Pupil Premium Strategy Statement
2026 - 2027

School overview

Detail	Data
School name	Warden Hill Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils National Average Proportion (%) of pupil premium eligible pupils	13.6% 25%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 **2026-2027**
Date this statement was published	December 2026
Date on which it will be reviewed	Reviewed termly due to the organic nature of arising needs, but an annual review will take place in July 2027
Statement authorised by	Georgina Flooks
Pupil premium leads	Georgina Flooks & Sam Williams
Governor / Trustee lead	Antonia Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,120
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,120

Part A: Pupil premium strategy plan

Pupil Premium Strategy Intent

At Warden Hill, our vision is simple yet powerful: **Unlocking the Potential in Every Child**. We live this vision by removing barriers to learning so that every pupil feels they belong, is empowered to explore, and is supported to succeed. This commitment is at the heart of our Pupil Premium strategy.

We recognise that disadvantage can take many forms and may change over time as circumstances shift. As Ofsted's commissioned research highlights, vulnerability is *"a state, not a trait"*. This understanding shapes our approach: we identify need early, respond dynamically to changing circumstances, and provide timely, proportionate support to ensure that every child can flourish.

Our Pupil Premium strategy is closely aligned with the Education Endowment Foundation's vision:

"The Pupil Premium has one central aim: to raise the educational outcomes of disadvantaged pupils. In doing this, it also supports our mission to close the wide and persistent gap in achievement between these children and their more affluent peers."

In line with EEF guidance, we invest the majority of our funding in **high-quality teaching**, recognising it as the most effective lever for improving outcomes for disadvantaged pupils. Alongside this, we provide targeted academic support and wider strategies that address barriers to attendance, wellbeing, engagement and achievement.

Our approach is evidence-informed, responsive and ambitious. We use a tiered model of support, focusing on:

- **High-quality teaching** that enables all pupils to achieve highly.
- **Targeted academic support** to accelerate progress and close attainment gaps.
- **Wider strategies** that improve attendance, wellbeing, aspiration and readiness to learn.

We continually evaluate the impact of our provision through research, robust self-evaluation and our own evidence of what works for children at Warden Hill. We are committed to ensuring that all disadvantaged pupils, including our highest attainers, receive the challenge, opportunities and support needed to realise their full potential.

By reducing barriers, raising aspirations and securing excellent teaching, we ensure that every child is given the opportunity to thrive, succeed and experience the very best that education can offer.

School Context

- 15% of our total number of children on roll at Warden Hill are in receipt of Pupil Premium funding – an ever-growing number. Within that, the majority of the children are

performing well. We have some children in receipt of Pupil Premium funding who are working at greater depth within the expected standard.

- Of children in receipt of Pupil Premium, 31% are on our SEND register.
- There are 36% of our children in receipt of Pupil Premium who receive support from our Well-Being Lead – a growing proportion. We whole-heartedly believe that if children feel happy and safe, then learning will follow within the classroom, therefore we place a large emphasis in ensuring that our children, along with their families, get the support that they need and truly deserve.
- At Warden Hill, we have attendance which is consistently about local and national figures. We have worked extremely hard over the past few years with our families to ensure that children attend school regularly and do so punctually. This has continued to improve for our more vulnerable families as the impact on pupils can be significant:
    - When children are in and out of a sequence of lessons and in and out of valuable time with their peers, they can become academically isolated.
    - They can also become socially isolated too.
- Working in partnership with parents is key: fostering a sense of belonging between families, children and school is crucial. We really do value and appreciate the help and support our parents give us in working to secure good attendance for all of children.

Goal

Our goal is to close the educational gap for disadvantaged children by the end of year 6. In order to achieve this, early identification right from the onset in EYFS is key. From here, quality first teaching and interventions are precisely mapped out to ensure this gap narrows over time. Building upon early interventions in EYFS and KS1 means that this can continue for individuals on their journey in KS2. We aim to provide the opportunities for all of our children so that they leave us at the end of year 6 as well-rounded, independent, resilient and confident children.

We aim to do this in the following ways:

- As leaders to engage, unite and reflect:
    - Engage staff at all levels so they can shape what happens in our school and help provide overall direction.
    - Unite people around what is being implemented, how it will be and why it matters
    - Reflect, monitor and adapt to improve implementation.
- Staff will continue to hold high expectations of all learners and to keep aspirations high and foster a sense of belonging in our staff and pupils.
- Show empathy to our learners.
- Realise that children who are eligible for Pupil Premium are not a homogenous group: they have a wide range of needs and demonstrate a great deal of diversity.
- Continue to realise that high quality pastoral care is fundamental to success.
- Continue to build quality relationships.
- Use robust and quality assessments rather than making assumptions.
- Create intentional enrichment opportunities.

“It’s a thousand little moments that lead to great attainment for disadvantaged pupils, rather than those big, shiny interventions.” (Marc Rowland)

This is something that we live by, in everything we do, for every child here at Warden Hill.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment in Reading, Writing and Maths** Of the cohort of 10 children (17% of cohort) who were in receipt of pupil premium funding who left Year 6 in 2026, their statutory data was as follows:

	WTS	EXS	GDS (or a scaled score of 110+ in SATs)
Reading	0%	50%	50%
Writing	20%	40%	40%
Maths	10%	40%	50%

The proportion of disadvantaged pupils achieving EXS or better was 80%, while 20% of these pupils achieved GDS (or high scores in SATs attainment) in all 3 areas. This data represented an excellent return for our outgoing pupil premium children, thanks in part to the implementation of our pupil premium strategy, specifically our inclusive practices as part of our universal offer.

Disadvantaged vs non-disadvantaged EYFS-Y5.
Within our 2025-2026 EYFS cohort, internal data indicated that among the 17 early learning goals which are assessed at the end of EYFS, there are specific areas where our children in receipt of pupil premium did not perform as well as their non-disadvantaged peers: reading, writing and maths. While this pupil sample is small, it demonstrates the necessity to focus highly on these foundational skills in future EYFS cohorts and for the now Year 1 cohort in their KS1 journey.

Although data from internal tests shows that pupils in years 1-5 who are eligible for Pupil Premium are making good progress within Reading, Writing and Maths, there remains a larger proportion of children who are working below age-related expectations than non-disadvantaged pupils. Notably, in both reading and maths, this difference decreases throughout the years in school, demonstrating the positive impact the pupil premium funding has0 on outcomes for disadvantaged pupils at Warden Hill.

The way we utilise this funding ensures that pupils, disadvantaged or otherwise, leave Warden Hill attaining highly and with the skills to succeed in secondary school.

Uniting around Communication and Language to raise the attainment.
The language gap, we believe is the attainment gap.
Upon entry, only 67% of pupils enter into the Early Years working at the expectations for Communication and Language (DfE, EYFS Profile results 2021/22). We know that children's vulnerabilities can be enhanced through their inability to communicate precisely, effectively and accurately. Oracy in primary schools is

Challenge number	Detail of challenge
	vital for supporting primary literacy and is a lever for social mobility. Oracy skills are also foundational to reading and writing and must be considered integral to any programme designed to improve literacy in KS1 and KS2. Recent research has suggested that "Good speech, language and communication skills are essential for doing well at school, but this is not being recognised or acted upon widely. There is good evidence that language interventions directly improve school attainment." (English-Speaking Union, 2023).
2	**Engaging Families in Children's Learning** As school staff and teachers, we build close relationships with children and families, and as such are able to recognise when families may be finding things challenging, for any number of potential reasons. Sometimes this is apparent because staff are directly told, while at other times it is because attentive teachers and staff recognise these challenges. We have many approaches, beginning with regular face-to-face interaction, in order to engage families in children's learning. Schools and parents have a shared interest in doing the best for their children. Through open communication, shared responsibility and practical support we aim to ensure all families can successfully engage with us to ensure every child can thrive.
3	**Mental Well-Being and Pastoral Support** Children who are considered vulnerable sometimes need access to pastoral care outside of the classroom, and our experience is that some of our Pupil Premium funded children can struggle with a lack of confidence and self-esteem. Purposeful, high-quality pastoral care when required is fundamental to helping them feel safe, secure and happy, so that they are ready and able to look forward and learn. Warden Hill has a strong cultural belief that all our children not only have the right to thrive, but also that every child has a really positive contribution that they can bring to the school community. Through this focus on timely, targeted pastoral intervention and relationship building, we see our children develop a secure sense of belonging which in turn raises their social capital.
4	**Attendance for the most vulnerable families.** Recent years have witnessed a positive trend in attendance among children receiving Pupil Premium funding. Currently, 65% of our disadvantaged pupils have above national average attendance. While we will maintain our vigilant monitoring of this group, our focus now shifts to those pupils with significantly lower attendance. This links to and stems from building positive relationships with families (see point 2), but is all the more necessary when pupil attendance is low. This heightened engagement from families is expected to positively impact children's academic achievement and overall school experience, cultivating a sense of value and purpose in pupils' education.
5	**Experiences and Opportunities In-Line With Their Peers** Among many of our disadvantaged children, financial barriers could result in children not accessing the same opportunities outside of the classroom.

Challenge number	Detail of challenge
	Experiences and enrichment opportunities enhance our curriculum; therefore, this should never be a barrier to the opportunities given.

Intended outcomes

Intended outcome	Success criteria
To provide high quality teaching for all pupils. To ensure rapid identification of individual needs, followed by effective planning for and delivering intervention, followed by assessing and reviewing of impact and ongoing support. All children eligible for Pupil Premium funding to continue to progress and strive to achieve the expected standard in writing. Improved writing outcomes for disadvantaged children in KS2. Evidence informed practice that improves writing is consistently delivered across KS2. Staff skilfully assess need, target pupils and intervene effectively, resulting in improved academic outcomes for our disadvantaged and for all learners.	High quality professional learning for all members of staff. A targeted approach: - High quality teaching with additional practise throughout the day - Same day, in class intervention - Targeted additional practise session Timely independent writing opportunities will be built in to our writing progression map. A focus on composition of writing with a focus on evidence led strategies: modelling, scaffolding, the process of writing using the 5 components (planning drafting, revising, editing and publishing) driven by professional learning through EEF backed 'The Write Journey'. Leading to additional sessions for all teaching staff on scaffolding and modelling.
To ensure that we sustain improved wellbeing for all of our children in our school, particularly those in receipt of Pupil Premium	Sustained high levels of motivation and enthusiasm, self-worth and resilience: - whole school embedded implementation of Tom Sherrington's Walkthru approaches, leading to high levels of participation, engagement and self-regulation in lessons - Regular check-ins for identified pupils to well-being lead. Across the 36% of pupils who are supported by well-being, there are varying degrees of intervention. - qualitative data from pupil voice, pupil and parent surveys and teacher observations
Children who are in receipt of Pupil Premium funding have enriched experiences in line with those of their peers	- qualitative data from pupil voice, pupil and parent surveys and teacher observations - Subsidy of residential trips, and complete payment of fees for other trips to ensure parity of opportunities. - Cost should not be a barrier to participation for our pupil premium children, if it were, we would consider full payment for residential trips.

Intended outcome	Success criteria
Improved attendance for PP children	- Attendance is robustly monitored by teachers, admin staff and attendance champion. This data is addressed daily and scrutinised fortnightly by SLT. - Attendance policy and practices to fully align with the DFE's Working Together to Improve Attendance 2024. - Attendance Champion to inform of overall attendance data as well as carefully tracking the data, and story behind attendance of individuals should the cases arise.

Activity in this academic year (2025-2026)

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

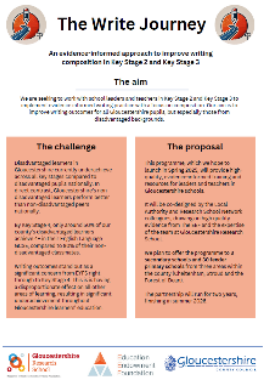
Activity	Evidence that supports this approach	Challenge number(s) addressed
A Focus on Quality First Teaching (for example, professional learning, recruitment and retention)		
		£85,000

To develop a high-quality assessment tool to support our '*I am a Clever Writer*' approach.

To further develop high-quality deconstructing, modelling and scaffolding of writing, supported by training from 'The Write Journey'.

To be part of the 2nd year of the research project led by the Gloucestershire Research School, alongside the Education Endowment Foundation and the Gloucestershire Local Authority. This programme aims to provide high-quality, evidence-informed training and resources for leaders and teachers in Gloucestershire schools. This partnership will run for 2 years, finishing in summer 2026.

Evidence, from the *Education Endowment Foundation's Pupil Premium Menu; EEF Evidence Brief* indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including that of disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.



To assess effectively from the first weeks in reception and ongoing throughout children's formation of letters, as they are explicitly taught through phonics.

To ensure that where we are equipping all of our children, including our most vulnerable in strong foundations in order that they reap the benefits of this throughout their time in education.

To continue to support teacher's Personal Professional Development (PPD) in this area, to bring about continuous and sustained development.

Strong Foundations in Early Years (Oct 2024)
The DfE-published report *Strong foundations in the first years of school* emphasises that high-quality early education is crucial for success into Key Stage 1 and beyond. It highlights that children from disadvantaged backgrounds—especially those with limited early language and communication— benefit most from focused curriculum areas in Reception and KS1, such as oral language, reading, writing, and phonics. This foundational provision reduces the attainment gap and supports long-term academic progress.

The Writing Framework (July 2025)
This non-statutory guidance offers eight structured sections of evidence-based principles supporting writing instruction from Reception through KS2:

- **Cognitive Load & Simple View of Writing**: Reinforces that automating transcription (handwriting & spelling) enables students to focus on composition.
- **Transcription**: Explicit teaching of handwriting and spelling from Early Years builds fluency and frees cognitive capacity.

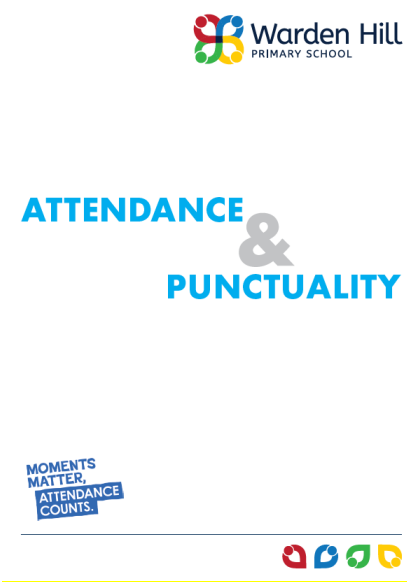
Activity	Evidence that supports this approach	Challenge number(s) addressed
In Reception, to systematically monitor transcription—handwriting and spelling—to ensure children build fast, accurate, and automatic skills that free working memory for composition	• **Oral Rehearsal**: Encourages composing sentences orally before writing to support structure and vocabulary. • **Sentence-Level Integration**: Advocates for grammar, punctuation, and vocabulary instruction embedded within writing tasks, moving beyond isolated drills. • **Quality over Quantity**: Emphasises high-quality writing output rather than volume, particularly in early phases. • **Targeted Support**: Urges early identification and intervention for pupils who struggle, including disadvantaged and learners with SEND.	

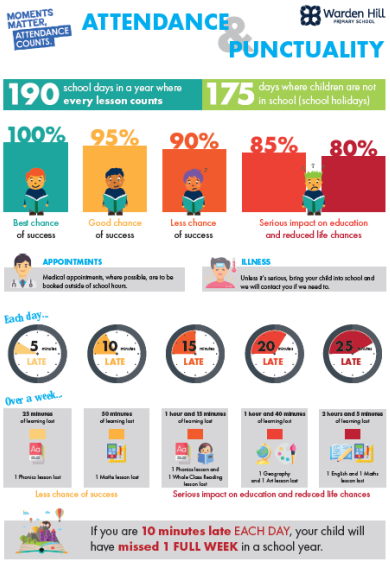
Activity	Evidence that supports this approach	Challenge number(s) addressed
A Focus on Overcoming Barriers Through Targeted academic support (for example, tutoring, one-to-one support structured interventions)		
		£2,000 (specific to 1:1 tutoring)
Along with high quality teaching, to have in place targeted intervention in each year group during the year.		
To support individuals and groups of children top overcome barriers to learning within curriculum time through efficient identification of barriers and rapid intervention. To provide the vast majority of intervention through our curriculum offer, delivered by highly-skilled teachers and teaching assistants in school time.	The *Education Endowment Foundation's Toolkit* suggests the following when considering 1:1 or small group tuition. - Targeted support for pupils that are identified as having low prior attainment or a particular gap in a specific area - Tuition is explicitly linked with curriculum teaching - Teaching Assistants delivering the tutoring are experienced, well-trained and supported - Regular 30-minute sessions, preferably in the morning before school starts. *"The research is clear – done well, and aligned to high quality teaching, tutoring can be hugely successful in accelerating progress for struggling learners. It is also one of the best evidenced interventions we have to support socio-economically disadvantaged pupils' attainment."* - Progress is monitored - Have a set period of time (up to 8 weeks before review) All of the above are carefully considered when: - deciding who has tutoring - deciding who delivers the tutoring - designing the assessment and monitoring procedures in place - preparing for any tuition - ensuring that learning gaps have been identified - selecting curriculum content to re-teach All are deep rooted through communication between key members of staff.	1, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide 1:1 or small group tutoring outside of the school day for identified children with very specific needs and gaps.	We know how vitally important it is to develop our children's spoken language and especially their vocabulary by enriching, enhancing and promoting it. We place a huge emphasis on our children who are eligible for Pupil Premium, who are also on our code of practice where the focus is on developing vocabulary and spoken language. *Developing Spoken Language – including and especially vocabulary – is essential for the academic progress of all children. Children with a language gap are 4 times more likely to be struggling readers as adults. Addressing the word gap in EYFS and KS1 can help disadvantaged children develop their vocabulary more quickly.* *English Research Review from Ofsted*	
To offer support for homework club for all pupils at Warden Hill who receive it, or additional opportunities to read daily with an adult for those who do not.	Our first priority will always be regular, daily reading. "Reading and writing are the cornerstones of learning. They hold the keys to the rest of the curriculum, with pupils who struggle to read so often struggling across the board." **(DfE).** Therefore, especially when considering the Strong Foundations, priority will be given to regular reading at home before wider homework. We understand and recognise, as stated in the *Education Endowment Foundation's Teaching and Learning Toolkit for Homework,* that the quality of the task given is much more important than the quantity of work that is required by each child. Therefore, in the first instance, all staff will consider the quantity, purpose and expectations of homework that is being set. Our *(Education Endowment Foundation)* definition (of homework) also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school. We recognise that *any* child may relish the opportunity to complete home learning tasks in school due to their busy lives. Support, encouragement and time will be given to any child who attends.	5, 4, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Focus on Wider Strategies (for example, related to attendance, behaviour, well-being)		
		£2,120
Our disadvantaged children will have the same enriching educational experiences as their peers. We will create rich experiences that develop the children's cultural capital and attitudes to learning.		

Residential and other school visits, uniform costs and additional sundries are either paid for or subsidised for disadvantaged children currently in receipt of PP. Prioritise the participation of children eligible for Pupil Premium in extra-curricular activities. This applies to free teacher-led clubs. Funding may be provided for external clubs on a case-by-case basis. Audit the children's thoughts and opinions about our extra-curricular clubs and ask them to offer suggestions of clubs that they would like to see on our 'clubs list'. Question those children who haven't applied for a club and find out why.	It's not just about the quality of the teaching – it's about inclusion and quality of access to all areas of school life. It has been consistently reported that there are wider benefits on attitudes to learning and well-being to the child when accessing the wider curriculum. The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, Mathematics and Science learning. *Sutton Trust* *Arts participation Low impact for low cost, based on moderate evidence. +2 months* *Outdoor Adventure Learning. Moderate impact for moderate cost, based on moderate evidence. +4 months*	5
We offer pastoral support to those children who need it, responding and adapting quickly to the children's needs. • 36% of our children in receipt of Pupil Premium, receive support from our Well-Being Lead. • Through direct work with children and families, barriers are challenged and pupils are able to access learning. • To provide lunchtime support, where needed, to meet individual needs.	*Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.* Building block number 4 addresses *'Meeting Individual Needs'.* Developing children who are resilient, confident learners and have strong attachments. As a school, we know that if our children are in the right frame of mind to learn and everything clicks into place, then learning will take place. We have to get this right first, to give our children every opportunity for success.	2, 3, 4
We are committed to improving attendance for our Pupil Premium children by addressing barriers and fostering a culture of high expectations. **Improve the attendance of disadvantaged children** **To engage and support parents at school events, that enhance their children's learning.** **To rigorously monitor the attendance of parents at school events, that enhance their children's learning.**		
Track pupil attendance closely. Analyse attendance data fortnightly in SLT and monthly in staff meetings.	*Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils'*	2, 4

Act timely and sensitively with individual cases. We Expect, Monitor, Listen and Understand, Facilitate Support, Formalise Support, and Enforce when and if necessary. Work collaboratively with parents to find ways around any attendance barriers; really get underneath the reasons behind poor attendance. Involve: SLT, Attendance Officer, Pastoral Lead, SENCO, Class Teacher as a collaborative team Follow our updated Attendance Policy as of August 2024	*attainment.* Building block number 2 addresses behaviour and attendance. They conclude that best practice is to respond quickly to poor attendance and provide strong social and emotional support, including through working with families. If children are present, then learning can take place and progress follows. *DFE Working Together to Improve School Attendance August 19th 2024*	
To inform and communicate effectively to all stakeholders regarding changes to attendance for schools, in line with the new guidance: *DFE Working Together to Improve School Attendance August 19th 2024* To expect parents to '*sign up*' to our Attendance and Punctuality agreement.		2, 4

		
Attendance Matters We aim to monitor, encourage and engage parents in the following opportunities regarding their children and their learning and life at school: • Extra-curricular activities and residentials. • Participation in personal development opportunities • Participation in wider school life: sports teams/music/leadership opportunities. • Engagement in morning showcases, parents' evenings, parental workshops and information evenings. We aim to do this by: • Communicating key, upcoming dates with parents and secure their attendance at these events.	*Following the guidance from the EEF, 'Positive Parental Engagement:* We will **Monitor and regularly review approaches to engage parents and carers.** What is working well? Where can improvements and changes be made?	

To ensure positive working relationships with parents to support their children's learning.
We work in close partnership with our parents to ensure that every child thrives.

Schools and parents have a shared interest in doing the best for their children. Through open communication, shared responsibility and practical support we aim to ensure all families can successfully engage with us to ensure every child can thrive. We aim for our parents to: - Speak positively about school and their child's learning	We have used the *Education Endowment Foundation's guidance report* in structuring this target and in particular their *four practical and evidence-based recommendations.* 1. Critically review how we already work with Parents.	2, 4

- Show an interest in school work (attend the opportunities that school offers to engage in their child's life and learning at school: Spotlights, Cuppa and Connect, Parents' Evenings)
- Encourage good attendance, punctuality and behaviours

Whilst we recognise that different approaches will be better suited to different age groups and different families, we will strive towards the following to ensure effective working relationships.

- Be available for face-to-face conversations at the end of each day to build positive rapport between staff and families.
- As a staff be resourceful and creative about the resources that are sent home to support parents with home-learning.
- Provide many opportunities for this to be communicated with parents.
- We will ensure that we, as teachers, will contact parents to share and celebrate successes during the week to promote positive interactions. This may be a conversation on the playground (at pick up/drop off) or through a phone conversation.
- Consider more intensive support when and if needed.

2. Provide practical strategies to support learning at home (some of which are documented to the left – we have chosen the most suited suggestions to suit our children at our school).
3. Tailor communications to encourage positive dialogue about learning.
4. Offer more sustained and intensive support where needed.

The evidence available also suggests that if school communications are well-designed with parents, this can be effective in improving attainment and a range of other outcomes, such as attendance (another key target).

In September, Parentkind published the results of its 2025 National Parent Survey. It revealed that the top pressures parents face are:

- Cost of living & financial stress
- Mental health & loneliness
- Child safety & well-being concerns
- Special Educational Needs & Disability (SEND) support
- Mobile phone distraction & family life

Therefore, working extremely closely with class teachers and our Well-being Lead and SENDCo, we will endeavour to ensure that the right support goes to those who need it.

Total budgeted cost: £89,120

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.

Our Pupil Premium children performed excellently in this last academic year.

	WTS	EXS	GDS
Reading	8%	67%	25%
Writing	17%	75%	8%
Maths	25%	67%	8%

At the end of KS2, 92% of our children eligible for Pupil Premium achieved at least the Expected Standard in Reading whilst 25% of the children achieved a high score. The average scaled score in Reading was 106 with a **+6 progress score**.
At the end of KS2, 83% of our children eligible for Pupil Premium achieved at least the Expected Standard in Writing. In Grammar, Punctuation and Spelling (GPS), the average scaled score was 107 and 92% achieved at least the expected standard and with a **+8 progress score**.
At the end of KS2, 75% of our children eligible for Pupil Premium achieved at least the Expected Standard in Maths. The average scaled score in Maths was 104 with a **+10 progress score** - they did brilliantly.

While these outcomes represented great success for these pupils, we remain aware of the drive to continue to improve outcomes for all pupils across the school. With that in mind, the following have been part of the reasons for these successes and an ongoing motivation to improve attainment and progress of all pupils and specific pupil groups.

1) **Attainment in writing**
   In 2023-2024, we implemented a new approach to teaching writing which aims to raise pupils' attainment in line with reading and maths. The 'I am a Clever Writer' approach was implemented to all of our learners in January 2024, therefore, we have *'developed systems and structures'*, and *'supported and led positive change* with all members of staff' through 2024 and 2025, including ensuring an ongoing process of professional learning delivery focussing on modelling, driven by our newly appointed curriculum development lead for writing who has undergone training in an EEF-backed project called 'The Write Journey' designed specifically to improve outcomes for disadvantaged pupils.
   - We all have a clear understanding of the progression steps needed in each year group.
   - We have a 'Skills' document which forensically breaks down the curriculum to ensure that there is a clear progression of skills within and across every year group. This also ensures that teachers continually embed previous learning.
   - We have systematically and rigorously monitored the implementation of the approach within the classroom, adapting practical strategies into small, manageable phases for staff.
   - We have staff who are adept at modelling high quality writing in a range of ways in order to ensure all children are able to succeed in lessons.

2) **Quality First Teaching**
   Our whole school focus on quality first teaching has led to significant investment in staff professional learning to ensure every classroom is a place for all learners to thrive:
   - Pupil premium continues to ensure we can support all children across the school with additional teaching assistant support. This benefits the pupils both in class, but also in the delivery of interventions for pupil premium children and their peers (in line with PP policy).

- Staff meeting sessions, twilights and INSETs have focussed on training all staff on Walkthru approaches and adaptive teaching strategies. This investment has been in both teachers and teaching assistants. This has developed consistent high quality teaching, assessment and a curriculum which responds to the needs of pupils.
- September 2025 saw the appointment of two new 'curriculum development lead' roles in school. While these leaders drive specific subject areas (maths and writing) the impact of their professional learning delivery is being demonstrated across the curriculum.
- Approaches to our curricula that have been carefully planned to ensure that each new concept has been broken into manageable parts.
- The implementation of a class and whole-school Vulnerable Children Register, so staff are always aware of pupils in different pupil groups and how best to support them.
- Continued to support teacher's Personal Professional Development (PPD) in this area, delivered by a range of staff, to bring about continuous and sustained development.

3) Equity of provision

We have always sought to utilise pupil premium funding to ensure all children are able to access the same opportunities as one another. The following events have been subsidised by pupil premium funding to ensure all children can access them:

- 50% reduction in costs for year 4 and 6 residentials for PP children.
- Any other trips funded for PP children
- Uniform
- Music lessons where appropriate
- Holiday club provision where appropriate

4) Attendance

Attendance is like safeguarding – it's everyone's responsibility. We realise that prioritising attendance doesn't have a finish date; it is never something that is completed. Our Pupil Premium attendance for last academic year, finished off at 94.4% compared to their non-disadvantaged peers at 97.6%. While there was a discrepancy here, there were significant individual factors that affected some pupils significantly, negatively impacting the figure for the disadvantaged pupils as a group. The success of our attendance was down to the incredibly hard work and dedication of all of our members of staff working alongside children, and their families throughout the year.

We will continue to be rigorous with our monitoring processes within the next academic year including

- daily monitoring of attendance,
- regular communication with families where needed,
- and the attendance champion frequently informing staff where there are risks of persistent absenteeism.