

Pupil premium strategy statement 2023-2026



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

School overview

Detail	Data
School name	Richmond Hill Primary Academy
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	(48) 11.3%
Academic year/years that our current pupil premium strategy plan covers	September 2023 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governors
Pupil premium lead	Tom Coe, Deputy Principal
Governor / Trustee lead	Mavis Latham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,405
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£71,405

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Richmond Hill Primary Academy is for all of our learners to access a high quality, engaging and stimulating curriculum that provides opportunities that support our children to flourish in all aspects, whilst supporting their holistic needs.

Our Pupil Premium Strategy has been developed around supporting quality first teaching, based on research based pedagogy to ensure it has the most impact possible. The strategies deployed have been sourced to ensure there is a tiered approach, focusing on quality first teaching as a priority, moving in to a targeted approach and then looking at the wider strategies.

We have made more emphasis towards ensuring that quality first teaching is of the highest standard as we are aware that this approach is the most impactful for our disadvantaged pupils, as well as all pupils.

We have considered the challenges faced by our community, with particular regard for our children in receipt of pupil premium funding, ensuring that any barriers to learning or challenges are addressed within this strategy. These challenges have been derived from intelligent intel using a suite of diagnostics to inform our plan. This ensures that staff have the most relevant information about our children in terms of their family background, as well as academic success.

Our Whole School Curriculum is built around 5 key strands which are aligned to our Pupil Premium Strategy.

Strand 1- Developing Resilient & Aspirational Learners	Strand 2 – Developing Self-Regulated Learners	Strand 3 – Developing an Understanding of Equality, Diversity and Creating Culturally Rich Learners	Strand 4 – Developing Risk Assured Learners	Strand 5 – Developing Environmental and Sustainability Aware Learners
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Our curriculum is inclusive of all learners, providing challenge and aspiration for all, including our disadvantaged pupils, as well as SEND and children with any additional vulnerabilities. The ultimate aims for our Pupil Premium pupils are that they achieve in line or above their peers, meeting at least age related expectations, whilst having the best opportunities provided for them. They will receive a rich quality first teach curriculum, with challenge in order to meet our high aspirations and will be supported to meet their potential.

Diagnostic assessments are utilised throughout school to ensure that targets are suitably matched to the needs of our pupils. This allows us to tailor our quality first teach curriculum, as well as being able to provide personalised interventions in order to close any gaps in learning.

Our strategy is integral and aligned to our other wider school plans, such as the Academy's Developing Excellence Plan and the School Evaluation Form. All plans are aligned and triangulated to ensure the most possible impact is made for all of our pupils in both their academic attainment as well as their personal, social and emotional development, ensuring we are developing the whole child, with a view to ensuring they are next phase ready. We strive to ensure that our pupils are secondary ready, acquiring all of the basic skills within English and Maths alongside providing them with the necessary skills to be a well rounded citizen to be able to function independently in our modern society.

Challenges

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

Challenge number	Detail of challenge
1	Quality first teaching: Our daily monitoring of lessons and assessment outcomes show that staff require further professional development linked to adaptive teaching to understand how they can support the needs of all learners, predominantly making appropriate adaptations for any disadvantaged and SEND pupils, in order to narrow the gap.
2	Oracy and vocabulary: Our diagnostic assessments on entry to foundation stage show that pupils have lower levels of oracy and vocabulary development, compared to pupils upon exit at KS2.
3	Attainment of... Writing: Whilst on a positive trajectory, writing attainment outcomes across the whole school suggests that staff professional development focusing on writing pedagogy's used throughout the writing cycle, alongside utilising challenging texts for writing stimulus' needs to be embedded. Spelling: Ensuring a consistent spelling approach across school by utilising professional development opportunities and monitoring the quality of the teaching of spelling. Grammar: Ensuring a consistent grammar approach across school Combined: Ensuring attainment measures in Reading, Writing and Maths are all meeting in line with NA to ensure children's attainment in core subjects are equal. Arithmetic: Basic skills within Maths lessons need to be prioritised throughout the curriculum in order to ensure pupils are fluent and can progress towards reasoning skills faster
4	Metacognition: Developing pupils' metacognitive strategies across all areas of the curriculum, whilst continuing to embed Let's Think in English strategies in order to develop independent learners who are able to move their own learning forward.
5	Social and Emotional Development: The amount of children displaying with social and emotional development is increasing. Capacity within school is delegated towards children with the highest need. In order to reduce this number, further professional development towards social and emotional development focusing on quality first teaching, based on the Thrive approach to support trauma informed practice.
6	Attendance & Punctuality: Attendance for disadvantaged pupils is lower than 'pupils all'.
7	Diagnostic Assessment: Progress and tracking meeting discussions suggest that further diagnostic assessment is needed to support baselines data, and to track SEND and disadvantaged pupils further in order to support quality first teaching and interventions.

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
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All children access quality first teaching with appropriate adaptations made for them.	All children access lessons that are at least good or better, ensuring they access quality first teaching of a high standard. Teachers have secure subject knowledge and use this knowledge to adapt lessons to ensure all pupils can access the lessons.
The teaching of oracy and vocabulary continues to be strong to continue the progress currently made by children on exit to KS2, from their EYFS starting points.	All pupils make good progress in oracy and vocabulary development, this can be seen through observations, through Lets Think in English lessons and discussions with children and staff.

The attainment of writing, grammar and spelling increases across all year groups, in line with national average, which has a positive impact on combined measures.	Writing and SPAG progress is significantly raised and attainment is in line with National Average at all Key Stages and combined measures are above NA.
All children possess skills to support themselves with moving their own learning on (metacognitive skills) and have resilience to try new challenges.	Observations and discussions with children and staff show an increase in children's attitudes toward learning, especially when faced with a new learning challenge. Children have the confidence and resilience to learn from another and progress of metacognitive development can be seen when posed with a similar problem, learning from their prior experience.
All practitioners have secure subject knowledge to support children's social and emotional development within quality first teaching, meaning a reduction of amount of children requiring 1-1 Thrive intervention.	The amount of children requiring 1-1 Thrive intervention significantly reduces.
The attendance of disadvantaged pupils increases.	Attendance for disadvantaged pupils sits in line with NA/is in line with all pupils.
All staff are clear about children's next steps in learning, being able to use the outcomes from diagnostic assessments to inform planning of lessons.	Gaps in learning are narrowed.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£45495.65**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Developing high quality teaching through mentoring and coaching/time through the Great Teaching Toolkit	Great teacher toolkit Evidence Review https://2366135.fs1.hubspotusercontent-na1.net/hubfs/2366135/Great%20Teaching%20Toolkit%20Evidence%20Review.pdf Menu of options Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback Mentoring and coaching for teachers £1444	1, 3, 4, 5

2. Embed high quality teaching through mentoring and coaching/time to support all subjects leads with Quality Assurance methods.	EEF guidance report – Effective Professional Development’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Menu of options Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback Mentoring and coaching for teachers £9792.90	1, 2, 3
3. Development of high quality music teaching through Music curriculum development and CPD (Y4 Samba & Y5 Ukulele)	https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1719839228 https://assets.publishing.service.gov.uk/media/6061f833d3bf7f5ce1060a90/Model_Music_Curriculum_Full.pdf https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf Menu of Choices Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback Mentoring and coaching for teachers Music has been shown to impact positively on pupils social emotional and mental health. Additionally, the new national plan and music model curriculum has been designed so that there are progression routes within instrumental teaching across both KS1 and KS2. Samba and ukulele whole class lessons will therefore allow our children to flourish with un-tuned and tuned instruments developing on from the instrumental learning of glockenspiels and recorders in early year groups. £2870	1, 5
4. Development of high quality music teaching through time/capacity for Music Lead to support class teachers (QA) (1/2 day CPD)	https://assets.publishing.service.gov.uk/media/6061f833d3bf7f5ce1060a90/Model_Music_Curriculum_Full.pdf https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf Menu of Choices Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback Mentoring and coaching for teachers The new national plan and music model curriculum has been designed so that there are progression routes within instrumental teaching across both KS1 and KS2. Music lead requires time to support, coach, mentor and embed the new curriculum across school. £983.19	1, 5

Development of high quality music teaching through ensemble Rainbow Connection Choir KS2 (1 hour per week)	Model Music Curriculum (publishing.service.gov.uk) The MMC sets out sequences of learning in 4 key areas which, when taken together, all contribute towards the steadily increasing development of musicianship one area being singing. Rainbow Connections give children the opportunity to make progress in music beyond the core curriculum. Menu of Choices Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils £3705	1, 5
Development of high quality music teaching through Choir – KS1 (Music Lead)	Model Music Curriculum (publishing.service.gov.uk) The MMC sets out sequences of learning in 4 key areas which, when taken together, all contribute towards the steadily increasing development of musicianship one area being singing. Menu of Choices Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils £1989.49	1, 5
Development of high quality teaching through coaching & mentoring/team teaching to develop adaptive teaching. QA Coaching CPD (1xhalf day per half term SENCO)	EEF guidance report – Effective Professional Development' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development EEF guidance report – Special educational Needs in a Mainstream School https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://d2tic4wvo1iusb.cloudfront.net/production/documents/Understanding-Adaptive-Teaching-v11.pdf?v=1725455138 Menu of Choices Staff supported in providing measurable and challenging outcomes through - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. £1312.55	1, 2, 3, 4, 7
Time/Capacity for monitoring and coaching of Whole Class reading (15 mins per day, QA Reading Leader)	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1725457600 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1725455679 https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf Promoting a love for reading to improve attainment through frequent reading, exposure to a vast range of texts monitored by Reading lead. Menu of Choices Staff supported in providing measurable and challenging outcomes through - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. Mentoring and coaching for teachers. £2200.96	1, 2, 3, 4

Quality first teaching development through further Thrive and trauma informed approach staff training (Thrive Practitioners) CPD (1hr) QA Coaching (30 mins per half term)	Cognitive science has developed significantly over the years, focusing on how the child's brain development is linked to strong attachments. Trauma informed practices ensure that any gaps/interruptions in early brain development are secure before moving onto the next level, having a significant impact on children's social and emotional development. EEF guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Thrive Approach - https://www.thriveapproach.com/ Menu of Choices Staff supported in providing measurable and challenging outcomes through - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. Mentoring and coaching for teachers. £201.60	1, 5
LTE – staff professional development on metacognitive practices (LTE Leader) (QA) (Incremental Coaching)	There is vast amount of evidence to suggest that metacognitive practices are one of the most impactful pedagogical strategies to help support independent, self efficate learners. 'The Great Teaching Toolkit' – with particular reference to the 'Activating Hard Thinking' section https://www.greatteaching.com/ EEF Guidance report – Metacognition and Self-Regulated Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Let's Think in English – metacognitive based programme – https://www.letsthinkinenglish.org/lets-think-in-english-for-primary-schools/ Menu of Choices Staff supported in providing measurable and challenging outcomes through - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. Mentoring and coaching for teachers. £2131.99	1, 2, 4
Opening Doors – embedding approach to writing. (Coaching) (QA) ½ a day per week	EEF guidance report – Effective Professional Development' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development 'The Great Teaching Toolkit' – with particular reference to the 'Activating Hard Thinking' section https://www.greatteaching.com/ https://www.nate.org.uk/wp-content/uploads/2020/04/3-Opening-Doors-to-Literary-texts.pdf https://www.gov.uk/government/publications/the-writing-framework Menu of Choices Staff supported in providing measurable and challenging outcomes through - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. Mentoring and coaching for teachers. £9354.08	1, 2, 3 4

Novel Study – embedding approach to Reading Coaching QA	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1725457600 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1725455679 https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf Promoting a love for reading to improve attainment in Literacy, exposure to a vast range of texts monitored by Reading lead. Menu of Choices Staff supported in providing measurable and challenging outcomes through - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. Mentoring and coaching for teachers. £9354.08	1, 2, 3, 4
Maths Mastery – Embedding approach to mathematics QA Coaching 2 days per year	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1725454876 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1725455714 https://mymastery.arkcurriculumplus.org.uk/workspaces/launchpad?sort=recent&types=course ‘MyMastery provides everything that school needs to successfully deliver the Mathematics Mastery curriculum – with flexible whole-school access’ Menu of Choices Staff supported in providing measurable and challenging outcomes through - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. Mentoring and coaching for teachers. Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment. £1580.80	1, 2, 3, 4
Handwriting – implementation of Martin Harvey Handwriting Scheme (Coaching) (QA)	‘Monitor pupils’ handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.’ https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1725455679 Martin Harvey Handwriting Scheme embedded and monitored to use and apply effective and efficient methods in teaching of handwriting https://www.gov.uk/government/publications/the-writing-framework Menu of Choices Staff supported in providing measurable and challenging outcomes through - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. Mentoring and coaching for teachers. Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment £1066	1, 3

Spelling – implementation of RWInc Spelling (Coaching) (QA)	https://www.ruthmiskin.com/programmes/spelling/about-spelling/ https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1725457600 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1725455679 https://www.gov.uk/government/publications/the-writing-framework Menu of Choices Staff supported in providing measurable and challenging outcomes through - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. Mentoring and coaching for teachers. Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment £1066	1, 2, 3
Vocabulary development – Oracy – throughout the curriculum QA Coaching	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1725457600 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1725455679 Improving literacy by implementing and embedding tier 2 vocabulary (ambitious words) https://www.gov.uk/government/publications/the-writing-framework Menu of Choices Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. Mentoring and coaching for teachers. Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment £716.66	1, 2, 3
Arithmetic Development – implementation of arithmetic strategies QA Coaching	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1725454876 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1725455714 https://mymastery.arkcurriculumplus.org.uk/workspaces/launchpad?sort=recent&types=course Integrating maths throughout the day by exposing children to written arithmetic questions (15 minutes, 10 questions) to revisit previously taught arithmetic supported and monitored by Maths lead/SLT. Menu of Choices Staff supported in providing measurable and challenging outcomes through - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. Mentoring and coaching for teachers. £515.76	1, 3, 4

Lyfta –Diversity and inclusivity CPD (1hr) QA (Half a Day)	Diversify the curriculum by exposing children to different cultures, inspires children and storyworld engages children through interactive learning https://www.lyfta.com/ Diversity in schools – How to diversify your curriculum Attainment and Assessment The Headteacher https://www.lyfta.com/blog/post/new-research-lyfta-storyworlds-help-reduce-anxiety-around-meeting-people-from-different-backgrounds Menu of Choices Staff supported in providing measurable and challenging outcomes through - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback. £162.87	1, 2, 5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£48802.17**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase 'Star Assessment' diagnostic assessment for Reading and Maths, Year 1-6	Pre-assessments to assess strengths, weaknesses, knowledge and skills to inform pupil's needs. EEF guidance report – Special educational Needs in a Mainstream School https://educationendowmentfoundation.org.uk/education-reports/send evidence/guidance-reports/send Menu of Choices Targeted interventions to support language development, literacy and numeracy Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions £3000	1, 2, 3, 7

Phonics lead working part time focusing on one to one support/monitoring Literacy across school/team teaching Fresh start QA 5hr per week	There is strong evidence to suggest that 1-1 support is highly impactful for filling any gaps in knowledge. EEF Guidance Report – Improving Literacy in KS1 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1688966443 EEF Guidance Report – Improving Literacy in KS2 – https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1688960393 Fresh start 1. About Fresh Start - primary schools - Ruth Miskin Literacy Menu of Choices One to one and small group tuition Targeted interventions to support language development, literacy and numeracy Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions £10315.10	1, 7
Phonics assessment 1 day per half term	Frequent assessment to assess, organize children into progress groups at every stage, check for gaps, plan for next steps EEF Guidance Report – Improving Literacy in KS1 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1688966443 EEF Guidance Report – Improving Literacy in KS2 – https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1688960393 https://schools.ruthmiskin.com/training/units/50 Menu of Choices One to one and small group tuition Targeted interventions to support language development, literacy and numeracy Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions £2117.31	1, 7
Practitioners time, one day per week will be allocated towards undertaking diagnostic assessments	Analysis of diagnostic assessments are essential for ensuring gaps in learning are filled within quality first teaching. EEF guidance report – Special educational Needs in a Mainstream School https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Menu of Choices One to one and small group tuition Targeted interventions to support language development, literacy and numeracy Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions £13049.63	7

Teaching assistant deployment – with training/support for focus interventions e.g. Turnabout, Precision Teach, Fresh Start, Thrive, dysregulated behaviour.	Research on the best use of teaching assistant deployment clearly states that the hardest to reach pupils should be taught by the most qualified practitioners, as well as practitioners having the high quality training to deliver interventions. EEF Guidance Report – Making Best Use of Teaching Assistants – https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants EEF Guidance Report – Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour EEF guidance report – Effective Professional Development’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development DFE Behaviour in Schools - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf Behaviour in Schools Menu of Choices One to one and small group tuition Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions £3361.43	4, 7
Targetted support for Y6 pupils KOK SEPT – May 5 hrs per week TC Jan to May – 3 Hours per week	Involving staff collaboratively to implement manage and review change A School's Guide to Implementation guidance report Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1725454561 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Menu of Choices One to one and small group tuition Targeted interventions to support language development, literacy and numeracy Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions £14201.40	1, 2, 3, 4

Launchpad for Literacy coaching/mentoring to support communication and language development for targeted children CPD QA	Strong communication is pre cursor to literacy development EEF Guidance Report – supporting Literacy in KS1- https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1688966443 Launchpad Launchpad for Literacy Menu of Choices One to one and small group tuition Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Targeted interventions to support language development, literacy and numeracy Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions £1187.36	2
SEMH Provision through 'With Me in Mind' to support SEMH needs. Consultation Time LBA	Research suggests that childrens' social and emotional development needs to be prioritised in order for children to effectively learn. EEF guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Menu of Choices One to one and small group tuition Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions £425.57	5
Thrive Practitioner Coaching/Mentoring for targeted pupils Coaching 30 mins per week	Cognitive science has developed significantly over the years, focusing on how the child's brain development is linked to strong attachments. Trauma informed practices ensure that any gaps/interruptions in early brain development are secure before moving onto the next level, having a significant impact on children's social and emotional development. EEF guidance report - Improving Social and Emotional Learning in Primary Schools EEF guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Thrive Approach - https://www.thriveapproach.com/ Menu of Choices One to one and small group tuition Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions £784.32	5, 7

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

Budgeted cost: **£4435.27**

Activity	Evidence that supports this approach	Challenge number (s) addressed
Supporting pupils' social, emotional and behavioural needs through Family Thrive delivery, practitioner time and training LBA SJ 6 hours each	EEF guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Thrive Approach - https://www.thriveapproach.com/ EEF Guidance Report – Working with Parents to Support Children’s Learning https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1688975191 EEF Guidance Report – Improving Behaviour in Schools https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1688983284 DFE Behaviour in Schools - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf Behaviour in Schools Menu of Choices Supporting pupils' social, emotional and behavioural needs Supporting attendance Communicating with and supporting parents £596.74	5
Promoting attendance through: • APDR meetings with Attendance officer • regular attendance at Trust network meeting	Strong attendance is a pre cursor to academic success. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf EEF Guidance – Working with Parents to Support Attendance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Menu of Choices Supporting attendance Communicating with and supporting parents £1804.42	6

Nurture provision SEMH (SPORTS COACH)	EEF guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel EEF Guidance Report – Improving Behaviour in Schools https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1688983284 Menu of Choices Supporting pupils’ social, emotional and behavioural needs Supporting attendance Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips £1434.12	5
Extracurricular – reduction of cost to Year 6 Residential trip to support cultural capital enhancement - £100 paid for every child in receipt of Pupil Premium 8 x Y6 pupils	EEF guidance report - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Menu of Choices Enhancement of pupils’ experiences/cultural capital/life experiences and supporting wellbeing. £600	5, 6

Total budgeted cost: £98,733.09

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.

2024 – 25 Data

GLD (45) – 75%

GLD PP (5) – 60%

Children have been assessed using formative assessment, daily observations and against the Early Learning Goals in EYFS. Internal Trust moderation processes have been undertaken to ensure teacher assessment is accurate.

KS1 (60)

Reading		Writing		Maths		Combined	
ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS
77%	18%	63%	8%	75%	7%	62%	3%

KS1 PP (6)

Reading		Writing		Maths		Combined	
ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS
67%	17%	67%	17%	67%	0%	67%	0%

Phonics (52) – 84.6%

Phonics PP (4) – 100%

Phonics Re-takes (6) – 50%

Phonics Retakes PP (1) – 0%

MTC (60) – full marks - 63% Above 20 - 88%

MTC PP (7) – Full Marks - 71%% Above 20 - 86%

KS2 (58)

Reading		Writing		Maths		Combined	
ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS
84%	40%	83%	10%	88%	26%	74%	9%

KS2 PP (10)

Reading		Writing		Maths		Combined	
ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS
70%	40%	50%	20%	60%	20%	40%	20%

KS2 Reading

Pupil Premium

Outcomes for PP chn were strong – 70% of chn achieved ARE and 40% achieved GD – GD is in line with ALL other children and above National for ARE and GD for all other children

Target

To continue to further reduce the gap between disadvantaged and all children (70% - 84%)

KS2 Writing

Pupil Premium

50% of PP children (10%) achieved Exp+, 20% of PP children achieved GD, in comparison to NA Exp at 59% (the gap between PP and all pupils needs to decrease.)

KS2 Maths

Pupil Premium

60% of chn achieved ARE and 20% GD which is in line with NA

Although our PP children outperformed PP children nationally, there is still a gap between our PP outcomes and all pupils – 28% difference.

KS2 Combined

Pupil Premium

20% of PP children achieved GD

Pupil Premium

40% achieved ARE which is slightly below NA at 47%

Year 4 MTC

Pupil Premium

PP outperformed non PP pupils – 90% achieved a score of 21-25.

Our schools average score for PP pupils was 24, compared to a national average score of 19.4.

Phonics

Pupil Premium

100% of pupils achieved the expected standard, outperforming non PP and compared to nationally at 67%.

EYFS GLD

Pupil Premium

60% achieved GLD which is above NA at 51%.

NARRATIVE AROUND OUTCOMES

In year summative assessments have been used, utilising STAR and NFER assessments, alongside teacher assessments, from Years 1-5 (Year 2 optional SATs results have been used also to provide additional evidence). KS2 outcomes are taken from their end of Key Stage assessment Data. At the time of writing, this remains unvalidated data.

Children with additional needs have undertaken various diagnostic assessments to ascertain attainment levels, progress and gaps in learning, such as YARC assessments, L'explore assessments, single word reading assessments, BPVS, NELI etc.

Due to this being a 3 year plan, the school is on track to meet the intended outcomes of the plan by the end of 2026. Where progress has been made, this now needs further embedding.

Intended Outcomes of Previous Academic Year Pupil Premium Strategy Plan

Green – Outcome Achieved

Amber – Partially Achieved

Red – Not Achieved

Intended outcome	Success criteria
All children access quality first teaching with appropriate adaptations made for them.	All children access lessons that are at least good or better, ensuring they access quality first teaching of a high standard. Teachers have secure subject knowledge and use this knowledge to adapt lessons to ensure all pupils can access the lessons.
The teaching of oracy and vocabulary continues to be strong to continue the progress currently made by children on exit to KS2, from their EYFS starting points.	All pupils make good progress in oracy and vocabulary development, this can be seen through observations, through Lets Think in English lessons and discussions with children and staff.
The attainment of writing, grammar and spelling increases across all year groups, in line with national average.	Writing and SPAG progress is significantly raised and attainment is line with National Average at all Key Stages.
All children possess skills to support themselves with moving their own learning on (metacognitive skills) and have resilience to try new challenges.	Observations and discussions with children and staff show an increase in children's attitudes toward learning, especially when faced with a new learning challenge. Children have the confidence and resilience to learn from another and progress of metacognitive development can be seen when posed with a similar problem, learning from their prior experience.
All practitioners have secure subject knowledge to support children's social and emotional development within quality first teaching, meaning a reduction of amount of children requiring 1-1 Thrive intervention.	The amount of children requiring 1-1 Thrive intervention significantly reduces.
The attendance of disadvantaged pupils increases.	Attendance for disadvantaged pupils sits in line with NA/is in line with all pupils.

All staff are clear about children's next steps in learning, being able to use the outcomes from diagnostic assessments to inform planning of lessons.	Gaps in learning are narrowed.

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How our service pupil premium allocation was spent last academic year	
Funding allocated for our service pupil premium children was utilised throughout the strategies that supported quality first teaching within the Pupil Premium Strategy.	
The impact of that spending on service pupil premium eligible pupils	