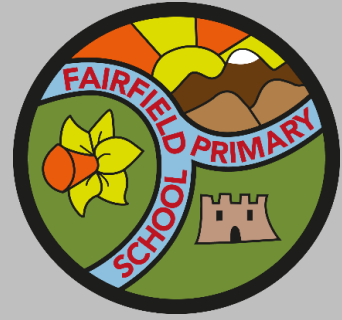




Disadvantaged Strategy 2026-2029



"...pupils from disadvantaged backgrounds achieve well and are well prepared for each stage in their education."

Ofsted, 2023 (Fairfield Primary School)

What is Pupil Premium?

Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children who are in care or adopted, and children whose parents are currently serving in the armed forces.

The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3 and 4-year-olds.

Our philosophy

At Fairfield Primary School, we value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to be happy, confident and life-long learners. We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan and Inclusion Strategy. This enables us to implement a blend of short, medium and long-term interventions and align Pupil Premium use with wider school developments.

‘Poverty Proofing the School Day’

At Fairfield Primary School, we are aware that the rising costs of living, job losses and other factors are placing a lot of pressure on family finances. Therefore, we are engaging with the ‘Poverty Proofing Initiative’ in order to help ease, where possible, the pressure on household income and to reduce the potential negative impact this may have on a child’s learning journey.

‘Poverty Proofing the School Day’ is a project that supports schools in understanding the barriers and challenges faced by pupils and families who are living in poverty. We have adopted a poverty-proofing approach to the school day to lessen poverty stress and the potential stigma associated with family income pressures. This involves taking practical steps to remove poverty-based exclusion and protecting children from disadvantage.

Our implementation process

We believe in selecting a small number of priorities in order to give all pupils the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge and support good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen two or three interventions. This focused approach ensures the best chance of success for each intervention.

1. Quality of teaching

High quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using our Pupil Premium funding to improve teaching quality benefits all pupils and has a particularly positive effect on our children eligible for Pupil Premium.

Our priority at Fairfield Primary School is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Encouraging self-led professional development: facilitating regular CPD opportunities for all teaching staff.

- Professional development in Teaching and Learning: To improve the quality and consistency of teaching for disadvantaged pupils through sustained, evidence-informed professional development and using the Great Teaching Toolkit to strengthen staff practice in questioning and explaining.
- Professional development for staff in the Mastering Number Programme: Teaching staff will engage in Mastering Number training to ensure it is fully embedded across the school.

2. Targeted academic support

At Fairfield Primary School, we consider carefully how our staff are deployed to provide specific, targeted academic support either in a one-to-one or small group situation. We have an expanded school day model, where identified pupils attend targeted intervention groups either before or after school.

- Structured interventions in Maths: As part of our expanded school day model, we will deliver targeted Maths interventions, this will include times tables interventions, greater depth interventions and pre-teaching for the week ahead.

- Structured interventions in English: We will embed our 'Foundational Fixes' intervention as part of the expanded school day, which will target children with gaps in foundational English skills such as sentence structure, spelling, vocabulary and handwriting.

3. Wider strategies

Here at Fairfield Primary School, we aim to focus on significant social and emotional support to help pupils in our care and ensure that all pupils have opportunities to participate in wider enrichment activities to enhance cultural capital.

- 'Parents as Partners' initiative: Embed a strong 'Parents as Partners' approach that equips families with the knowledge, confidence and practical strategies to actively support their child's learning and well-being through meaningful engagement opportunities.
- Social and emotional support: Embed Lego Therapy within our pastoral provision to strengthen pupils' social communication, emotional regulation, collaboration and relationships. Provide chosen staff with specialist training to facilitate this.
- Providing a wide variety of enrichment experiences for all pupils: Further enhance our enrichment offer through improved breaktime provision and increased sporting opportunities using our new school field and outdoor classroom.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-consuming and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the Pupil Premium Grant and their progress towards achieving these targets is analysed.

The progress of pupils in receipt of the Pupil Premium Grant is regularly discussed with the Leadership Team through structured Pupil Progress Meetings- three per academic year.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy and with regard to any new guidance and evidence of best practice that becomes available.

How will the school measure the impact of Pupil Premium Funding?

- FFT assessment tools are used by class teachers/Leadership Team to measure attainment and progress at termly intervals throughout the year.
- All teachers are responsible for tracking the progress of all vulnerable groups, including disadvantaged pupils, SEND and EAL. This information is then collated and monitored by the Leadership Team.
- Pupil Progress Meetings are held regularly using a panel approach between class teachers and school leaders to monitor impact and identify any concerns to be addressed.
- Disadvantaged children are a focus when carrying out monitoring activities, including Work Reviews and Pupil Focus Groups.

- Attendance data is collated and monitored by the Attendance Lead.
- When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support / intervention.
- Pupil Premium funding is discussed with the Local Governing Board and all governors are aware of the need to consider disadvantaged pupils during their monitoring activities in school.
- Designated staff member in charge: Deputy Headteacher.

Accountability

The school is held to account for the spending of the Pupil Premium Grant through the focus in Ofsted inspections on the progress and attainment of the disadvantaged cohort.

The school publishes its strategy for using the Pupil Premium funding and the school's performance table on the school website.

Summary information

School:	Fairfield Primary School (part of The Learning For Life Trust)		
Academic Years:	2026-2029	Total Pupil Premium Grant:	£62,180
Reviewed:	October 2026	Next Review:	October 2027 (Strategy Review October 2029)
Total Number of Pupils:	467	Number of Pupils Eligible:	37

Intervention planning in full

Intervention:	• To improve the quality and consistency of teaching for disadvantaged pupils through sustained, evidence-informed professional development, using the Great Teaching Toolkit to strengthen staff practice in questioning and explaining. • By the end of the three-year cycle, all teaching staff will have engaged in a cycle of high-quality CPD, protected pedagogical reflection, classroom trialling, coaching and monitoring, with a particular focus on refining effective questioning and developing quality explanation. This will increase pupils' opportunities to think deeply, articulate understanding, recall and retain key information and access ambitious learning.
Category:	Quality of teaching
Success Criteria:	• All teaching staff participate in half-termly protected pedagogical reflection sessions linked to the Great Teaching Toolkit (GTT). • Robust questioning is consistently embedded through staff demonstrating confident use of questioning techniques including: cold calling, hinge questioning, entry and exit ticket questions, 'think-pair-rehearse-share' and the use of mini-whiteboards • Staff increase and develop their understanding and expertise of effective explaining techniques including, the use of working

	walls, 'rapid recall', signalling, 'weeding', chunking information and dual coding. • All staff trial agreed strategies in their classrooms and receive opportunities for coaching, feedback and refinement. • Learning walks, work reviews and pupil voice demonstrate increased consistency in classrooms. • Disadvantaged pupils demonstrate increased engagement, participation and progress in lessons, thus reducing passivity and enhancing confidence. • Pupils show awareness of the pedagogical practices used in the classroom to enhance their learning.		
Dates:	September 2026- July 2029	Responsibility:	Teaching Staff Leadership Team
Implementation:	How we will implement this intervention: • Deliver half-termly, high-quality CPD (using a blend of the GTT and in-house expertise) based on further refining questioning and implementing effective explaining techniques, using evidence and classroom examples. • Establish protected half-termly pedagogical reflection sessions for staff to reflect on implementation, share practice and identify next steps. • Give staff structured opportunities to trial one agreed strategy in their classroom before reflecting on its impact. • Develop peer coaching opportunities focused specifically on questioning and explanation, with a developmental rather than judgemental purpose. • Monitor implementation through learning walks, work reviews, pupil voice and professional dialogue. • Use evidence from monitoring and staff reflection to adapt subsequent CPD and identify effective practice to share across the school. • Hold half-termly Teaching and Learning focused assemblies, as well as parent workshops, to ensure that both pupils and parents are well informed of key initiatives linked to our Teaching and Learning ethos.		
Light-touch review notes:	Annual review notes:	Annual review notes:	Annual review notes:
Annual Spend:	2026/2027: £10,580	2027/2028:	2028/2029:

Intervention:	• To improve the mathematical fluency, number sense and confidence of pupils through the consistent and effective implementation of the Mastering Number programme, ensuring that pupils develop secure foundations in number and are able to apply their understanding across the Mathematics curriculum.
Category:	Quality of teaching
Success Criteria:	• Mastering Number is implemented consistently across the identified year groups (Reception- Year 5), with all staff delivering the programme with fidelity.

	• Pupils develop stronger number sense, fluency and confidence. • The attainment gap between disadvantaged pupils and their peers in early Mathematics is reduced. • Assessment demonstrates improved understanding and retention of key number concepts amongst all pupils. • Pupils use mathematical vocabulary with increased confidence and understanding thus providing support in their wider Mathematics learning. • Teachers use Mastering Number assessment information to identify and address gaps in pupils' mathematical understanding. • Disadvantaged pupils are increasingly able to apply their secure number knowledge when reasoning and problem-solving in Mathematics. • Staff confidence and consistency in teaching early number concepts improve through ongoing professional development and coaching from the Maths Hub and in-house expertise.		
Dates:	September 2026- July 2029	Responsibility:	Teaching Staff Leadership Team
Implementation:	How we will implement this intervention: • Implement Mastering Number across the relevant year groups as a planned and protected part of the Mathematics Curriculum. • Ensure all staff understand the aims, structure and key principles of the programme. • Establish consistent expectations for the frequency and delivery of sessions. • Ensure pupils receive the high-quality core provision, with additional support provided where specific gaps are identified. • Provide staff with appropriate Mastering Number training and ongoing professional development. • Use staff meetings to develop teachers' understanding of effective approaches to early number. • Share good practice and address common misconceptions identified through assessment and monitoring. • Have a dedicated Mastering Number lead who works within the Maths Team and is a senior member of staff. • Ensure the Mastering Number Lead has the skills and expertise to provide additional coaching or modelling for staff where required. • Use ongoing assessment to identify pupils who have gaps in number knowledge or fluency and may benefit from additional Mastering Number intervention. • The Mastering Number Lead will monitor the quality and consistency of Mastering Number implementation each half term.		
Light-touch review notes:	Annual review notes:	Annual review notes:	Annual review notes:
Annual Spend:	2026/2027: £7,000	2027/2028:	2028/2029:

Intervention:	Structured interventions: • Further develop and embed the Expanded School Day model across Years 2–6 to provide precise, responsive support in Maths for disadvantaged pupils through targeted intervention, pre-teaching, greater-depth challenge and times-tables provision, including targeted support for Year 5 pupils who did not achieve 21 or above in the Multiplication Tables Check. • Introduce and embed the Foundational Fixes intervention across Years 2–6 to accelerate the progress of pupils with identified gaps in the foundational knowledge and skills required to become successful, independent writers.		
Category:	Targeted academic support		
Success Criteria:	• Expanded School Day provision is consistently implemented across Years 2–6 and is closely aligned to identified pupil need. • Disadvantaged pupils receive timely and appropriate support or challenge based on assessment evidence. • Pupils receiving intervention demonstrate clear progress from their identified starting points- this is monitored through termly Pupil Progress meetings. • Pupils develop greater confidence, independence and fluency in identified areas of need. • Year 5 pupils targeted for times-tables support demonstrate improved multiplication and division fluency. • Assessment, pupil progress and work review evidence demonstrate the impact of the provision and inform ongoing adaptations. • Key Stage 2 pupils with foundational writing gaps are accurately identified through assessment. • Targeted intervention addresses specific gaps in areas such as: sentence construction, grammar, punctuation, spelling, vocabulary and handwriting. • Pupils demonstrate clear progress against their individual starting points. • Foundational skills taught through intervention are increasingly applied independently in classroom writing. • Assessment and work reviews demonstrate improved accuracy, confidence and independence in writing. • 'Foundational Fixes' is delivered by a highly experienced practitioner who has dedicated time to plan for each child's need on an individual basis.		
Dates:	September 2026- July 2029	Responsibility:	Leadership Team Teaching Staff Intervention facilitators
Implementation:	How we will implement this intervention: • Clear and concise communication with parents, so they understand how the intervention will support their child as well as the practical arrangements. • Use assessment and pupil progress information to identify disadvantaged pupils requiring additional support or challenge.		

	• Ensure provision targets specific gaps rather than general attainment. • Track pupil attendance, participation and progress through the Expanded School Day. • Review groupings on a minimum half-termly basis and adapt provision in response to the progress of the pupils. • Monitor impact through assessment, work reviews and pupil voice. • Use assessment and writing samples to identify precise areas of need. • Deliver short, focused interventions outside of the school day alongside robust classroom provision and support. • Assess pupils regularly and adapt groups and targets in response to progress. • Monitor transfer of learning into independent classroom writing. • Evaluate impact through assessment, work reviews and pupil voice.		
Light-touch review Notes:	Annual review notes:	Annual review notes:	Annual review notes:
Annual Spend:	2026/2027: £27,500	2027/2028:	2028/2029:

Intervention:	Embed a strong 'Parents as Partners' approach that ensures families are well informed about their child's learning and have the knowledge, confidence and practical strategies to support learning and well-being at home. This will be achieved through a programme of purposeful opportunities including interactive Maths mornings, Reading and Phonics Workshops, Well-being Workshops, Year-group Information Evenings and Teaching and Learning Events.		
Category:	Wider strategies		
Success Criteria:	• A coherent programme of parent engagement opportunities is established across the school. • Parents have regular opportunities to see, understand and engage with their child's learning. • Parents report increased confidence in supporting learning and well-being at home. • Parent attendance and engagement across workshops and events increases. • Parents have access to clear, practical strategies and resources to support learning at home. • Pupil and parent surveys demonstrate further strengthened communication and partnership between home and school. • Evidence shows that parental engagement is contributing positively to pupils' learning, progress, attendance and wellbeing. • Staff are given directed time to plan high-quality events to ensure they meet the intended purpose.		
Dates:	September 2026- July 2029	Responsibility:	Leadership Team
Implementation:	How we will implement this intervention:		

	• Develop an annual programme of parent engagement opportunities linked to the school's curriculum and priorities. • Deliver interactive events including Maths mornings, Reading and Phonic Workshops, Well-being and Pastoral Workshops, Year-group Information Evenings and Teaching and Learning Events. • Provide opportunities for parents to observe effective teaching and learning within classrooms. • Ensure workshops are practical, accessible and focused on strategies parents can use at home. • Strengthen communication with parents about curriculum expectations, pupil progress and ways to support learning. • Use parent and pupil voice to identify further areas where families would benefit from support or information. • Ensure that events are appropriately attended, including those families who may benefit the most from the additional support. • Monitor attendance, engagement and feedback to evaluate impact and ensure provision is inclusive. • Share resources and key messages with families who are unable to attend events, ensuring all parents have access to the same information and support.		
Light-touch review notes:	Annual review notes:	Annual review notes:	Annual review notes:
Annual Spend:	2026/2027: £1,500	2027/2028:	2028/2029:

Intervention:	Social and emotional support: Further expand and strengthen pastoral care provision through the introduction and embedding of Lego Therapy, providing targeted support for pupils who require additional help to develop social communication, emotional regulation, collaboration and positive relationships.		
Category:	Wider strategies		
Success Criteria:	• Lego Therapy is established as a consistent part of the school's pastoral offer. • Pupils are identified for support through pastoral, teacher and assessment information. • Pupils are triaged through our pastoral support system, to ensure we identify the correct route of support for individuals. • Pupils demonstrate improved social communication, turn-taking, cooperation and emotional regulation. • Pupils develop greater confidence in managing relationships and working collaboratively with others. • Progress is monitored through pupil voice and staff observations. • Evidence demonstrates that Lego Therapy is having a positive impact on identified pupils' well-being, engagement and readiness to learn.		
Dates:	September 2026- July 2029	Responsibility:	Pastoral Team Mental Health Lead SENDCo and Assistant Headteacher
Implementation:	How we will implement this intervention:		

	- Identify pupils who would benefit from Lego Therapy through pastoral and teacher referrals. - Train relevant members of staff to deliver Lego Therapy effectively and consistently. - Establish appropriate groups, session structures and resources. - Deliver regular, structured Lego Therapy sessions with clear objectives linked to identified needs. - Monitor pupil progress through observation, pupil voice and pastoral records. - Review the impact of provision and adapt groups and approaches in response to pupil need. - Share successful strategies with staff to support the transfer of skills into the classroom and wider school environment.		
Light-touch review notes:	Annual review notes:	Annual review notes:	Annual review notes:
Annual Spend:	2026/2027: £5,600	2027/2028:	2028/2029:

Intervention:	Following a self-appraisal against the Department for Education's Enrichment Framework, we endeavour to further strengthen the school's already broad and ambitious enrichment offer by developing high-quality breaktime provision and increasing opportunities for pupils to participate in sporting activities through the use of our new school field resource and outdoor classroom. Follow the link to read more about our extensive enrichment offer: Enrichment Fairfield Primary School		
Category:	Wider strategies		
Success Criteria:	- The school's enrichment offer continues to provide a broad range of opportunities that reflect the DfE Enrichment Framework. - Breaktime provision is enhanced through a wider range of structured activities, resources and opportunities for pupils. - The new field resource is used effectively to increase access to sporting and physical activity. - More pupils engage regularly in sporting activities and develop physical skills, confidence and teamwork. - Pupil voice demonstrates increased enjoyment and engagement in breaktime and sporting provision. - Leaders evaluate participation and impact to ensure provision is inclusive and responsive to pupil interests and needs.		
Dates:	September 2026- July 2029	Responsibility:	Leadership Team PE Leads
Implementation:	How we will implement this intervention: - Review the current breaktime offer and identify opportunities for further development. - Consult with pupils and staff to establish preferred activities and areas for improvement.		

	• Introduce a wider range of structured breaktime activities and resources, focusing initially on Key Stage 1. • Develop a programme of sporting activities using the new field resource. • Ensure opportunities cater for different interests, abilities and levels of participation. • Establish clear expectations and routines to support safe and purposeful use of the field. • Monitor participation, pupil voice and engagement and use findings to refine provision. • Continue to review the enrichment offer against the DfE framework to identify further opportunities for development.		
Light-touch review notes:	Annual review notes:	Annual review notes:	Annual review notes:
Annual Spend:	2026/2027: £10,000	2027/2028:	2028/2029:

Rationale and supporting research to our approach:

According to the EEF, spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

This approach we have adopted is further supported in EEF’s Pupil Premium Guide, which outlines: “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.

Moreover, the Great Teaching Toolkit (GTT) is a strong evidence-informed approach for using disadvantaged funding because it focuses investment on improving the quality of teaching—the factor with the greatest potential to benefit all pupils, including those who are disadvantaged. Coe, Rauch, Kime and Singleton (2020) reviewed hundreds of research studies and identified four key dimensions of effective teaching: understanding the content, creating a supportive learning environment. This is particularly relevant to disadvantaged spending because it places funding into teacher professional development rather than a short-term intervention, meaning improvements can benefit disadvantaged pupils across the whole school and over time. The review argues that professional learning should be targeted to teachers’ individual needs and supported by formative feedback, allowing schools to identify specific areas for improvement rather than providing generic training. This mirrors our approach. In addition, this aligns with Sims et al. (2021), whose systematic review and meta-analysis for the Education Endowment Foundation examined the characteristics of effective professional development, and with EEF evidence, which emphasises that high-quality teaching is a key strategy for improving outcomes for disadvantaged pupils.

Therefore, using disadvantaged funding to implement the Great Teaching Toolkit can be justified as a sustainable, whole-school investment in teacher expertise, with the potential to improve classroom practice for disadvantaged pupils every day rather than relying solely on separate interventions outside normal teaching.

Mastering Number is an evidence-informed programme that can provide a strong use of disadvantaged funding because it focuses on securing the early mathematical knowledge and number sense that underpin later attainment. The programme, developed by the National Centre for Excellence in the Teaching of Mathematics (NCETM), is designed for Reception, Key Stage 1 and 2 and uses four short sessions each week to develop pupils' fluency, flexibility and understanding of number. The Education Endowment Foundation (EEF) identifies early numeracy approaches as having the potential to make a significant difference, with its Early Years Toolkit estimating an average impact of around seven months' additional progress (EEF, 2021). This is particularly relevant to disadvantaged pupils because the EEF notes that children from disadvantaged backgrounds can enter school with weaker early number skills, meaning that securing these foundations early may help to prevent gaps from becoming embedded. The research underpinning Mastering Number also draws on work by Elliott and Bachman (2018), which highlights differences in early mathematical skills associated with disadvantage, and Gray and Tall (1994) and Dowker (2013), whose research found that pupils who struggle with Mathematics can be more reliant on inefficient counting strategies rather than secure number facts. Mastering Number addresses this by developing pupils' ability to subitise, compose and decompose numbers and recognise relationships between numbers. This is consistent with the wider EEF evidence on mastery learning, which reports an average impact of five months' additional progress, with particularly positive effects for primary pupils and Mathematics (EEF, 2025). Using disadvantaged funding to support Mastering Number can therefore be justified as an early, preventative investment that strengthens pupils' mathematical foundations and provides teachers with training, resources and structured approaches to ensure that disadvantaged pupils are less likely to fall behind in the first place.

In accordance with the EEF, evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact, which mirrors the delivery of our Maths Intervention Programme. In accordance with the EEF's Teaching and Learning Toolkit, the fact the learning will be individualised to provide one-to-one learning, means that on average, it will have a positive effect on learners, with an average of 3 months progress. Therefore, this will enable accelerated progress thus helping to close the gap between disadvantaged children and their peers.

As a school, we have asked staff to specifically identify the gaps in disadvantaged pupils' knowledge and understanding and formulate desired outcomes. In order to assist practitioners to support these pupils, and enable accelerated progress we have invested in a range of intervention programmes and approaches in core areas of the curriculum. Research indicates, it is a recommendation that each pupil spends one hour a week on additional, tailored intervention. In order to accommodate this, we will continue (for a sixth year) to expand the school day to incorporate early morning sessions (8.20am-9am and 3.20am-4.00am) so the children can engage in the interventions. By expanding the school day, it means that the pupils in question won't miss any direct teaching time through being taken out of class. This will involve careful timetabling and clear communication between staff and parents/guardians.

The EEF outline that extending the school day is a strategy schools may take to aid disadvantaged children. They outline that in order to be successful, any increases in school time should be supported by both parents and staff so therefore clear communication will be made with parents/guardians (via a letter/ direct message) outlining what the provision entails and why it would be beneficial for their child. The times and dates would remain consistent for convenience and to aid timetabling. Additionally, in the EEF's Teaching and Learning Toolkit, evidence indicates that, on average, pupils

make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months additional progress. Also, there are often wider benefits for low-income students, such as increased attendance at school, improved behaviour and better relationships with peers. Moreover, within the Toolkit, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.

Working with parents as partners is an evidence-informed approach that can provide a strong use of disadvantaged funding because it aims to strengthen the partnership between school and home and increase the quality of learning experiences available to children outside the classroom. The Education Endowment Foundation (EEF) identifies parental engagement as having an average impact of approximately four months' additional progress, with a moderate impact for very low cost, based on a substantial evidence base of 124 studies (EEF, 2025). The EEF's evidence review, led by Nick Axford, Vashti Berry, Jenny Lloyd et al. (2019), found that parental engagement is positively associated with children's academic outcomes and identified approaches such as family Literacy and structured support for learning at home as particularly promising. This is highly relevant to disadvantaged pupils because the EEF highlights the importance of ensuring that parental-engagement strategies reach families who may experience barriers to involvement, rather than unintentionally benefiting families who are already highly engaged. The EEF's Working with Parents to Support Children's Learning guidance (2018) therefore recommends that schools develop effective communication with parents, support learning in the home environment and provide more intensive support where appropriate, particularly for disadvantaged families. Research suggests that the most effective approaches are not simply about asking parents to 'help with homework', but about giving parents practical strategies, resources and confidence to support specific aspects of their child's learning. The EEF (2025) particularly highlights personalised communication and approaches that encourage positive parent-child interactions around learning- thus aligning with our approach. This provides a strong rationale for using disadvantaged funding to develop a 'Parents as Partners' approach, for example through workshops, targeted communication, reading support and opportunities for parents to understand how children are taught in school. Therefore, investing disadvantaged funding in working with parents can be justified when it is targeted, accessible, academically focused and evaluated for its impact on disadvantaged pupils, helping to create greater consistency between teaching in school and learning at home.

Furthermore, mental health problems have been rising nationally and this is reflected in the increase in demand for our school pastoral care/counselling service. On a national scale, 1 in 10 children and young people are believed to have a mental health related need in a primary setting, with 70% of children and young people not having appropriate interventions available to them. We want to prevent this being the statistic in our setting. Therefore, we will invest in our pastoral service to continue to strengthen provision to enable disadvantaged pupils to access care, when/if needed. This includes the children participating in Lego Therapy as well as our existing and well-established wider pastoral support.

Finally, 'Enrichment basically makes a subject more meaningful or more rewarding,' says Julie Taplin, Chief Executive of Potential Plus UK, the charity that supports children with high learning potential. All children benefit from enrichment, but especially more able pupils. 'It allows them to look at subjects in more depth, and give them opportunities to explore and use their imagination,' Julie explains. Children from disadvantaged backgrounds also benefit from experiences and activities that they may not get out of school. This justifies our approach to provide a variety of enrichment experiences for all pupils, to enrich cultural capital. This is because we have a some disadvantaged children working at/above age-related expectation and therefore this approach will provide children

with a more rounded, culturally rich education through activities that enhance their learning. Moreover, enrichment gives children opportunities to try new and varied activities that may not strictly fit into the curriculum (such as Forest School, The Arts and Sports) but that develop character, resilience and motivation, and encourage them to pursue wider goals. It helps to teach life skills that benefit children beyond the classroom, and can develop an appreciation for cultural and community issues, teamwork and social responsibility. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in Reading and Mathematics thus demonstrating that our investment in this area is valued.