap" evidence suggests that disadvantaged children hear significantly fewer words; explicit instruction helps close this gap.</p>	1,2
<p>Dialogic Reading & Storytelling: Embed a structured 'Reading Spine' where core texts are repeated to build familiarity. Train staff in <i>Dialogic Reading</i>—prompting children to become the storyteller and expanding on their responses (e.g., PEER sequence: Prompt, Evaluate, Expand, Repeat).</p>	<p>Communication and Language Approaches (+6 months): Interactive reading strategies significantly improve early literacy and language comprehension, serving as a critical bridge between oral language and reading.</p>	1
<p>Phonics Fidelity & Pacing: Review phonics delivery to ensure rigorous fidelity to the scheme. Embed daily "keep-up" sessions immediately for any child (especially PP) falling behind the pace of the whole class, rather than waiting for termly interventions.</p>	<p>Phonics (+5 months): Systematic instruction with immediate feedback is critical. The EEF emphasises that phonics has a high impact when delivered with consistency and matched to the child's current level.</p>	1
<p>CPD on High-Quality Interactions (ShREC): Revisit the ShREC model (Share attention, Respond, Expand, Conversation) to ensure every interaction extends the child's thinking rather than just managing behaviour. Focus on "Sustained Shared Thinking."</p>	<p>"EEF Preparing for Literacy: "Prioritise the development of communication and language." High-quality adult-child interactions are the strongest predictor of language development.</p>	2
<p>Oracy-Based Curriculum Design: Modifying curriculum planning to ensure topics start with a "hook" that requires debate, description, or storytelling.</p>	<p>EEF Oral Language Interventions: Emphasises that language skills should be embedded across the curriculum, not just in literacy lessons.</p>	2
<p>Metacognitive "Think Alouds" (Modelling the Struggle) Action: Teachers explicitly model their own thinking when stuck. Instead of just showing the answer, they narrate the struggle: "I'm finding this writing hard. My hand hurts. I'm going to stop, shake it out, check my plan, and write one more word." Focus: Essential for the Fine Motor/Writing barrier identified in the SEF (where 27% made zero progress). It moves focus from "getting it right" to "managing the process."</p>	<p>Metacognition and Self-Regulation: The EEF identifies this as high impact (+7 months). Explicitly teaching pupils <i>how</i> to plan, monitor, and evaluate their learning is the most effective way to build resilience. It shifts "resilience" from a personality trait to a teachable skill.</p>	3

<p>The "Five-a-Day" for Disadvantaged Pupils Action: Adopt the EEF's "Five-a-Day" principle.</p> <ol style="list-style-type: none"> Explicit Instruction: Clear, chunked learning steps. Scaffolding: Visual checklists for independent tasks (e.g., "3 steps to un-stuck yourself" on desks). Flexible Grouping: Avoid permanent focus groups; mix resilient peers with less resilient ones. 	<p>Pupil Premium Guide: Evidence shows that high-quality teaching is the most important lever for improving outcomes for disadvantaged pupils. Scaffolding specifically allows pupils to access the same high ambitions as peers, preventing the "gap" from widening.</p>	3
<p>"Soft Start" Morning Routines Activity: Targeted pupils invited to soft start breakfast provision (e.g., emotional check-ins, journals, or calming activities) to regulate pupils arriving with high anxiety or chaotic mornings. Target: The five pupils identified as "repeatedly late."</p>	<p>EEF Social and Emotional Learning (SEL): Evidence indicates that specific SEL interventions can improve readiness and attainment by +4 months. Regulations skills are a prerequisite to academic engagement.</p>	4
<p>Re-integration Scaffolding Activity: Teachers to receive training on <i>adaptive teaching</i> specifically for pupils with broken attendance records. Lesson planning must include "pre-teaching" or specific scaffolds for pupils who missed the prior sequence, preventing the "I don't understand, so that I won't attend" cycle. Target: All PP pupils with <90% attendance.</p>	<p>EEF Metacognition & Self-regulation: Explicitly teaching pupils how to manage their learning gaps helps overcome the feeling of being "left behind," a key driver of school refusal in older primary pupils.</p>	4
<p>Relational Mapping Activity: Conduct a "trusted adult" audit. Ensure every pupil in the "At Risk" category (85-95% attendance) can name one adult in school they feel safe talking to. If not, assign a specific "Check-in" mentor from the teaching staff.</p>	<p>EEF Improving Behaviour: Strong teacher-pupil relationships are a core component of improving behaviour and attendance. Pupils are more likely to attend if they feel "missed" by a specific person.</p>	4

Targeted academic support Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Language Intervention (ELSEC): Deploy NHS-trained Teaching Partners to deliver a structured oral language programme for the bottom 20% of achievers in baseline language screens. Focus on listening, narrative skills, and vocabulary. EYFS team to introduce and embed 'Chatterbugs' a UK-based social enterprise providing therapy, training, and support for children with Speech, Language, and Communication Needs (SLCN), using a blend of qualified therapists, online tools, and school programs to boost communication skills</p>	<p>Oral Language Interventions (+6 months): specifically cited by the EEF as a high-impact, evidence-based intervention for reception-age children with weak oral language skills.</p>	1, 2
<p>Small Group 'Talk Time' (PP Focus): Establish dedicated small-group sessions for PP pupils focusing on <i>functional</i> and <i>social</i> language first, building confidence to speak. Use visuals and concrete objects to bridge the language gap.</p>	<p>Small Group Tuition (+4 months): Targeted small-group work is effective when it is strictly focused on pupils' specific needs and linked to classroom learning.</p>	1,2
<p>Speech & Language Therapy (SALT) Links: Strengthen the referral and support loop with external SALT services. Ensure TPs are trained to deliver specific speech sounds or language targets (e.g., 'Colourful Semantics') within the classroom setting.</p>	<p>Teaching Assistant Interventions (+4 months): TPs have a positive impact when trained to deliver structured interventions rather than informal support.</p>	1, 2

<p>Pre-teaching Vocabulary: Targeted sessions for PP pupils to introduce key topic vocabulary <i>before</i> the main lesson, allowing them to access the whole-class learning.</p>	<p>Pre-teaching (a form of mastery learning, +5 months): helps learners reduce cognitive load during lessons.</p>	2
<p>"Motor Mastery" Groups (Fine Motor & Writing) Action: Establish a daily, 15-minute "Motor Mastery" intervention for the specific group identified in the SEF as "stuck" (Below at Baseline \$ \to \$ Below at Summer 2). Method: Use a structured programme (e.g., Dough Disco, Funky Fingers) but add a self-regulation goal: "Today we are going to try for 60 seconds even if our muscles feel tired."</p>	<p>Making Best Use of Teaching Assistants Interventions led by TAs have a positive impact (+4 months) <i>only</i> when they are structured, brief, and regular. Informal support ("velcro TAs") can foster dependence, whereas structured groups build independence.</p>	3
<p>Oral Language Interventions (The Vocabulary of Resilience) Action: Implement an intervention (e.g., NELI or a similar program) focused on emotional vocabulary. Pupils cannot self-regulate if they cannot name the emotion. Focus: Teach pupils to label "frustration" vs. "anger" and "stuck" vs. "incapable." This directly supports the SEF's aim to reduce behavioural incidents.</p>	<p>Oral Language Intervention: Oral language approaches have a high impact (+6 months). Providing pupils with the vocabulary to express difficulty is a prerequisite for both reading comprehension and emotional regulation.</p>	3
<p>"Return to Learn" Interventions Goal: To break the cycle where absence leads to academic failure, which leads to further avoidance. Activity: Deploy Teaching Partners (TPs) to deliver short, sharp "gap-filling" sessions for Persistent Absentees immediately upon their return. This ensures they can access the day's main lesson rather than drifting. Target: The 18.3% of PP pupils who are PA</p>	<p>EEF Teaching Assistant Interventions: TPs are most effective when deployed to deliver structured, targeted support (+4 months impact) rather than general in-class support.</p>	4
<p>Attendance-Linked Tutoring Activity: Prioritise Y6 tutoring slots for disadvantaged pupils with attendance between 80-90%. Frame this not as "punishment" but as "coaching" to boost confidence in core subjects. Target: PP pupils with growing gaps in Literacy/Numeracy.</p>	<p>EEF Small Group Tuition: Targeted small group tuition shows an average impact of +4 months. Success in core subjects is a protective factor against future absenteeism.</p>	4
<p>Oral Language Interventions Activity: Small group language sessions for younger disadvantaged pupils (KS1) who arrive with low "school readiness." Improving their ability to express needs reduces frustration and behavioural outbursts that lead to internal truancy (being sent out).</p>	<p>EEF Oral Language Interventions: Very high impact (+6 months) for disadvantaged pupils. Improved communication skills are directly linked to better social integration and a greater willingness to attend school.</p>	4

Wider strategies Budgeted cost: £34,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Partnership Workshops Run "Help Your Child Learn" workshops that model <i>how</i> to talk to children to build vocabulary (e.g., "serve and return" conversations). Provide simple, non-resource-heavy</p>	<p>Parental Engagement (+4 months): The EEF highlights that effectively supporting parents to create a positive home learning environment is more impactful than general school involvement</p>	1

take-home activities (e.g., "I Spy" walks, storytelling without books).		
Attendance & Punctuality Drive: Specific monitoring of PP attendance. If children with low starting points miss school, the gap widens. Implement "early help" meetings for families where attendance drops below 95% to identify barriers Monitoring attendance of the PP cohort to ensure they are present for the Intervention sessions.	Parental Engagement / Social & Emotional Learning: Regular attendance is a prerequisite for the cumulative learning of phonics and language. Early intervention prevents chronic absence. EEF Attendance: While not an intervention <i>per se</i> , the EEF highlights that interventions cannot work if the child is not there to receive them.	1,2
Self-Regulation & Executive Function: Integrate activities that build executive function (listening, turn-taking, inhibitory control) into the daily routine (e.g., 'Simon Says', freeze games). This directly addresses the "lack of foundational skills for learning."	"Self-regulation strategies (+7 months): High impact. Children must be able to manage their own behaviour and attention to access the curriculum effectively.	1
PALS (Play and Learning Support): Embed our structured program where parents are invited into school to model <i>how</i> to play and talk with their children, directly countering the "lone interaction" trend.	EEF Early Years Toolkit: "Working with Parents to Support Children's Learning" indicates that providing practical strategies and modelling is more effective than simply sending resources home.	2
EBSA "Soft Start" & Key Worker System Action: For pupils identified as "at risk" of persistent absence: 1. Meet & Greet: A specific "Key Adult" meets them at the gate. 2. Soft Start: A low-demand activity (Lego, drawing) for the first 20 minutes to lower cortisol levels before learning begins. 3. Attendance Ambassadors: As per SEF, train older pupils to buddy with EBSA children.	Improving Social and Emotional Learning: SEL interventions (+4 months) are most effective when integrated into the school routine. Establishing a "safe base" at school entry reduces anxiety barriers that lead to avoidance.	3
Parent Workshops: "Emotion Coaching" Action: Run workshops for parents of PP/Disadvantaged pupils, specifically on Emotion Coaching (validating feelings but setting limits). Link: Align home and school language. If a child gives up at home, parents use the same "resilience scripts" as school. Metric: Track attendance of these specific families against their child's subsequent attendance data.	Working with Parents to Support Children's Learning: The EEF states that parental engagement is most effective when it focuses on <i>practical strategies</i> (e.g., self-regulation support) rather than general involvement. "Emotion Coaching" provides a shared framework for resilience.	3
"Nudge" Communication Strategy Activity: Introduce weekly attendance, personalised, banding texts to celebrate and highlight attendance developments whilst also drawing attention to dips and the need for improvement.	EEF Parental Engagement: "Nudge" texts that correct parental misconceptions about the <i>quantity</i> of missed learning are proven to improve attendance. Parents often underestimate the number of days missed when given percentages.	4
Universal Breakfast Provision Activity: Target the "repeatedly late" cohort by reaffirming our Early Adopter Breakfast Provision - 30 minutes of free breakfast provision.	EEF Magic Breakfast: Evaluation found that providing a free, universal breakfast improved attendance and readiness to learn, equating to +2 months of progress in KS1.	4

Total budgeted cost: £122,110

Indicator	2025 Actual	2026 Target	Measure of Success
GLD PP	53%	65%	Gap closes with Non-PP

GLD RWM	14% (national 45% in 2024)	25%	A recovery target that requires a 78% relative increase in performance compared to 2025
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Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Review																																								
Improved reading and writing outcomes.	Combined Phonics Y1 and Y2 data meet or exceed the National standard. KS1 and KS2 Reading and writing outcomes evidence an increasing trajectory towards national standards.	<table border="1"> <thead> <tr> <th colspan="2">Y1 Phonics</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>PP</td> </tr> <tr> <td>30 pupils</td> <td>9 pupils</td> </tr> <tr> <td>80%</td> <td>67%</td> </tr> <tr> <th colspan="2">Y1&Y2 Phonics combined</th> </tr> <tr> <td>All</td> <td>PP</td> </tr> <tr> <td>37 pupils</td> <td>11 pupils</td> </tr> <tr> <td>92%</td> <td>91%</td> </tr> <tr> <th colspan="2">Y2 SATs</th> </tr> <tr> <td>All</td> <td>PP</td> </tr> <tr> <td>37 pupils</td> <td>11 pupils</td> </tr> <tr> <td>51% reading</td> <td>36% reading</td> </tr> <tr> <td>38% writing</td> <td>18% writing</td> </tr> <tr> <td>57% maths</td> <td>64% maths</td> </tr> <tr> <th colspan="2">Y6 SATs</th> </tr> <tr> <td>All</td> <td>PP</td> </tr> <tr> <td>32 pupils</td> <td>10 pupils</td> </tr> <tr> <td>60% reading</td> <td>40% reading</td> </tr> <tr> <td>50% writing</td> <td>40% writing</td> </tr> <tr> <td>50% maths</td> <td>20% maths</td> </tr> </tbody> </table>	Y1 Phonics		All	PP	30 pupils	9 pupils	80%	67%	Y1&Y2 Phonics combined		All	PP	37 pupils	11 pupils	92%	91%	Y2 SATs		All	PP	37 pupils	11 pupils	51% reading	36% reading	38% writing	18% writing	57% maths	64% maths	Y6 SATs		All	PP	32 pupils	10 pupils	60% reading	40% reading	50% writing	40% writing	50% maths	20% maths
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Identify and support the emotional needs impacting progress and attainment.	Increasing numbers of disadvantaged children can self-regulate. Parents attending emotion coaching sessions and implementing learnt strategies. Increased use of positive language and affective statements among families. Increased strength in relationships and trust between parents and the school community. Family support worker to signpost families to services and supplement with bespoke support.	One course of emotional coaching was run with four families engaging, including 75% from disadvantaged backgrounds. All families finished the course better informed about how to support their children in self-regulation.																																								
Reception children use a wider range of everyday and technical vocabulary.	GLD is in line with the National average.	<table border="1"> <thead> <tr> <th colspan="2">EYFS GLD</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>PP</td> </tr> <tr> <td>30 pupils</td> <td>15 pupils</td> </tr> <tr> <td>57%</td> <td>53%</td> </tr> </tbody> </table>	EYFS GLD		All	PP	30 pupils	15 pupils	57%	53%																																
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Improved attendance	Disadvantage attendance is in line with Non disadvantage. Whole school attendance is comparable to previous years.	All - 93.7% PP - 91.4%																																								

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