

Pupil Premium strategy statement – Lapal Primary School

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	364
Proportion (%) of pupil premium eligible pupils	7.7%
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)	3 Years
Date this statement was published	October 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Mrs J Turner, Executive Headteacher
Pupil premium lead	Mr M Maynes, Head of School
Governor/Trustee Lead	Mark Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£42,420

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We intend to break down some of barriers that our pupils may experience to achieving this, to ensure that our disadvantaged pupils meet age-related expectations, have access to all opportunities, which provides them with strong foundations that make for a successful future.

We aim to address these priorities through a three-tiered approach as recommended by the EEF:

- **High Quality Teaching:** To continually reflect to seek improvement in the quality of teaching and learning, where all pupils make good or better progress. Through collective and personalised professional development to support the implementation of approaches, coaching and mentoring, monitoring activities and feedback, teachers will enhance their pedagogy and develop strategies meeting the needs of all learners and will therefore address ongoing barriers to learning. In addition, there will be further investment in the use of technology to support high-quality teaching.
- **Targeted academic support for identified pupils:** This will support children to make accelerated progress in areas that they find challenging. Through careful diagnostic assessment of children's areas of strength and development, we provide provision for targeted academic support in small groups and on a one-to-one basis.
- **Wider Approaches:** This will include an individualised approach for a child and family and access to enrichment/extra-curricular activities and help with the cost of educational visits, music lessons and provision for before and after school childcare. In addition, there will be targeted support for supporting children's attendance.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes in Phonics: 3 pupil premium children did not pass the phonics screening check in their respective year group as part of the DfE statutory check.</p> <p>Year 2 - 2 children (did not pass 2024/2025 Year 1 Phonics Screening Check) Year 3 - 1 child (did not pass 2024/2025 Year 2 Phonics Screening Check)</p>
2	<p>Outcomes in Reading: In reading the percentage of disadvantaged children not reaching/not on track to reach age related expectations at the end of the year.</p> <p>Percentage of pupil premium children not at age related expectations: Year 2 - 60% - 3 children Year 4 - 60% - 3 children Year 6 - 43% - 3 children</p>
3	<p>Outcomes in Writing: In writing the percentage of disadvantaged children not reaching/not on track to reach age related expectations at the end of the year.</p> <p>Percentage of pupil premium children not at age related expectations: Year 2 - 60% - 3 children Year 3 - 67% - 2 children Year 6 - 57% - 4 children</p>
4	<p>Outcomes in Maths: In maths the percentage of disadvantaged children not reaching/not on track to reach age related expectations at the end of the year.</p> <p>Percentage of pupil premium children not at age related expectations: Year 2 - 40% - 2 children Year 3 - 67% - 2 children Year 4 - 60% - 3 children Year 6 - 57% - 4 children</p>
5	<p>Outcomes in Times Tables: In times tables the percentage of disadvantaged children who did not know all times tables facts up to 12 x 12 in DfE Statutory Multiplication Tables Check (MTC) - Percentage of Pupil Premium children who do not know all of the times tables facts up to 12 x 12 in 2024/2025 check 57% - 4 children</p>
6	<p>Attendance: Our attendance data 2024-2025 indicates attendance for our disadvantaged pupils was 94.5% compared to non-disadvantaged which was 96.5%. Our assessments and observations indicate absenteeism is negatively impacting certain disadvantaged pupils' progress.</p>
7	<p>A significant proportion of pupil premium pupils have barriers linked to SEND which raises significant and individual barriers to progress/attainment. 21% of pupil premium children also have SEND barriers.</p>

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
Attainment in Phonics outcomes improved.	<ul style="list-style-type: none"> - Pupil Premium children who did not pass Phonics Screening Check in Year 1 will pass the phonics check in Year 2. - Pupil Premium child who did not pass Phonics Screening Check in Year 2 will be rechecked in Year 3 as part of internal assessment and pass the phonics check.
Attainment in Reading outcomes improved.	<ul style="list-style-type: none"> - Majority of pupil premium children achieve at least age-related expectations in KS2 Reading. Internal data will show that disadvantaged pupils make at least expected progress in reading (making 6- points progress across the year from their starting points). - Accelerated progress ensures improved outcomes in reading across the school and at the end of Key Stage 2 (making more than 6-points progress across the year from their starting points). - All disadvantaged children will make good progress in reading from starting points against EYFS baseline.
Attainment in Writing outcomes improved.	<ul style="list-style-type: none"> - Majority of pupil premium children achieve age-related expectations in KS2 writing. Internal data will show that disadvantaged pupils make at least expected progress in writing (making 6-points progress across the year from their starting points). - Accelerated progress ensures improved outcomes in writing across the school and at the end of Key Stage 2 (making more than 6-points progress across the year from their starting points). - All disadvantaged children will make good progress in writing from starting points against EYFS baseline.
Attainment in Maths outcomes improved.	<ul style="list-style-type: none"> - Majority of pupil premium children achieve at least age-related expectations in KS2 maths. Internal data will show that disadvantaged pupils make at least expected progress in maths (making 6-points progress across the year from their starting points). - Accelerated progress ensures improved outcomes in maths across the school and at the end of Key Stage 2 (making more than 6- points progress across the year from their starting points). - All disadvantaged children will make good progress in maths from starting points against EYFS baseline.
Attainment in Maths outcomes improved.	<ul style="list-style-type: none"> - Children identified as not knowing all times tables facts up to 12 x 12 in 2024/2025 MTC whilst in Year 4 will know their tables fact by the end of Year 5. - Children who know all their times tables facts to 12 x 12 in 2025/2025 Year 4 cohort will be in line with non-pupil premium children.

Achieve and sustain improved attendance amongst disadvantaged pupils.	<ul style="list-style-type: none"> - There will be a reduction in the gap in attendance for our disadvantaged pupils. - The percentage of disadvantaged pupils who are persistently absent is comparable with those pupils who are not deemed to be disadvantaged. - Attendance of identified children is above 96%.
SEND	<ul style="list-style-type: none"> - Pupils with barriers linked to SEND who are also Pupil Premium will show progress using alternative measures where typical measurements are not appropriate.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All senior leaders and subject leaders in school maintain a focus upon improving quality first teaching through a range of leadership activities:</p> <ul style="list-style-type: none"> ▪ Monitoring and evaluation ▪ Leading Professional Development ▪ Conducting Pupil Progress Meetings <p>Pupil Premium will be strategically embedded into the school's CPD calendar through regular staff meetings that include focused discussions on pupil premium priorities and impact. CPD will address the needs of disadvantaged pupils,</p>	<p>Monitoring and Evaluation EEF emphasizes that high-quality teaching is the most powerful lever for improving pupil outcomes, especially for disadvantaged pupils. Effective monitoring ensures teaching strategies are evidence-informed and consistently applied across the school.</p> <p>Leading Professional Development The EEF's Effective Professional Development guidance report highlights that well-designed professional development—grounded in mechanisms like feedback, goal setting, and revisiting prior learning—can significantly enhance teaching quality and pupil outcomes. Leadership plays a key role in selecting and delivering PD that is both impactful and sustainable.</p> <p>Conducting Pupil Progress Meetings Regular pupil progress meetings help leaders identify gaps, tailor interventions, and ensure accountability. EEF supports data-informed decision-making as a way to target support effectively and monitor</p>	1, 2, 3, 4, 5, 7

<p>ensuring curriculum planning and delivery consistently reflect inclusive and equitable practices.</p> <p>Staff appraisal objectives will include specific focus related to improving outcomes for vulnerable groups, reinforcing accountability and commitment to pupil premium progress.</p>	<p>the impact of teaching and interventions on disadvantaged pupils.</p> <p>EEF Effective Professional Development</p>	
<p>Coaching model implemented across school to improve teaching and learning. Linked to:</p> <ul style="list-style-type: none"> ▪ Evidence informed Teacher WalkThrus ▪ The Hales Valley Trust Teacher Skills Builder – the Trust’s codified framework for effective teaching ▪ The principles of Adaptive Teaching ▪ 6 weekly coaching sessions for members of staff teaching phonics 	<p>Coaching to Improve Teaching and Learning EEF’s Effective Professional Development guidance identifies instructional coaching as one of the most promising forms of teacher development. It works best when it includes sustained, structured sessions with clear goals, feedback, and opportunities to reflect and refine practice.</p> <p>Teacher WalkThrus and Skills Builder Frameworks These tools align with EEF’s emphasis on mechanism-based professional development. WalkThrus break down teaching strategies into manageable steps, supporting deliberate practice and reflection—key mechanisms identified by EEF for effective PD.</p> <p>Adaptive Teaching Principles Adaptive teaching is supported by EEF’s Special Educational Needs in Mainstream Schools guidance, which encourages flexible, responsive instruction tailored to pupil needs. Coaching helps embed these principles by enabling teachers to reflect on differentiation and adjust instruction accordingly.</p> <p>Phonics Coaching Sessions EEF’s Teaching and Learning Toolkit shows that phonics instruction has a high impact (+5 months progress) when delivered systematically and matched to pupil need. Coaching ensures fidelity to evidence-based phonics approaches and supports staff in refining delivery.</p>	<p>1, 2, 3, 4, 5, 7</p>

	EEF Guide to Effective Professional Development Phonics EEF Toolkit Special Educational Needs in Mainstream Schools	
<p>Specific personalised and targeted homework for children who are ‘off track’ or not at age related expectations through Century learning platform powered by AI. To be used to set homework and create personalised pathways for each child. This will be monitored by the senior leadership team fortnightly.</p>	<p>Personalised Learning Pathways EEF’s Teaching and Learning Toolkit highlights that individualised instruction can lead to moderate gains in pupil progress, especially when technology is used to tailor content to each learner’s needs. CENTURY’s AI engine dynamically adjusts learning materials based on pupil performance, ensuring that each child receives the right level of challenge and support².</p> <p>Homework for Disadvantaged Pupils According to EEF, homework has a modest impact in primary schools but can be more effective when it is purposeful, targeted, and linked to classroom learning. CENTURY’s Smart Assignments feature allows teachers to set adaptive homework that aligns with pupils’ gaps and strengths, increasing its relevance and impact.</p> <p>Monitoring by Senior Leadership The platform provides actionable data dashboards that allow leaders to track pupil progress, identify trends, and intervene early. This aligns with EEF’s emphasis on implementation and monitoring as key components of effective school improvement strategies.</p> <p>EEF Teaching and Learning Toolkit Century Smart Assignments Century Platform</p>	2, 3, 4, 5, 7
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We have a Mastery Maths Subject Leader for the 2025/2026 academic year to focus on the implementation of an effective mastery approach. We will fund teacher release time to access professional</p>	<p>Teaching for Mastery Approach The EEF’s Improving Mathematics in Key Stages guidance emphasizes that effective maths teaching requires deep content knowledge and an understanding of how pupils learn mathematics. The mastery approach—characterized by small steps, deep conceptual understanding, and high expectations for all—aligns closely with these principles.</p>	4, 5, 7

<p>development provided by the Central Maths Hub linked to Teaching for Mastery. We will fund release time for teachers to engage in the Mastery Sustaining Pathways provided by the Central Maths Hub linked to Teaching for Mastery. We will fund release time for teachers to engage in the Mastery Sustaining Pathways provided by the Central Maths Hub, including a focus on Oracy. The mastering number programme will be taught in EYFS, Year 1, Year 2, Year 4 and Year 5. Regular monitoring will be conducted by the Senior Leadership Team and the Mastery Maths Subject Leader – assessments through White Rose Maths and maths.co.uk termly, will show impact of outcomes on progress of PP children, with a higher proportion of children achieving 53% or above each term.</p>	<p>Role of Subject Leaders EEF highlights the importance of subject leadership in driving sustained improvements. Your appointment of a Mastery Maths Subject Leader ensures focused implementation, professional support, and strategic oversight—key factors in embedding mastery effectively.</p> <p>Professional Development via Maths Hubs The NCETM and Maths Hubs have developed structured CPD pathways, including Mastery Sustaining programmes, which are underpinned by research and proven to improve maths outcomes. Over 9,000 primary schools have engaged with these programmes since 2015, demonstrating their scalability and impact.</p> <p>Teacher Release Time EEF stresses that successful implementation of new approaches requires time for staff to engage with training, collaborate, and reflect. Funding release time for professional development ensures that teachers can fully participate in mastery CPD and embed it into their practice.</p> <p>EEF: Improving Mathematics in Key Stages 2 and 3</p> <p>NCETM: The Essence of Teaching for Mastery</p>	
<p>Enhancement of our approach to teaching writing in line with The Write Stuff Approach through investment in ongoing professional development through:</p> <ul style="list-style-type: none"> - Whole Trust INSET – all teachers and support staff – Write Stuff Conference - Whole Trust INSET for Early Years Staff and Senior Leaders – Fantastic Foundations - Professional development based on leadership monitoring 	<p>Structured Professional Development EEF’s Effective Professional Development guidance emphasizes that impactful CPD includes sustained learning, clear goals, and opportunities for feedback and reflection. Investment in INSET sessions, leadership-led PD, and coaching through IRIS aligns with these principles, ensuring that staff build deep pedagogical knowledge and refine their practice.</p> <p>Writing Pedagogy and Curriculum Design The Write Stuff approach, with its focus on sentence-level instruction, vocabulary development, and structured modelling, supports EEF’s recommendations for improving literacy. EEF highlights that explicit teaching of writing strategies—especially in</p>	<p>3, 7</p>

<p>- Coaching through the use of IRIS</p> <p>Monitoring of writing outcomes will show impact of a higher proportion of children making expected or better than expected progress in writing</p>	<p>planning, drafting, and revising—can significantly boost pupil outcomes.</p> <p>Monitoring and Impact Evaluation EEF stresses the importance of implementation monitoring to ensure fidelity and effectiveness. Your plan to track writing outcomes and use leadership monitoring to inform PD ensures that the strategy remains responsive and evidence-informed.</p> <p>Early Years Focus The Fantastic Foundations INSET for Early Years aligns with EEF’s Preparing for Literacy guidance, which recommends high-quality oral language development and early writing experiences as key to long-term literacy success.</p> <p>EEF: Effective Professional Development</p> <p>EEF: Improving Literacy in Key Stage 2</p> <p>EEF: Preparing for Literacy – Early Years</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p>	<p>High Impact for Disadvantaged Pupils Phonics instruction has a high average impact of +5 months’ progress over a year, especially for younger learners aged 4–7. EEF research shows that pupils eligible for free school meals often benefit even more from phonics interventions due to the explicit and systematic nature of the teaching.</p> <p>Targeted Support Disadvantaged pupils may have had less exposure to spoken language and books at home, which can delay phonological awareness.</p>	<p>1, 2</p>

	<p>Targeted phonics sessions—especially in small groups or 1:1—help close these gaps by accelerating decoding skills and improving reading accuracy.</p> <p>Effective Implementation EEF recommends that phonics teaching be matched to each child’s current skill level and delivered systematically. Your approach of tailoring sessions to individual needs aligns perfectly with this guidance, ensuring that pupils receive the right support at the right time.</p> <p>Phonics EEF Teaching Toolkit</p>	
<p>The Mastery Maths Leader will monitor the times tables progress of identified children by using Soundcheck data from TTRS. This will inform: - Small group/1:1 times tables interventions based on heat maps from TTRS - Action plans to be shared with class teachers/intervention teachers - Mastery Maths Leader to join Senior Leadership meetings every three weeks to summarise impact and next steps</p>	<p>Data-Driven Interventions EEF emphasizes the importance of using assessment data to inform teaching and intervention planning. By analyzing Soundcheck scores and heat maps from TTRS, your Mastery Maths Leader can identify specific gaps in pupils’ times tables knowledge and tailor support accordingly.</p> <p>Small Group and 1:1 Support Targeted small group and 1:1 interventions are shown to have a moderate to high impact, especially when focused on foundational skills like multiplication. EEF’s Improving Mathematics in Key Stages 2 and 3 report recommends using diagnostic assessments to guide these interventions.</p> <p>Leadership Oversight and Impact Monitoring Regular review of progress by senior leaders ensures accountability and strategic refinement. EEF highlights that effective implementation requires ongoing monitoring, feedback loops, and leadership engagement to sustain improvement.</p> <p>Use of Technology TTRS is an example of technology that supports fluency through repeated practice and immediate feedback—two mechanisms EEF identifies as effective in building mathematical confidence and automaticity.</p>	<p>5, 7</p>

	Improving Mathematics in Key Stages 2 and 3 – EEF	
<p>Data assessment points throughout the year will identify Pupil Premium children not on track in maths:</p> <ul style="list-style-type: none"> - Specific barriers will be identified by QLAs using termly White Rose Maths Tests and maths.co.uk tests in place value/addition and subtraction/multiplication and division - Next steps shared with intervention staff to work on pre-teaching or consolidation work linked to barriers - Pre-teaching using White Rose TA Hub linked to pre-teaching or consolidation – following of planned session and evidence captured in books for monitoring - Gaps in learning will rechecked by QLAs using termly White Rose Maths Tests and maths.co.uk tests in place value/addition and subtraction/multiplication and division 	<p>Diagnostic Assessment and QLAs EEF’s Assessing Learning guidance emphasizes the importance of using diagnostic assessments to identify specific learning gaps. Question Level Analysis (QLA) from White Rose Maths and maths.co.uk tests provides granular insight into pupils’ understanding of key concepts like place value, addition, subtraction, multiplication, and division.</p> <p>Targeted Pre-Teaching and Consolidation EEF’s Teaching and Learning Toolkit shows that pre-teaching and targeted interventions can have a high impact, especially when aligned with identified barriers. Using the White Rose TA Hub ensures that pre-teaching is structured, consistent, and evidence-informed.</p> <p>Monitoring and Feedback Loops Capturing evidence in pupil books and revisiting gaps through termly assessments aligns with EEF’s emphasis on implementation fidelity and feedback. This cyclical approach ensures that interventions are responsive and that progress is tracked over time.</p> <p>Staff Collaboration and Action Planning Sharing next steps with intervention staff promotes coherence and consistency in support. EEF highlights that collaborative planning and shared understanding of pupil needs are key to effective intervention delivery.</p> <p>EEF: Teaching and Learning Toolkit – Individualised Instruction</p> <p>Improving Mathematics in Key Stages 2 and 3 – EEF</p>	4
<p>Data assessment points throughout the year will identify Pupil Premium children not on track in writing:</p>	<p>Assessment to Identify Barriers EEF emphasizes the importance of formative assessment to pinpoint specific learning needs. Using independent writing outcomes and Trust-level assessments allows for targeted identification of barriers such</p>	3, 7

<p>- Specific barriers will be identified by independent writing outcomes using Trust writing assessment</p> <p>- Moderation of outcomes at the end of each extended piece of writing of pupil premium children's outcomes not on track with school colleagues or at a Trust level to further action plan</p> <p>- Next steps shared with intervention staff to work on pre-teaching or consolidation work linked to gaps</p>	<p>as grammar, structure, vocabulary, or transcription skills.</p> <p>Moderation and Collaborative Planning Termly moderation with colleagues and across the Trust supports consistency and accuracy in assessment. EEF highlights that collaborative moderation strengthens teacher judgment and helps refine intervention planning.</p> <p>Targeted Pre-Teaching and Consolidation EEF's guidance on selecting interventions stresses that support should be closely matched to pupils' current barriers. Sharing next steps with intervention staff ensures that pre-teaching and consolidation are focused, structured, and aligned with pupils' needs</p> <p>EEF – Selecting Interventions</p> <p>NFER: Developing Writing Assessment and Moderation Practice</p>	
<p>To provide targeted intervention to those children who are both SEND and Pupil Premium. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently.</p> <p>Teaching Assistants will be up skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality. Focus interventions will be Toe by Toe, power of 2, speedy reader and speedy maths.</p>	<p>Targeted Support for Dual-Disadvantaged Pupils Pupils who are both SEND and Pupil Premium often face compounded barriers to learning. EEF emphasizes the importance of individualized, evidence-informed interventions that address specific learning needs. Use of structured programmes like Toe by Toe, Power of 2, Speedy Reader, and Speedy Maths reflects this principle.</p> <p>SENCo Oversight and Fair Identification EEF's Special Educational Needs in Mainstream Schools guidance highlights the importance of leadership in ensuring fair and transparent identification of needs. SENCo oversight ensures that interventions are matched to pupils' profiles and delivered equitably.</p> <p>Upskilling Teaching Assistants (TAs) The EEF's Guidance Report on Teaching Assistants stresses that TAs can have a positive impact when trained to deliver structured interventions. Upskilling TAs in specific programmes ensures consistency,</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<p>Monitoring of progress of intervention to take place half termly</p>	<p>fidelity, and high-quality delivery—key factors in maximizing pupil progress.</p> <p>Consistency and Quality of Delivery EEF recommends that interventions be delivered consistently and monitored for impact. Our approach to training and monitoring supports this, ensuring that pupils receive sustained, high-quality support.</p> <p>EEF: Deployment of Teaching Assistants</p> <p>EEF: Special Educational Needs in Mainstream Schools</p>	
<p>Reduction of class sizes in the three classes in Upper Key Stage 2, 1 pure Year 5 class, one mixed Year 5 and 6 class and one pure Year 6 class - for reading, writing and maths.</p> <ul style="list-style-type: none"> ▪ Y6 reading, writing and maths - 2 groups (smaller group for targeted pupils) ▪ Y5 reading, writing and maths - 2 groups (smaller group for targeted pupils) <p>In Year 6 one of the groups will be facilitated by non-class-based member of the Senior Leadership Team (and English Leader) for reading, writing and maths who will be teaching these groups daily.</p>	<p>Class Size Reduction EEF's Teaching and Learning Toolkit notes that reducing class size has a moderate impact (+2 months) on pupil progress. However, the impact is greater when:</p> <p>The reduction is substantial (e.g., fewer than 20 pupils).</p> <p>Teaching is adapted to take advantage of smaller group dynamics.</p> <p>The approach is targeted at pupils who need the most support—such as those eligible for Pupil Premium.</p> <p>Targeted Small Group Instruction Splitting Year 5 and Year 6 into two groups for core subjects allows for more focused teaching. EEF highlights that small group tuition can deliver high impact (+4 months) when led by qualified staff and aligned with classroom learning.</p> <p>Senior Leadership Teaching Having a non-class-based Senior Leader (and English Leader) deliver daily instruction to targeted Year 6 pupils ensures that the teaching is high quality and strategically aligned. EEF emphasizes that the effectiveness of small group teaching depends heavily on the expertise of the instructor.</p>	<p>2, 3, 4</p>

	<p>Focus on Core Subjects Prioritizing reading, writing, and maths ensures that foundational skills are strengthened. EEF consistently identifies these areas as critical for closing attainment gaps, especially in KS2.</p> <p>EEF: Teaching and Learning Toolkit – Class Size</p> <p>EEF: Teaching and Learning Toolkit – Small Group Tuition</p>	
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Head of School through:</p> <ul style="list-style-type: none"> - Progress meetings termly - Regular monitoring of targeted interventions 	<p>Data-Informed Decision Making EEF emphasizes the importance of using assessment data to guide teaching and intervention. Summative assessments help identify pupils who are falling behind, allowing schools to respond with tailored support. This aligns with EEF’s Implementation Guidance, which stresses that effective strategies begin with accurate diagnosis of need.</p> <p>Targeted Intervention Once pupils are identified, EEF recommends structured, evidence-informed interventions that are matched to specific learning gaps. Regular monitoring ensures these interventions are having the intended impact and can be adjusted as needed.</p> <p>Leadership Oversight The Head of School’s involvement through termly progress meetings and ongoing monitoring reflects EEF’s guidance that leadership plays a critical role in sustaining and scaling effective practices. Monitoring ensures accountability and helps embed interventions into the school’s wider improvement strategy.</p> <p>EEF: Implementation Guidance Report</p> <p>EEF: Selecting Interventions</p>	<p>1, 2, 3, 4, 5</p>
<p>Additional interventions across school in small groups – phonics</p>	<p>High Impact of Phonics Instruction According to the EEF’s Teaching and Learning Toolkit, phonics has a high average impact of +5 months’ progress, particularly for younger learners and disadvantaged pupils. Systematic phonics instruction helps build</p>	<p>1, 2</p>

	<p>decoding skills essential for early reading success.</p> <p>Small Group Interventions - EEF evidence shows that small group tuition can be highly effective when delivered by trained staff and aligned with classroom teaching. It allows for focused instruction, immediate feedback, and tailored support—especially beneficial for pupils who need extra help mastering phonics.</p> <p>Consistency and Fidelity - EEF emphasizes that phonics interventions should be delivered consistently and with fidelity to a structured programme. This approach to deploying these interventions school-wide ensures that pupils receive high-quality support that complements their core phonics teaching</p> <p>EEF Phonics Teaching Toolkit</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,420

Activity	Evidence that supports this approach	Challenge number(s) addressed																				
Attendance for disadvantaged pupils will be better than or similar to that of peers. School will continue to follow the attendance policy and work with the Education Welfare Officer/school nurse to support with school attendance. Attendance meetings will be held with a designated member of staff, these meetings will increase in frequency if attendance does not improve. Referral to Early Help may be	<p>Data from 2024/25 specifically linked to Pupil Premium Children</p> <table border="1"> <thead> <tr> <th>Absence band</th> <th>Total No of Pupils</th> <th>Total % of PP Children</th> <th></th> </tr> </thead> <tbody> <tr> <td>Absence from 0% to less than 5%</td> <td>25</td> <td>60%</td> <td></td> </tr> <tr> <td>Absence from 5% to less than 10%</td> <td>8</td> <td>19%</td> <td></td> </tr> <tr> <td>Absence from 10% to less than 15%</td> <td>6</td> <td>14%</td> <td>Persistently absent</td> </tr> <tr> <td>Absence from 15% to less</td> <td>2</td> <td>5%</td> <td>Persistently absent</td> </tr> </tbody> </table>	Absence band	Total No of Pupils	Total % of PP Children		Absence from 0% to less than 5%	25	60%		Absence from 5% to less than 10%	8	19%		Absence from 10% to less than 15%	6	14%	Persistently absent	Absence from 15% to less	2	5%	Persistently absent	6
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<p>made in order to offer further support</p> <p>Attendance coffee mornings with school nurse – attendance to these coffee mornings to be written into support plans where necessary.</p> <p>Attendance champion to announce attendance of classes for the previous week during whole school assembly to keep profile of attendance high.</p>	than 20%			
	Absence from 20% to less than 25%	0	0%	Persistently absent
	Absence from 25% to less than 30%	1	2%	Persistently absent
	Absence from 30% to less than 35%	0	0%	Persistently absent
	Absence from 35% to less than 40%	0	0%	Persistently absent
	Absence from 40% to less than 45%	0	0%	Persistently absent
	Absence greater than or equal to 50%	0	0%	Severely absent
	<p>Attendance monitoring, targeted support and parent meetings will focus on children in the following bandings. 14 children in 0-5% banding 7 children in 5-10% banding Remaining bandings have fewer children and individual approach is provided for these pupils.</p> <p>Attendance and Attainment Link EEF highlights that poor attendance is closely linked to lower academic outcomes, particularly for disadvantaged pupils. Ensuring attendance is better than or similar to peers is a foundational step in closing the attainment gap.</p> <p>Multi-Agency Support Working with Education Welfare Officers, school nurses, and Early Help services aligns with EEF's emphasis on whole-school approaches and multi-agency collaboration. These partnerships help address underlying barriers to attendance, such as health, family circumstances, or safeguarding concerns.</p> <p>Designated Staff and Monitoring Regular attendance meetings and oversight by a designated staff member ensure</p>			

	<p>accountability and timely intervention. EEF's Implementation Guidance stresses that effective strategies require clear roles, consistent monitoring, and feedback loops to sustain impact.</p> <p>Early Intervention Referrals to Early Help reflect a proactive approach. EEF supports early identification and intervention as key to preventing persistent absence and disengagement. Referrals to Early Help reflect a proactive approach. EEF supports early identification and intervention as key to preventing persistent absence and disengagement.</p> <p>EEF: Attendance Interventions Evidence Review</p> <p>EEF: Implementation Guidance Report</p>	
<p>Phase Trust Support for 2 Pupil Premium Children inclusive of parent support sessions and 1:1 mentoring. 12 sessions – 3 sessions 1:1 with child, 3 sessions 1:1 with parent(s), 6 sessions with parents and child. 12 sessions recommended. £504</p>	<p>Targeted at children at risk of suspension/exclusion due to behaviour in school.</p> <p>Parental Engagement Effective parental engagement can lead to learning gains of +3 to +4 months over a year². Work with parents to support learning, especially those from disadvantaged backgrounds. Combine support with practical strategies and routines at home. This supports the 6 joint sessions with parents and children, as well as the 1:1 parent sessions, by emphasizing the importance of building a positive home learning environment.</p> <p>Social and emotional interventions show an average impact of +4 months on academic progress. Disadvantaged pupils often have weaker social and emotional skills. Mentoring helps build emotional regulation, resilience, and healthy relationships.</p> <p>This validates the 1:1 child mentoring sessions, which aim to strengthen emotional wellbeing and self-regulation.</p> <p>Phase Trust's mission and services directly support this model: Personalised Mentoring: They offer tailored mentoring for children and young people, focusing on</p>	<p>2, 3, 4, 5, 6</p>

	<p>emotional wellbeing, decision-making, and resilience. Family Support: Their work includes family intervention, and parental guidance, aligning with the joint and parent-only sessions. Partnerships with Schools: Phase Trust collaborates with schools across Dudley to deliver structured, impactful support for vulnerable pupils.</p> <p>Their approach is strengths-based and relational, which complements the EEF's emphasis on sustained, meaningful engagement with families.</p> <p>EEF Guidance Report: Working with Parents to Support Children's Learning</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning</p> <p>EEF Teaching and Learning Toolkit: Mentoring</p>	
<p>Additional support: Family support from SLT– early help/school nurse referrals when needed.</p> <ul style="list-style-type: none"> ▪ Support with funding of trips and Residential ▪ Purchase of uniform ▪ Support to purchase a musical instrument/lessons 	<p>Whole-School and Pastoral Support EEF's Pupil Premium Guide emphasizes that non-academic barriers—such as poor attendance, limited access to enrichment, and family stress—can significantly affect learning. Providing family support through SLT and referrals to Early Help or school nurses helps address these barriers holistically.</p> <p>Access to Enrichment Activities Funding trips, residential, music lessons, and swimming ensures that disadvantaged pupils can participate in the full curriculum and wider school life. EEF highlights that access to cultural capital and enrichment opportunities contributes to improved engagement, self-esteem, and long-term outcomes.</p> <p>Uniform and Basic Needs Supporting families with uniform costs helps reduce stigma and promote inclusion. EEF notes that creating a sense of belonging and removing financial stressors can positively impact attendance and behaviour.</p> <p>Targeted and Transparent Support Ensuring that support is delivered fairly and transparently aligns with EEF's guidance on</p>	6

	<p>implementation. Clear criteria and monitoring help ensure that resources are used effectively and reach those most in need.</p> <p>EEF Guide to Pupil Premium</p>	
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Total budgeted cost: £42,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed performance of our schools' disadvantaged pupils during the previous academic year drawing on national assessment data and our own internal summative and formative assessment. See the data below showing those pupils making expected progress and those pupils reaching age related expectations.

The data demonstrated that non pupil premium children must continue to be targeted with appropriate tiers of intervention so that they achieve as highly as and make as much progress as their non-pupil premium peers. We have as a result reviewed our strategy plan and made changes to how we intend to use some of our budget this year.

Pupils Making Expected Progress							
		Reading		Writing		Maths	
Year	Total	PP Children	Non-PP Children	PP Children	Non-PP Children	PP Children	Non-PP Children
EYFS	3	100%	100%	100%	100%	67%	98%
1	3	67%	93%	100%	89%	100%	96%
2	7	86%	94%	71%	85%	100%	98%
3	6	83%	74%	67%	76%	83%	93%
4	6	33%	90%	33%	71%	33%	93%
5	4	50%	88%	75%	73%	75%	83%
6	11	91%	86%	91%	88%	91%	96%

Pupils Reaching Expected Standard (ARE)							
		Reading		Writing		Maths	
Year	Total	PP Children	Non-PP Children	PP Children	Non-PP Children	PP Children	Non-PP Children
EYFS	3	67%	83%	67%	83%	67%	88%
1	3	0%	91%	33%	85%	33%	93%
2	7	86%	91%	57%	77%	86%	91%
3	6	83%	80%	67%	81%	83%	91%
4	6	33%	90%	33%	85%	33%	95%
5	4	25%	88%	50%	78%	50%	83%
6	11	73%	76%	82%	80%	82%	90%

Evaluative Statements

Reading

Progress - In EYFS, Year 2, Year 5, and Year 6, progress rates for Pupil Premium pupils are consistently high, often matching or exceeding their non-Pupil Premium peers. This reflects the impact of targeted interventions and a rich reading culture across the school.

Attainment - While attainment in reading varies across year groups, there are notable successes. In Year 2 and Year 6, Pupil Premium pupils are performing close to or above national expectations, with Year 2 showing an impressive 86% reaching the expected standard. Continued focus on early reading and phonics is helping to close gaps.

Summary - Reading remains a strength for our Pupil Premium cohort, with many pupils making expected or better progress. We are proud of the strides made and will continue to build on this success through high-quality teaching, targeted support, and fostering a love of reading at home and school.

Writing

Progress - Progress in writing among Pupil Premium pupils is encouraging, particularly in EYFS, Year 1, Year 2, and Year 5 where 100% of pupils made expected progress. This demonstrates the effectiveness of our writing curriculum and the support strategies in place for disadvantaged learners.

Attainment - Attainment in writing shows a mixed picture, with strong outcomes in Year 6 (82%) and Year 2 (57%), but lower percentages in EYFS and Year 4. These areas are being addressed through focused writing interventions and increased opportunities for extended writing across the curriculum.

Summary - we remain committed to raising writing attainment further. Through consistent teaching approaches and personalised support, we aim to ensure every child becomes a confident and capable writer.

Maths

Progress - In Years 1, 2, and 5, 100% of pupils made expected progress, and Year 6 also shows a strong 91%. These outcomes reflect the success of our mastery approach and targeted maths support.

Attainment - Attainment in maths is generally positive, with Year 2 and Year 6 pupils performing well. Although some year groups show lower attainment (e.g. Year 3 and Year 4), these are being addressed through additional interventions and catch-up strategies.

Summary - Maths continues to be a high-performing subject for our Pupil Premium pupils in terms of progress. We are focused on ensuring that attainment matches this success, with tailored support and high expectations for all learners.

Attendance

	Overall Attendance %
Pupil Premium	<p>94.5% (.5% increase from last year)</p> <p>Whole school attendance ranked 2nd out of 78 Dudley Schools.</p> <p>In decile 1 (top 10%) of national schools.</p>
Non-Pupil Premium	<p>96.5% (.5% increase from last year)</p> <p>Pupil Premium attendance ranked 2nd out of 78 Dudley Schools</p> <p>In decile 1 (top 20%) of national schools.</p>

Externally provided programmes

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

Programme	Provider
Spelling Shed	EdShed
Wellcom	GGL Assessment
Century	Century Tech
Times Tables Rockstars	Maths Circle Ltd
The Write Stuff	Jane Considine
Star Reader	Renaissance
Maths.co.uk	Maths.co.uk
Boost Insights	Rising Stars

Further information (optional)

- Leaders in school engage in collaborative networks to share best practice across Hales Valley Multi Academy Trust.
- Engagement in additional professional development to improve teaching and learning, including two members of staff currently completing National Professional Qualifications (NPQs) in Special Educational Needs (NPQSENCO) and also Leading Primary Maths (NPQLM).
- Flagship School for Skills Builder – preparing children with the 8 essential skills identified by UK employers to prepare children for success in later life including further education and employment.
- Emotional Literacy Support Assistant (ELSA) to provide support for any child supports children and young people with social and emotional difficulties by helping them recognise, understand, and manage their emotions through individual or small-group sessions. Children will be referred to this service on a needs basis.
- Financially supporting children with the cost of trips, uniform etc if experiencing hardship – hardship funds to provide food aid, winter warm packs and uniform.