

## Pupil premium strategy statement

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: Deepdale Community Primary School

Detail	Data
Number of pupils in school	699
Proportion (%) of pupil premium eligible pupils	25.18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Nawal Mirza
Pupil premium lead	Nawal Mirza
Governor / Trustee lead	Helen Almond

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £285,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£285, 835

## Part A: Pupil premium strategy plan

### Statement of intent

At Deepdale Community Primary School we are committed to ensuring all of our children make the best possible progress. Our aim is that all children, irrespective of their background or challenges they face, are able to be the best that they can be and achieve the academic progress that enables future success in education and beyond. Our pupil premium strategy is the means by which we support disadvantaged and vulnerable pupils to overcome the barriers they face.

We track the progress of every child on a regular basis and do all we can to make sure that each child achieves their potential. We also have a duty to ensure no groups of children are disadvantaged due to their gender, ethnic origin, family income or background.

We are well staffed at Deepdale Community Primary School and children in all year groups learn in classes where the staff team include a teacher and support staff. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Children are familiar in working in different sized groups at different times of the day with different adults. Children of all abilities have the opportunity to work on a one to one basis or in a small group with an adult. At Deepdale Community Primary School, we do give children extra support when they need it.

The pupil premium funding has allowed us to continue and extend what we already do to monitor children's progress and give additional support when required. Children are certainly not singled out or stigmatised for getting extra attention and we never label a child in front of the other children for receiving free school meals or being in care.

In making provision for disadvantaged pupils we also recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

At Deepdale Community Primary School, we teach a broad and balanced curriculum in all subjects to all our children, including learning from enrichment and wider experiences, such as educational visits and visitors to the school. We are committed to evidence-informed practice and will base all decisions relating to Pupil Premium upon robust evidence and professional expertise. We will base any intervention on robust and diagnostic assessments of what pupils know and understand as well as unpicking misconceptions and insecure knowledge, enabling effective support to be put in place.

By taking these strategic actions we seek to mitigate disadvantage so that all children benefit from the positive educational outcomes and opportunities they deserve.

### Evidence Informed Tiered Model

We will be utilising the EEF's recommended Tiered approach to spending target recovery provision in the following areas:

1. High Quality teaching – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches, including:
2. Targeted academic support – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in 'keeping up and catching up'. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.
3. Wider strategies – these strategies will focus upon tackling non-academic barriers to academic success, such as difficulties with attendance & punctuality, family support, behaviour and social and emotional wellbeing

## Challenges

Challenge number	Detail of challenge
1	EYFS Pupils enter the EYFS with language and communication skills well below their developmental age. This impacts on their ability to progress in all areas of the curriculum.
2	Oral language and Communication skills Assessments, observations and diagnostic analysis of pupils' reading and writing indicate underdeveloped oral language and communication skills and vocabulary gaps for many disadvantaged pupils across school. This affects speaking and listening and their ability to read for meaning beyond the literal. It also affects pace and fluency in reading, and spelling and composition skills in their writing.
3	Attainment External and internal data shows a gap between our Pupil Premium children and all our children in reading, writing and maths at Expected standard.
4	Multiple barriers to learning Social, Emotional and Health needs Many of our disadvantaged pupils experience additional barriers to learning, including ACES, SEND, P/LAC or CIN/CP. A proportion of pupils need support with their social and emotional skills, they find it difficult to regulate their feelings due to a range of needs and home issues. This can impact their ability to engage in learning across the curriculum. There may also be complex family situations that can have an impact on children's learning and progress.
5	Attendance Our attendance data indicates higher rates of Persistent absence for our Pupil Premium pupils than their peers, resulting in greater lost learning time which has negatively impacted disadvantaged pupils' progress

## 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
<p>EYFS</p> <p>Improve outcomes in the Early Years by ensuring that the curriculum is ambitious for Pupil Premium and all groups of learners.</p> <p>Improve outcomes for children by putting CLLD at the heart of our EYFS curriculum.</p>	<p>The EYFS curriculum will be ambitious, will meet the needs of all learners and will be adapted to engage, enthuse and challenge all groups of pupils to support them in making accelerated progress and ensure that they are ready to access KS1</p>
<p>Oracy</p> <p>Improve outcomes for Pupil Premium and all groups of learners by weaving Oracy as the golden thread of our curriculum through the Voice 21 Framework</p>	<p>To ensure that all children are immersed in frequent high-quality interactions</p> <p>Children who may be at risk of falling behind in their language development are quickly identified</p> <p>Pupils will be familiar with the Oracy skills required to become confident and articulate speakers</p> <p>Children are confident in using their voices in meaningful contexts in and beyond the classroom.</p>
<p>Pupil Premium and all groups of learners in Reception and KS1, KS2 will make at least expected progress in reading, writing and Maths</p> <p>By end of KS2 - reduce the gap between Pupil Premium and non Pupil Premium in Reading, Writing and Maths</p>	<p>Reception and KS1 Pupil Premium pupils will be secure in their acquisition of phonics and will be able to use this to read fluently. Phonics teaching is secure and pupils are frequently assessed to ensure they are accessing the right level of learning. Time will be taken to analyse progress against individual targets, specifically focusing on pupil premium pupils.</p> <p>Targeted 1:1 and small group work will support Reception and KS1 Pupil Premium pupils to make rapid progress to meet at least expected standards in reading, Writing and Maths.</p> <p>Attainment of Pupil Premium pupils in RWM is at least in line with all pupils in (adjusting for SEND where appropriate)</p>

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils with behaviour challenges and multiple barriers to learning	<p>Sustained high levels of wellbeing demonstrated by</p> <p>Data from pupil voice, pupil, parent surveys, teacher, TA and Pastoral team observations</p> <p>Significant increase in attendance and positive behaviour</p> <p>Disadvantaged pupils with multiple barriers to learning are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Rates of persistent non-attendance reduce amongst disadvantage pupils, showing sustained improvement by 2024/25</p> <p>Overall attendance recover year on year and reach pre-pandemic levels or better for disadvantaged group by 2024/25 or before.</p>

## 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)

Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching is a top priority for our Pupil Premium spending.

**Budgeted cost: £23,284**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Develop teacher knowledge and pedagogical expertise</b></p> <p>Ensure teaching of all subjects is of the highest quality and that all groups of learners including</p>	<p>DFE report: supporting the attainment of disadvantaged pupils articulates success and good practice. Identifies Quality First Teaching as the key to ensuring Pupil Premium pupils make progress</p> <p><a href="#">Supporting the attainment of disadvantaged pupils</a></p>	1, 2 & 3

<p>Pupil Premium pupils make progress as a result of quality first teaching.</p> <p>Staff development and high quality CPD Attendance on External CPD Advisors/Consultants to deliver CPD in school Make use of expert Senior Teachers and experienced Deputy Head teachers through 'Joint Practice Development' which consists of team teaching and Modelling teaching strategies approaches to ensure that all groups of learners including Pupil Premium pupils and are challenged and make progress</p>	<p>EEF – Maximising Learning <a href="#">1. High-quality teaching   EEF</a> The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF: Effective Professional Development High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. <a href="#">Effective Professional Development   EEF</a></p> <p>EEF Recommendations Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice <a href="#">EEF-Effective-PD-Recommendations-Poster.pdf</a></p> <p>Bold Beginnings (2017) <a href="#">Bold beginnings - The Reception curriculum in a sample of good and outstanding primary schools</a></p> <p>Best Start in Life: Parts 1,2 and 3 (updated October 2024) <a href="#">Best start in life part 1: setting the scene - GOV.UK</a> <a href="#">Best start in life part 2: the 3 prime areas of learning - GOV.UK</a> <a href="#">Best start in life part 3: the 4 specific areas of learning - GOV.UK</a></p> <p>Strong Foundations in the first years of school (October 2024) <a href="#">Strong foundations in the first years of school - GOV.UK</a></p> <p>Giving every child the best start in life (July 2025) • <a href="#">Giving every child the best start in life - GOV.UK</a></p>	
<p>Register as a Voice 21 Oracy school and implement the Oracy Curriculum.</p>	<p>The Oracy Education Commission: We need to Talk <a href="#">We need to talk, 2024 – Oracy Commission</a></p>	<p>1, 2, 3</p>

<p>Build oracy into the curriculum, teaching and learning and wider school life.</p> <p>Develop the oracy skills of all groups of learners including Pupil Premium pupils so that they are confident in articulating ideas, developing understanding and engaging with others through speaking, listening and communication. High Quality Oracy skills set children up for success in school and life.</p>	<p><b>Voice 21' have created guidance for schools using evidence-based research into the best Oracy practice in schools and its impact.</b></p> <p>The Oracy Benchmarks - Voice 21 – 2019  <a href="#">Benchmarks-report-FINAL.pdf</a></p> <p>Voicing Vocabulary - Establishing and evaluating an Oracy-centred approach to vocabulary development - 2021-2023 - Voice 21  <a href="#">The-Voicing-Vocabulary-Report.pdf</a></p> <p>The Development of Oracy Skills in School-aged Learners - Cambridge University Press – 2018  <a href="#">CambridgePapersInELT Oracy 2018 ONLINE.pdf</a></p> <p>Transform Teaching and Learning Through Talk by Amy Gaunt and Alice Stott – 2019  <a href="#">Oral language interventions   EEF</a></p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

A wide body of evidence demonstrates that targeted academic support has a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. Planning for targeted academic support is an essential part of our Pupil Premium Strategy.

**Budgeted cost of Education Support Staff: £861,965 (not including oncosts)**

**£ 221,354 from Pupil Premium, £640,611 from school budget**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>EYFS: Targeted interventions:</b></p> <p>Communication and Language : Wellcomm delivered at least 3 x weekly</p>	<p>EEF: Deployment of Teaching Assistants  <a href="#">Deployment of Teaching Assistants   EEF</a></p> <p>EEF: Teaching Assistant Interventions  <a href="#">Teaching Assistant Interventions   EEF</a></p>	1, 2 & 4

<p>Focus on child-adult interactions – two-way conversations</p> <p>Personal, Social and Emotional Development: In class support related to friendships Bespoke visual timetables Part-time timetables in place to support regulation Toilet training adult support Learning Mentor support</p> <p>Physical Development: Motor Screening Programme to develop both gross and fine motor skills Additional Handwriting practise – formation of taught graphemes Fine Motor Skills – pencil grips Outdoor Learning – Interventions on balancing, climbing equipment</p> <p>Literacy: Additional 'Keep up-Catch up' Phonics interventions Additional Reading alongside an adult Scaffolds provided to support transcription – phonics mats</p> <p>Mathematical Development: In class support alongside an additional adult</p> <p>Alongside these bespoke interventions, adults work alongside identified children through targeted support within Continuous Provision.</p>	<p>EEF: Teaching &amp; Learning Toolkit <a href="#">Teaching and Learning Toolkit   EEF</a></p> <p>EEF: Early Years Toolkit <a href="#">Early Years Toolkit   EEF</a></p> <p>EEF: Phonics: Teaching &amp; Learning toolkit <a href="#">Phonics   EEF</a></p> <p>Oral language interventions <a href="#">Oral language interventions   EEF</a></p> <p>EEF Evidence Review: Early language Development <a href="#">Early language   EEF</a></p> <p>EEF: Early Years toolkit: Early Literacy Approaches <a href="#">Early literacy approaches   EEF</a></p>	
<p><b>Targeted Phonics interventions</b></p> <p>Targeted phonics interventions for pupils in KS1 and pupils in KS2</p>	<p>EEF: Teaching Assistant Interventions <a href="#">Teaching Assistant Interventions   EEF</a></p> <p>EEF: Phonics: Teaching &amp; Learning toolkit <a href="#">Phonics   EEF</a></p>	3



<p><b>Reading intervention and Support for targeted pupils who are at risk of falling further behind their peers</b></p> <p>1:1 Reading at least 3 x weekly 1:1 bespoke Reading Intervention daily for children with additional barriers</p>	<p>EEF Teaching &amp; Learning toolkit: Reading Comprehension strategies <a href="#">Reading comprehension strategies   EEF</a></p> <p>DfE: Reading Framework <a href="#">The reading framework</a></p>	3
<p><b>Targeted interventions in Writing</b></p> <p>Additional in class scaffolding from the Class Teacher Provide quality focused feedback to improve writing.</p> <p>Focus on transcription &amp; Handwriting practise for identified children Additional TA support following the lessons to recap/consolidate daily English learning – Focus on the value of the spoken language, Spelling, composition and vocabulary</p>	<p>EEF: Deployment of Teaching Assistants <a href="#">Deployment of Teaching Assistants   EEF</a></p> <p>EEF: Teaching Assistant Interventions <a href="#">Teaching Assistant Interventions   EEF</a></p> <p>DfE: Writing Framework <a href="#">The writing framework</a></p>	3
<p><b>High Quality Targeted Support in Maths</b></p> <p>Focused small group or 1:1 Maths interventions for targeted Pupil Premium children at risk of falling behind Maths interventions focussing on times tables and number bonds Additional support with the instant recall of key Maths facts Additional in class scaffolding from the Class Teacher in daily Maths sessions – concrete resources. Additional TA support following the lessons to recap/consolidate daily</p>	<p>EEF: Deployment of Teaching Assistants <a href="#">Deployment of Teaching Assistants   EEF</a></p> <p>EEF: Teaching Assistant Interventions <a href="#">Teaching Assistant Interventions   EEF</a></p> <p>EEF Guidance Report: Improving Mathematics in the Early Years and Key Stage 1 <a href="#">EEF Maths EY KS1 Guidance Report.pdf</a></p> <p>EEF Guidance Report: Improving Mathematics in Key Stages 2 and 3 <a href="#">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a></p>	3

Maths learning - when required.		
<b>High Quality Language Interventions</b> Happy Talk Speech & Language Service Talk Boost	EEF: Deployment of Teaching Assistants <a href="#">Deployment of Teaching Assistants   EEF</a>  Oral language interventions <a href="#">Oral language interventions   EEF</a>	3

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

Significant non-academic challenges, such as attendance, behaviour and social and emotional needs, can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of our Pupil Premium Strategy. The specific features of our school community affect the approaches we have prioritised.

**Budgeted cost: £ 41,197**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Behaviour management with the aim of developing our school ethos and improving behaviour across school Develop staff understanding of the impact of ACEs on Behaviour, how to support children to regulate and the impact of relational approaches in reducing behaviour related challenges Training: Trauma Informed Approach to behaviour management refresher De-escalation strategies Emotion Coaching Positive Playtimes for TAs  Mental Health & Wellbeing Support for pupils throughout the school	EEF: Improving Behaviour in School <a href="#">Improving Behaviour in Schools   EEF</a>  EEF: Improving Social & Emotional learning in Primary Schools <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	4

(Children's Mental Health, Speak Out, Stay Safe weeks, Anti-Bullying weeks) Training for Pastoral team		
<p>Embed principles of good practice set out in the DFE's Guidance: Working together to improve School Attendance</p> <p>To appoint an additional Learning mentor to work with staff, parents and pupils and offer support and guidance to help remove any potential barriers for lack of attendance</p> <p>Continue to run a breakfast club for targeted vulnerable children and pupil premium children to improve attendance</p>	<p>EEF: Supporting School Attendance <a href="#">Supporting school attendance   EEF</a></p> <p>Impact Education: Attendance <a href="#">ImpactEd Evaluation Attendance Record Report Jan24 - Google Drive</a></p> <p>DFE: Working to Improve School Attendance <a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p>EEF: Rapid Evidence Assessment on Breakfast interventions <a href="#">Free school breakfast provision   EEF</a></p>	5

**Total budgeted cost: £285,835 Pupil Premium funding**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### EYFS

##### **(10 children in receipt of PP funding)**

50% of PP children achieved a GLD (National: 51.4% )

54.4% of non – disadvantaged PP achieved a GLD

#### Year 1 phonics

##### **(19 children in receipt of PP funding)**

57.9 % of Pupil Premium children met the expected standard (national: 66.7%)

#### The school undertook the KS 2 SATs in May 2025.

Below are the headline figures in relation to Pupil Premium children.

##### **Year 6 data: (35 children in receipt of PP funding)**

For Reading, 62% of PP children achieved the expected standard (National Average: 63%)

For Writing, 71% of PP children achieved the expected standard (National Average: 59%)

For Maths, 71% of PP children achieved the expected standard (National Average: 61%)

#### **Whole School attainment:**

End of EYFS	All	Disadvantaged/ Pupil Premium	Not Disadvantaged/ Pupil Premium
	GLD: 53.9%	GLD: 50%	GLD: 54.4%
	Prime Areas: 64%	Prime Areas: 70%	Prime Areas: 63.3%
End of Year 1	Reading: 66%	Reading: 61%	
	Phonics :73%	Phonics: 58%	Phonics: 77%
	Writing: 61%	Writing: 44%	
	Maths: 72%	Maths: 61%	

End of Year 2	Reading: 58%	Reading:55%	
	Writing: 54%	Writing: 64%	
	Maths: 66%	Maths: 58%	
End of Year 3	Reading: 70%	Reading:63%	
	Writing: 57%	Writing: 54%	
	Maths:66%	Maths: 79%	
End of Year 4	Reading: 69%	Reading:67%	
	Writing:55%	Writing:56%	
	Maths:75%	Maths: 70%	
End of Year 5	Reading: 66%	Reading:58%	
	Writing:64%	Writing:50%	
	Maths: 72%	Maths:63%	
End of Year 6	Reading:70%	Reading:62%	
	Writing:73%	Writing:71%	
	Maths:75%	Maths:71%	

## Review of Intended outcomes

### Intended Outcome

#### EYFS

**Improve outcomes in the Early Years by ensuring that the curriculum is ambitious for Pupil Premium and all groups of learners. Improve outcomes for children by putting CLLD at the heart of our EYFS curriculum**

#### Impact

Subject Knowledge

Reception staff are experienced in the planning, implementation and assessment process within the Early Years Foundation Stage (EYFS). However, recent updates to guidance means that all staff are required to review and update their knowledge to ensure continued compliance and best practice. Nursery staff are new to their role and will require support.

## **Communication and Language**

Last academic year, children made good progress from their initial starting points with the greater majority achieving the Early Learning Goals in Communication and Language. However, as a school, we recognise the fundamental importance of high-quality interactions between practitioners and children in order to build the knowledge and skills children need to succeed. This is particularly vital for Pupil Premium children and other vulnerable children.

## **Phonics and Early Reading**

Deepdale implements a consistent and effective Phonics programme starting in Nursery which ensures that many children leave Reception with the strong foundations for reading in KS1. We value and actively encourage parental involvement in supporting both Phonics and Early Reading development but we are aware that this is an area that with additional focus can further enhance the children's knowledge and skills for Pupil Premium children.

## **Writing**

Children are taught composition and transcription separately, with letter formation linked to Phonics. They use phonics in order to spell words. We recognise that providing opportunities for all groups of learners, including PP children to practise using their foundational knowledge and skills is essential in order to develop fluent writers.

## **Next Steps: Please see EYFS Action Plan**

- To continue to ensure that the curriculum in Early Years prepares children well for the next stage of their education
- To continue to improve Communication and Language outcomes for ALL children across EYFS
- To continue to improve Phonics outcomes for children across EYFS
- To improve Writing outcomes for children across EYFS
- To improve Outdoor Provision across EYFS

## **Intended Outcome**

**Oracy: Please see Oracy Action plan**

**Improve outcomes for Pupil Premium and all groups of learners by weaving Oracy as the golden thread of our curriculum through the Voice 21 Framework**

Staff have explored ways of improving the quality of talk within classrooms and the impact it has on learning. Several whole school, in house CPD sessions have taken place to introduce strategies and ideas. Staff have then had time and space to implement. The journey has been purposefully slow, allowing time to discuss, analyse impact and embed. The ultimate aims have been to have high expectations of Oracy within all classes, to

improve inclusivity in learning through talk - everyone has a voice that is valued and they are expected to use it and ultimately to improve our children's ability to think and talk with confidence about their learning.

Some examples of ideas and strategies that have been trialled are:

- Introducing discussion guidelines: co-constructed with every class.
- Having sentence stems available to scaffold the children's talk.
- Expecting high quality and subject specific vocabulary.
- Improving the quality of the questions we ask.
- Introducing thinking time and cold calling.
- Think Pair Share
- Improving the quality of group and class discussion, for example: ABC – (Agree, Build, Challenge).
- Setting class Oracy Targets.
- More recently: Exploring different groupings and the roles children have in groups – this is at the very early stages.

The impact is noticeable. We know this from lesson visits, listening walks and adaptations to planning. The talk and discussion taking place is more purposeful and focused. There is a whole school expectation that all children will participate - not just the usual confident few.

#### **Lesson visits have shown that:**

**UKS2:** Overall, across the six classes, opportunities for talk and discussion are impacting positively on the children's learning. For example, in one History lesson the way that children built on and challenged each other aided the children's understanding and encouraged them to think and reflect critically. Discussion is now scaffolded with sentence stems and high expectations for vocabulary – these are built in at the planning stage. In the best examples, sentence structures were modelled throughout. The culture of inclusivity, everyone involved, full sentences and 'showing we are listening' is developing well.

**LKS2:** Planned questions enable quality discussion to take place - this is certainly apparent in the Opening Worlds curriculum. In some classrooms, work continues to develop talk partner expectations. Across most classes, children use 'ABC' to develop discussion further and are confident in doing so. 'Say it better' is also used consistently to improve responses. All classes have oracy-based guidelines in place. In the best examples, children cannot opt out of responding and are supported to make progress e.g., 'a clue'.

**Year 2:** Children speaking more confidently in full sentences thanks to the use of explicitly taught vocabulary, choice of sentence stems and good quality modelling. Voice projection is better and actively encouraged. Thinking time and paired discussion is almost embedded across the curriculum. Children are being challenged to develop their responses through the use of 'ABC' although there is still work to be done to ensure consistency across the 3 classes.

**Year 1:** Two classes are using sentence stems well and focus on oral modelling and the practising of key sentences. Picture building highlighted more of a focus being needed in one classroom with regards to practising key sentence stems out loud and the use of gestures to aid oracy.

**EYFS:** Across all four classrooms, oracy was a key part of teaching and learning. All staff are bending down to interact with children. Adults model sentences repeatedly and ask expect children to respond in simple sentences.

**This year:**

- We have joined 'Voice 21' who will support us with our journey, offering us lots of training and resources.
- We have appointed two Oracy Champions across school who will drive the practice within their classrooms and share.
- We will aim to ***plan Oracy more intentionally***, considering which strategy is required in which lesson to elicit the best learning opportunity.
- We will look more deeply at ***teaching the skills of Oracy*** – Voice 21 offer resources that will support with this.
- Several teachers and year groups have opted to use our 'enquiry focused appraisal system' to develop Oracy within their practice under the umbrella of our curriculum driver – 'we love language.'
- We will involve children more and improve their understanding of what Oracy is and the impact it can have.
- Next Steps: To assess the impact of the Voice 21 oracy framework on all groups of learners including pupil premium learners

**Intended Outcome**

**Pupil Premium and all groups of learners in Reception and KS1, KS2 will make at least expected progress in reading, writing and Maths**

**By end of KS2 - reduce the gap between Pupil Premium and non Pupil Premium in Reading, Writing and Maths**

Please see data on page 12 & 13

**Reading**

- 73% of our Year 1 cohort passed the screening check. There was 19% gap between pupil premium and non-pupil premium pupils.
- 70% of our Year 6 cohort achieved the expected standard in Reading. 62% of PP children achieved the expected standard of in reading which is close to the national average of 63%
- The data story for reading suggests that there is a clear gap across the school between the attainment of pupil premium pupils and all pupils.
- The end of KS2 data shows progress accelerates and the strategies put in place across school to narrow the achievement gap are having an impact.
- Pupil Premium reading & Phonics continues to be a priority in school
- Targeted 1:1 and small group work will support Reception and KS1 PP pupils to make rapid progress to meet at least expected standards in phonics & reading. Phonics teaching will be secure and pupils frequently assessed to ensure they are accessing the right level of learning.



## **Writing**

- 73% of our Year 6 cohort achieved the expected standard in Reading. 71% of PP children achieved the expected standard of in reading which is above the national average of 63%
- Gap between PP children and all children in Year 1 is significant with 17% difference
- The data story for writing suggests that there is a clear gap across the school between the attainment of pupil premium pupils and all pupils.
- The end of KS2 data shows progress accelerates and the strategies put in place across school to narrow the achievement gap are having a positive impact.
- A focus for the next academic year is supporting staff in the Foundational Knowledge of writing across each genre and this will enable staff to be more aware of how to move the children's learning forward. Another key focus is for staff to provide high quality focused feedback to children to improve standards in Writing, This will better ensure progress and a higher percentage of children achieving the expected standard.

## **Maths**

- 75% of our Year 6 cohort achieved the expected standard in Reading. 71% of PP children achieved the expected standard of in Maths which is above the national average of 61%
- The end of KS2 data shows progress accelerates and the strategies put in place across school to narrow the achievement gap are having a positive impact.
- The data story for maths across the school suggests that the focus needs to continue on narrowing the gap between PP and all children and to continue to focus on the instant recall of key maths facts: timetables & number bonds

## **Actions & Next Steps**

- Ensure all groups of disadvantaged learners are identified early and closely monitored to enable early, targeted support/interventions to be implemented. Frequent Pupil Progress Meetings.
- Close monitoring of the provision for Pupil Premium children through learning walks, book looks, pupil interviews and data analysis
- Ongoing review of the curriculum to ensure that it does meets the needs of the learners and is adapted to challenge, engage and enthuse all groups of pupils to support them in making accelerated progress. Ensure Oracy & CLLD at the heart of the curriculum
- Continue to focus on the wellbeing for all pupils in our school, particularly our disadvantaged pupils with ACEs behaviour challenges and multiple barriers to learning
- Ensure that children have a good start to the school day by providing Breakfast Club and educate parents as to the positive effect this has on academic learning.
- Continue to closely monitor the attendance of our pupil premium children in order to pick up and contact parents early with any concerns

## Intended Outcome

**To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils with behaviour challenges and multiple barriers to learning**

- The school provides high quality pastoral support. The school recognises the importance for caring for pupils emotional and mental wellbeing and the central part that this plays in them feeling safe and secure.
- Our ethos supports provision for vulnerable groups. The Pastoral team support these small groups of children who experience barriers to learning which can range from low self-esteem, lack of confidence in ability, prevention of bullying, poor attendance, poor behaviour and poor attitudes to learning.
- Frequent meetings between key agencies, class teachers, learning mentors, parents and pupils take place. Intensive support is provided to these pupils through early intervention and small group work so that their confidence is raised which helps them feel safe and secure in the school environment.
- Strategies are also implemented to support some pupils in becoming more aware as to how they can handle own feelings/emotions, behaviours and how this impacts others.
- The Learning Mentors set specific targets with the children which are aimed at giving each child the opportunity to reach their full potential.
- The Learning Mentors also work with Pupil premium children who have barriers to learning. This support ranges from intervention groups, 1:1 sessions or key support mentor.
- Learning mentors provide a range of new experiences which children may not have experienced before at home, allowing each child to fulfil their full potential.
- Through the forming of positive relationships with families this has enabled us to work in partnership with them ensuring a consistent approach often resulting in a positive outcome for the child.

### **Next Steps:**

To continue to sustain high levels of wellbeing for pupil premium learners and demonstrate this by data from pupil voice, pupil, parent surveys, teacher, TA and Pastoral team observations

Whole staff training on: Behaviour management with the aim of developing our school ethos and improving behaviour across school

Develop staff understanding of the impact of ACEs on Behaviour, how to support children to regulate and the impact of relational approaches in reducing behaviour related challenges

## Intended Outcome

**To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils: Please see attendance action plan**

Overall Attendance: Increased from 91.30% (2021/22) to 93.77% (2024/25), with notable gains in Spring and Summer terms.

Persistent Absentees: Reduced from 18.95% to 17.92%, though still above national average (16.21%).

Absence Rates: Overall: 6.23% (slightly above national 5.90%). Unauthorised: 1.82%, down from 2.02%.

Authorised: 4.41%, now above national (4.14%) – key focus for next year.

Pupil Premium Gap: Narrowed from 2.16% to 1.85%, with more pupils moving to higher attendance bands.

**Next Steps**

- To further decrease absence rates across school particularly focussing on Pupil Premium children
- Attendance discussed at Pupil Progress meetings - Additional provision provided for children who have progress hindered by absences.
- To appoint an additional Learning mentor to work with staff, parents and pupils and offer support and guidance to help remove any potential barriers for lack of attendance
- Continue to run a breakfast club for targeted vulnerable children and pupil premium children to improve attendance