



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

School overview

Detail	Data
School name	Gagle Brook Primary and Nursery School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024- 2027 Current year 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Luke Graham
Pupil premium Leads	Emily Holloway
Governor / Trustee lead	Darren Townsend – Chair of Governors Dr Dan Nicholls – Trust CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,000
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	£59,000

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

#EveryoneALearner



At Gagle Brook Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, thrive socially, emotionally and academically making good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We strive towards ensuring that each child who graduates from Gagle Brook will have gained a strong sense of belonging, equipped with the confidence and skills to make informed decisions, engage in self-reflection, establish connections, and become responsible eco-citizens. We strongly

believe that the culture of our school is key to achieving these outcomes, so every staff member is responsible and driven with this in mind.

We recognise and consider the challenges faced by every child, including those who are vulnerable and may have a social worker, be a young carer or come from disadvantaged backgrounds. We celebrate and embrace the diversity within our school and the broader community as everyone is unique. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Reading is at the center of our broad and balanced curriculum which serves as the basis for developing essential skills, knowledge, concepts, and values to support all children. Rich vocabulary and language choices are carefully woven into our lesson design to support high expectations of themselves. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach emphasises our ACHIEVE values, our curriculum Golden Threads and the One Planet Principles, through hands-on learning experiences, the development of interpersonal skills, resilience, and the cultivation of creative and critical thinking through an inclusive framework. This approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and are use evidenced based research from the EEF. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

At Gagle Brook, we believe that childhood should be a happy, exploratory, and inquisitive phase of life, characterised by boundless curiosity and a thirst for new experiences and knowledge to cultivate positive learning attitudes. Our values and curriculum Golden Threads emphasise the essential skills required to develop independent, lifelong learners. We believe that community engagement is a vital component of our curriculum, as we celebrate local and cultural traditions, helping children to appreciate and respect the diverse world around them.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance & Wellbeing</u> Observations and attendance reviews evidence show attendance has been impacted by: – disadvantaged children finding home school transitions challenging with attachment as a route cause. – PP Persistent absentees 25.64%. Unauthorised absentees 2.39% – Disadvantaged absentees 19.48%. Unauthorised absentees 2.46% – Whole School Persistent absentees 12.09%. unauthorised absentees 1.14% – Complexities of some children's learning needs and behaviour, This has resulted in significant knowledge gaps leading to pupils falling behind age related expectations in early reading and stamina in writing.
2	<u>Attitudes to Learning: Focus on resilience and learning behaviours</u> Observations and discussions with children and parents from Reception through to Year 6 evidence that our disadvantaged children have: – low self-esteem – low resilience – lack of positive learning behaviours – difficulty using 'can do' attitude to learning – experienced inconsistency and trauma from family situations
3	<u>Quality First Teaching: Focus on knowledge, vocabulary & language</u> Assessments, observations and discussions from pupils from Reception to Year 6 indicate that our disadvantaged pupils are more likely to present: – lower attainment of knowledge, – underdeveloped oral language skills – vocabulary gaps

	– Slower steps of progress especially those identified as SEN who have pupil profiles/ EHCPs (31.32% SEN children. 17% of those are PP recipients and SEN and 10.9% of those are PP eligible and SEN.)
4	<u>Curriculum Enrichment</u> Financial constraints remain a high priority in our school which strongly affect: – attendance – mental health and wellbeing – physical health – trauma related incidents – anxiety – limits opportunities for wider experiences and visits – cost-of-living crisis These financial constraints create further gaps in learning for our disadvantaged pupils.
5	<u>Parental Engagement</u> Assessments, observations and discussions have highlighted that parental engagement is: – limited when supporting learning from home. – lack of opportunities for modelling communication and interaction. This is impacting pupil outcomes especially in phonics, early reading and writing.

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
1. <u>Attendance & Wellbeing</u> <i>Attendance of all pupils meets at least National Average.</i> <i>Pupils will enjoy coming to school.</i> <i>Pupils will benefit from developing relationships with a range of adults, their peers and benefit from positive role models.</i>	• Attendance will increase for all disadvantaged Pupils (above 96%) • Attendance diminished between Pupil Premium and Non-Pupil Premium Pupils. • Regular contact with families to offer support strategies to ensure children arrive at school on time. • 'Thought of the day' activities for all classes to ensure children are ready to engage in learning and ensure pupils have the opportunity for time to talk with their Teacher/ Teaching Assistant. • ACHIEVE Values and House Points support reward strategies for pupils. • Attendance Class award presented each week in assembly and recorded on our fortnightly newsletter which encourages attendance.

<i>Pupils can fully engage and access our curriculum and school life.</i>	• High quality relationships with families which offer support strategies to ensure children arrive at school on time and are ready to engage in learning. • Wellbeing Wood embedded within school support identified children first thing in the morning and throughout the school day. • Nurture groups to support children's wellbeing around focused activities. • Fortnightly attendance meetings established to monitor and track pupils' attendance with immediate action. • Attendance and late arrival concerns referred to the Educational Welfare Officer, in order to target and offer support, following White Horse Federation strategy and procedure. • Staged Attendance letters sent to parents as a result of tracking. • Fines are in place for unauthorised attendance and act as a deterrent. • Our school dog is utilised effectively to support children's wellbeing and transitions in to school.
2. <u>Attitudes to Learning: Focus on resilience and learning behaviours</u> <i>Pupils will be in school and engaging in lessons.</i> <i>Pupils will have a positive attitude to their learning.</i> <i>Pupils will have increased resilience, a positive image of themselves, emotional and mental well-being and feel that this is well supported by all adults in school.</i>	• Pupils have a positive image of themselves and increase emotional well-being, resilience and self-awareness. • Behaviour will be in line with school's Behaviour Curriculum policy which is used effectively to clearly reinforce expectations across the school. • The school's culture will support behaviour and values. • ACHIEVE Values support reward strategies for pupils through assemblies and ACHIEVE recognition boards in each class. • Pupil Leadership Team and House Captains provide positive role models for behaviour and provide a strong pupil voice. • House Points are used as rewards to support behaviour expectations. • Positive Playtimes embedded and provides support during unstructured times of the day through different zones to meet a variety of needs. • Home School agreement sent so all parents and children understand expectations. • Return to school reintegration meetings are used to support behaviour if a child has been suspended so staff go through strategies that have been agreed and remind them of expectations and how to ask for help. • Pupils feel confident to face challenges and maintain positive, social friendships with their peers. • Provision securely in place to support children during the school day- 1:1/ Nurture Groups, Talk About Intervention, Mindfulness Time, Learning in Nature.

	Pupils feel confident and are able to take risks in learning, cope with failure and challenges, including change, show resilience, be engaged and feel motivated within lessons. • Family Support Worker impacts on children's engagement in class and emotional wellbeing. • Pupils make progress and work towards achieving age related expectations. • Pupils feel like they belong, and they are able to develop their emotional maturity. • As a result of high-quality training in Zones of Regulation, Attachment, Trauma and Adverse Childhood Experiences all staff have a clear understanding of how to move learners on and ensure every child reaches their full potential. • Trauma informed practice is embedded into the wellbeing and SEMH support for all children and families.
3. <u>Quality First Teaching: Focus on knowledge, vocabulary & language</u> <i>All pupils will reach their full potential and have the capacity to meet age related expectations in relation to their knowledge gained through a progressive curriculum through Quality First Teaching.</i> <i>All pupils will develop their phonic knowledge through Little Wandle to support their Early Reading.</i> <i>Pupils to finish Foundation Stage and Year 1 meeting ARE in relation to communication and language by giving reason and context for their growing vocabulary choices.</i> <i>Pupils will engage with frequent reading activities and develop a love for reading.</i>	• Early years children achieve their GLD at the end of Reception: 73% 2024/2025. National 67% (2024) • Oracy opportunities are at a suitable level ensuring children are communicating, questioning reading and writing effectively. • Children have a better understanding of words and their meanings as a result of Quality First Teaching. • Wellcomm Intervention and assessments support impact on speech, communication and language in Reception, KS1 & KS2. • Language Lead training is continually being developed and implemented into Early Years. • Teachers and Teaching Assistants explicitly model and teach vocabulary through Quality First Teaching. • Cognitive overload is at a minimum by pre learning and over learning activities to develop vocabulary as result of carefully planned curriculum. • Parent engagement is heightened in supporting communication and language at home as a result of parent workshops in school. • ENRich Curriculum improves reading and writing through clear design, coverage, skills and progression of small learning steps. Embed 'Talk for writing' • Little Wandle program supports rapid progress in phonics for Reception to Y2, using choral and individual responses. • Little Wandle Rapid Catch-Up sessions support Year 2/ Lower KS2 so they reach age-related expectations. • Little Wandle's SEN program graduated approach engages and supports children with small steps, inclusive images so that the right visual prompts gain clear results.

4. <u>Curriculum Enrichment</u> <i>All pupil's wellbeing, knowledge, vocabulary and life skills will develop from an increased wider range of opportunities and experiences woven into the school curriculum such as workshops, clubs, trips and visitors.</i>	• Allocated support in place for uniform, trips and clubs to ensure all children benefit from opportunities in school e.g. Hardship Fund. • Trips and visits are affordable and well planned over the year with clear progression of skills, so all children benefit from these wider opportunities. • Experiences are built in which enable children to relate and remember more, impacting on academic success inclusive of Learning in Nature sessions, learning to play musical instruments, curriculum workshops. • 1:1/ small group therapy sessions implemented to support children's learning and wellbeing. • Increased attendance due to heightened engagement within the curriculum offer.
5. <u>Parental Engagement</u> <i>All pupils will benefit from increased parental engagement in school and the opportunity to build an effective home school partnership to support mirrored strategies for learning and wellbeing.</i>	• Evidence of increased positive relationships between parents and staff through feedback from parent questionnaire. • School website revamped so parents can access up to date information easily such as online calendar. • Fortnightly newsletters inform parents of key messages, celebrate attendance, achievers and learning plus curriculum enrichment events. • School will use social media to support key messages been seen by parents. • Pupils are completing homework on time and reading is happening at home. • Increased active parental engagement, supporting learning both in school and outside of school • Successful strategies implemented to support children's learning and wellbeing at home. • Strong relationships built with families which offer support strategies. • Family Support Worker role fully utilised. • Increased attendance at parent workshops. • Parents support our behaviour curriculum. • Parents and Families attending our Learning Showcase and celebration events during the academic year. • Parent questionnaires show parents feel more involved in learning. • Gagle Brook School Food Hub in place to support struggling families with cost of living.

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

Budgeted cost: £44,250 Pupil Premium Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points across all subject areas.</i> Chosen action/approach: Utilise the TWHF ENRich curriculum for Reading, Writing and Maths mastery approach which uses up to date researched strategies to support learners. Introduction of the Equals Curriculum in The Nest - a bespoke curriculum for children with complex SEND needs within the resource base. Utilise a validated phonics system: Little Wandle Letters and Sounds Revised as this is the fastest growing Department for Education-validated phonics programme. Our 'Reading Theatre' approach covers a range of reading strategies. Utilise our new foundation subject curriculum based on the NC, using small steps of progressive learning to build on previous knowledge. Trained teachers in all classrooms with a focus on Quality first Education, which uses adaptive teaching effectively. Drive to improve 'in the moment' feedback for pupils and increased practice to support retention of knowledge and skills.	<i>'Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods.'</i> <u>Phonics</u> Research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly with children from disadvantaged backgrounds. <u>Reading comprehension strategies</u> EEF research evidence that improves +7months alongside phonics it is a crucial component of early reading instruction. <u>Mastery learning</u> A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge. Mastery learning is particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.	2,3

Monitoring, support and CPD of teaching staff to ensure 100% of teaching is good/outstanding with high quality support in place for all pupils. Release time for middle leaders to ensure robust monitoring within all classrooms and through the Primary RAG /data points across the year. Allocated class TA support, including intervention in and outside of the classroom (Maths4Life, Talk About, Precision Teaching, Target Reading, Fine Motor Provision (Pegs to Paper), Speech and Language Sessions, Comprehension Booster, Little Wandle Rapid Catch- Up) – Supporting non-negotiable of Quality First Teaching (marking in the moment and quality feedback at the time) Parents to be provided with clear and timely information on how well their child is progressing in relation to the expected standards throughout the school year. Curriculum workshops for parents to support understanding of learning happening in school and how to support from home – Early Reading, Maths, Communication and Language, Zones of Regulation Engagement of parents through fortnightly newsletters, Learning Showcases, parents' evenings, parent workshops and celebration events throughout the year.	<i>EEF research shows that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i> <u>Feedback</u> <i>EEF states that 'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and sometimes after learning. Research suggests high quality feedback can see a +6month impact over the year.'</i> <u>Teaching Assistants</u> <i>EEF research evidences that 'Teaching Assistants can provide a large positive impact on the learner's outcomes. Access to high quality teaching is the most important lever schools can have to improve outcomes for pupils, seeing a +4 months' impact over the course of the year'.</i> <u>Parental engagement</u> <i>The average impact of the Parental engagement approaches is about an +4months progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i> <u>Parental Workshops</u> <i>EEF research suggests increasing parental engagement in primary schools had on average 4+ months' positive impact.</i> Further Evidence: <i>Pupil Progress Data through the Primary RAG/Data Points, Learning Walks, Book Looks, Observations, Professional Development, Parent Communication</i>	5
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Whole school training will ensure staff can best support attainment, development and emotional wellbeing of all Pupil Premium children. Chosen action/approach: Coaching sessions and training on Little Wandle for all teaching staff to enable children to reach age related expectations in phonics by the end of Year 1. Planning Clinics and training from TWHF Curriculum Team and external providers to develop and train staff in ENRich curriculum, pedagogy and deeper thinking of sequencing lessons into smaller steps to ensure retention. Staff to feedback to pupils to develop their learning. Continued training on Zones of Regulation to support identification of wellbeing need and actions to support child (2025– 2026) StepLab training introduced in September 2025 for staff. Sessions focussing on Securing Attention – I do, we do, you do approach for staff. Continued Whole Staff Training focusing on behaviour, mental health and wellbeing to support children's learning and further training supporting the themes within Safeguarding. Staff Training on the EEF 5 a day to support teaching and in class intervention. Whole School training from TWHF Behavioural Team October 2025 (ACES) Educational Psychologists support for two days in 2025-2026	Phonics <i>Research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly with children from disadvantaged backgrounds.</i> Feedback <i>EEF research shows that 'providing children with feedback is a well evidenced and has high impact on learning outcomes and can have an impact of +6 months on a child's progress'.</i> Behaviour interventions <i>EEF toolkit research suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average. School-level behaviour approaches are often related to improvements in attainment. '+3months</i> Metacognition and self-regulation <i>EEF research evidence that the potential of metacognition and self-regulation approaches is high (+8 months). The evidence shows that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of the learning can be effective.</i> Further Evidence: <i>Knowledge of individual pupil needs and a changing trend in the emotional and mental health of pupils. Training sessions for teachers and Teaching Assistants, Training Records, staff surveys/ growth plans</i>	1,2,3
Increased opportunities for communication, language and heightened vocabulary choices Chosen action/approach		

ENRich curriculum, which is sequenced, text driven and thematic curriculum design to be embedded for all pupils- impact on communication and language and reflected in reading and writing. Whole School focus on oracy – modelled Talk Partner work, use of sentence stems across curriculum, effective sentence building. Use of StepLab to support training. Carefully sequenced progression of Nursery rhymes in Reception as this has been proven to support early language and communication development. Our ‘Reading Theatre’ approach promotes echo, choral and close reading techniques alongside text marking and performing which support the development of language and communication successfully. Embedding of ‘Talk for writing’ in Reception to support and build story telling opportunities and development of language and vocabulary choices, early reading and writing Wellcomm Intervention to have impact on oral communication/ understanding and vocabulary choices.	<i>Our ENRich curriculum is based on the best, most effective teaching and learning strategies.</i> <u>Oral Language</u> <i>EEF toolkit evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</i> <i>Given that Oral language interventions can be used to provide additional support to pupils, the EEF toolkit suggests that oral language interventions can add 6+ months’ progress.</i> <u>Small group tuition</u> <i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact</i> <i>The average impact of the small group tuition is +4months’ progress, on average, over the course of a year.</i>	2,3,5
Increased curriculum enrichment opportunities Chosen action/approach A provision map of trips/ visitors is followed to ensure pupils experience a variety of enrichment opportunities – Cycle A and Cycle B. Pupils in Lower KS2 successfully learn to play an instrument through the Oxfordshire County Music Teacher. Residentials are organised so children can experience two residentials in their journey through our school to support wellbeing, teamwork and collaboration skills.	<u>Arts Participation</u> <i>EEF research shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum by up to +3months.</i> <i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i> <u>Small group tuition</u> <i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact</i>	1,2,4 1,2,3,4

	<i>The average impact of the small group tuition is +4months' progress, on average, over the course of a year.</i> <u>Outdoor adventure learning</u> <i>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To raise % of Pupil Premium children at ARE in Phonics and Reading in line or above National average.</i> Chosen action/approach Allocated TA support to deliver fast track phonics tutoring/ reading interventions/ comprehension work to all Pupil Premium children as well as the bottom 20% of each year group in school. Target pupils will experience Little Wandle rapid catch up, Little Wandle SEN programme to ensure pupils meet their targets. ARCh reader who will work with identified Pupil Premium children twice a week.	<u>Teaching Assistants</u> <i>EEF research evidences that 'Teaching Assistants can provide a large positive impact on the learner's outcomes. Access to high quality teaching is the most important lever schools can have to improve outcomes for pupils, seeing a +4 months' impact over the course of the year'.</i> <u>Small group tuition</u> <i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact</i> <i>The average impact of the small group tuition is +4months' progress, on average, over the course of a year.</i> <u>Phonics</u> <i>Research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly with children from disadvantaged backgrounds.</i>	2,3

	<u>Reading comprehension strategies</u> EEF toolkit research shows 'if pupils are taught a range of techniques this can add + 7 months to progress'	
To provide 1:1 and group support for identified children to enable rapid progress both academically and emotionally. Chosen action/approach Family Support Worker to support 1:1 or small groups to remove barriers to learning once identified. Target pupils will experience Little Wandle rapid catch up, Little Wandle SEN programme to ensure pupils meet their targets. ARCh reader who will work with identified Pupil Premium children twice a week. Allocated TA support, including intervention outside of the classroom (Maths4Life, Precision Teaching, Target Readers, Speech and Language Sessions, Comprehension Booster). To deliver support with behaviour and nurture interventions through the use of Zones of Regulation, Nurture Sessions, the Wellbeing Wood and school grounds.	<u>Phonics</u> Research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly with children from disadvantaged backgrounds. <u>Reading comprehension strategies</u> EEF toolkit research shows 'if pupils are taught a range of techniques this can add + 7 months to progress' <u>Teaching Assistants</u> EEF research evidences that 'Teaching Assistants can provide a large positive impact on the learner's outcomes. Access to high quality teaching is the most important lever schools can have to improve outcomes for pupils, seeing a +4 months' impact over the course of the year'. <u>Behaviour interventions</u> As a result of EEF research, behavioural, social and emotional learning approaches have a positive impact, on average of 4+months over the course of a year. <u>Outdoor adventure learning</u> EEF research shows wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	1,2,3
To give service children additional time for nurture and wellbeing through circle times and planned activities. Family Support Worker available to support children emotionally when needed. Chosen action/approach Educational Psychologist has trained staff in nurture strategies and techniques. TAs use these skills in targeted Nurture Groups to support wellbeing needs.	<u>Social and emotional learning</u> As a result of EEF research, behavioural, social and emotional learning approaches have a positive impact, on average of 3+months over the course of a year.	1,2,4,5

The Wellbeing Room is used when pupils need support with their emotions and learning. Lego Therapy sessions to encourage wellbeing and teamwork with specific children.	<u>Teaching Assistants</u> EEF research evidences that 'Teaching Assistants can provide a large positive impact on the learner's outcomes. Access to high quality teaching is the most important lever schools can have to improve outcomes for pupils, seeing a +4 months' impact over the course of the year'.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To improve attendance of Pupil Premium children to match non- Pupil Premium children</i> Chosen action/approach Weekly attendance meeting to monitor and ensure attendance is actioned and families are given support. Support given to parents by Inclusion Team. Attendance to be celebrated with both children and parents. Attendance Class cup is presented in the weekly 'Celebration Assembly' and celebrated in the fortnightly newsletter. (House Points are rewarded to children who have 96%plus attendance omitting medical& illness) Wellbeing experiences to be implemented for all children to support engagement in school through reward. Implementation of weekly School Activators to support emotional and physical wellbeing. Implementation of Healthy Movers to support physical and emotional wellbeing. Staff have been trained on Zones of Regulation which are now being implemented in each classroom.	<i>Pupil Premium benefit from all school trips and residential visits; they do not miss out on opportunities due to financial constraints.</i> <u>Parental engagement</u> <i>The average impact of the Parental engagement approaches is about an +4months progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i> <u>Social and emotional learning</u> <i>As a result of EEF research, behavioural, social and emotional learning approaches have a positive impact, on average of 3+months over the course of a year.</i> <u>Metacognition and self-regulation</u> <i>Research evidences that the potential of metacognition and self-regulation approaches is high (+8 months). The evidence shows that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of the learning can be effective.</i> <u>Outdoor adventure learning</u> <i>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as</i>	1 1,2,3,4,5

Wellbeing Wood embedded within school to support identified children when needed. Emotional check in zone with Inclusion Team.	<i>self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</i>	
<i>Pupil Premium engaged in all aspects of school life and be given the opportunity to broaden their experiences.</i> Chosen action/approach The cost of school trips and residential visits will be subsidised for disadvantaged families inclusive of Service families - FSM/Ever6 identification updated termly- parents identified and signposted to support. Early Years Pupil Premium identified. The cost of their first school logo jumper will be subsidised for disadvantaged families inclusive of Service families - FSM/Ever6 identification updated termly- parents identified and signposted to support.	<i>Pupil Premium benefit from all school trips and residential visits; they do not miss out on opportunities due to financial constraints</i> <u>Parental engagement</u> <i>The average impact of the Parental engagement approaches is about an +4months progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i> <u>School uniform</u> <i>Although this does not impact learning necessarily, research implies that school uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. Core components of a school uniform policy might include staff holding high expectations of pupils' behaviour and that their attire reflects the values and culture of the school which the pupils reflect.</i>	1,4,5

Total budgeted cost: £59,000

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The school has a strong curriculum model (TWHF ENRich curriculum) which supports continued staff training, reflection and wider moderation to ensure high quality planning, delivery and outcomes for all pupils.

Key Stage 2 Outcomes 2025:

	Reading	Writing	Maths	GPS	RWM Combined
EXS +	71%	88%	47%	65%	47%
GDS	24%	29%	6%	12%	6%
National Average (unverified)	75%	72%	74%	73%	62% EXS + 8% GDS

School	GAG											
	Expected Standard					Greater Depth					Average Score	
	RWM	Reading	Writing	Maths	EGPS	RWM	Reading	Writing	Maths	EGPS	Reading	Maths
National Average	62%	75%	72%	74%		8%	29%	13%	24%			
Trust Average	68%	76%	82%	77%	72%	12%	32%	20%	24%		105	105
2023 results												
2024 results												
AP2 Predictions												
2025 Actual	41%	65%	88%	47%	83%	6%	24%	29%	6%	30%	104	100
Actual vs. predictions	#VALUE!	#VALUE!	#VALUE!	#VALUE!	83%	#VALUE!	#VALUE!	#VALUE!	#VALUE!			
Actual vs. 2024												
Actual vs. national average	-21%	-10%	16%	-27%		-2%	-5%	16%	-18%			
Boys	44%	56%	78%	44%		0%	22%	11%	0%	0%	104	98
Girls	38%	75%	100%	50%		13%	25%	50%	13%	0%	105	101
Disadvantaged	20%	40%	80%	20%		0%	0%	0%	0%	0%	97	94
SEND	22%	44%	78%	33%		0%	11%	11%	0%	0%	101	96

The whole school curriculum with a focus on the curriculum intent (enquiring minds, rich vocabulary, values and one planet principles and sequenced knowledge and skills) has resulted in children being able to do and remember more, demonstrating curiosity and enquiry at the forefront. This is evident through engagement in lessons, pupil voice and work scrutiny.

Measured intervention groups and planned interventions led throughout the year in phonics, writing, reading and maths have supported Quality First Teaching and seen an improvement for those identified pupils through book looks and pupil voice. Provision mapping has been used to evaluate the effectiveness of interventions and analyse the impact on attainment and progress. Intervention time is mostly protected to ensure these individual and group activities take place regularly and as scheduled with minimal disruption. All data is uploaded to Arbor/ kept in intervention files which is easily accessible when reviewing individual progress and implementing suitable interventions.

The Family Support Worker and Safeguarding Team support families in regard to safeguarding, attendance, wellbeing, mental health and emotional and behavioural needs and this provision has impacted on closing the learning gap. This support has included further training for staff on the Zones of Regulation, behaviour (communication and interaction) and workshops for parents (Maths, Phonics, Behaviour, Swift). Nurture groups from Early Years to Year 6 supported regulation techniques for children and given strategies for use in the classroom.

Through the creative use of space across the school (protected space in the shared areas, the outdoor space, Wellbeing Wood and Sky Room), staff have been able to lead 1:1 and small group sessions for pupils. The impact of this space has also resulted in pupils having a safe area to express how they are feeling in response to the newly implemented zones of regulation. It has enabled groups to take part in sensory sessions, focus intervention work and nurture.

Supporting Mental Health and well-being has continued to be a whole school focus for this academic year. Whole school training on behaviour and de-escalation has been a priority to meet the needs of children within mainstream and in our SEND resource provision. Morning 'soft start' transition support and lunchtime activity groups (led by the Family Support Worker and the Pupil Leadership Team 'Positive Playtimes') for vulnerable children have been put into place. This is inclusive of identified children from all year groups, enabling children to enter their classroom ready to learn at the start of the morning and afternoon session and has resulted in less incidents during social play times.

Music services used for children in KS2 have supported the building of self-esteem and a broader enhancement of extended curriculum opportunities.

The introduction of the play therapist and trauma counsellor has had a positive impact with selected and identified children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ARCh reader – pairing children with a retired adult to support reading development. Building relationships and language development.	ARCh Oxfordshire
Trauma Counselling and art therapy - building resilience and removing barriers to learning	Flourish
PDA Training	Kelly McKnight
Music string lessons	OCC Music Service

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Family Support Worker with joint responsibility for oversight of the personal

	and academic development of Pupil Premium and Service children. The Family Support Worker offers 1:1 pastoral support for identified service children. A Service children group meet three times a year and Military days such as Armed Forces Day are celebrated to ensure children feel a sense of belonging at Gagle Brook.
What was the impact of that spending on service pupil premium eligible pupils?	Children and families feel supported and have someone to talk to. Any barrier to learning is diminished through the nurture programmes and short-term interventions.

Further information (optional)

- Termly, robust monitoring schedules are shared with all staff and ensure disadvantaged and SEND children are a key focus for all learning walks, observations, pupil voice and book look. They are built alongside our primary Data RAG to ensure ongoing pupil attainment in Reading, Writing and Maths is a focus on a weekly basis. Weekly feedback is shared with staff and followed up with a review. Staff also conduct 'team book looks' during PPA and staff meetings for parity and high-quality outcomes. External moderation is also in place too.
- ACHIEVE values are an important part of our school community.
- All staff are trained in de-escalation techniques to support children, break down barriers and encourage a love of learning in school and beyond.
- Marking and Feedback policy in place and a child friendly version used with children so they understand how to address their individual next steps.
- Teaching across the school is of a high quality. Consistent use of teaching slides ensures daily opportunities for prior learning discussion, retrieval and vocabulary as well as peer reflection.
- All staff are supported through quality CPD and in house training from subject leaders, the Learning Mentor as well as White Horse Federation.
- Teaching Assistant and staff PMR's show that staff are highly skilled, passionate and effective in their roles. Staff are committed to being leaders of learning for children and themselves.
- Children speak highly of the support available to them at Gagle Brook and know who their trusted adults are.
- The introduction of Little Wandle and TWHF EnRich curriculum has already seen impact in outcomes since September 2024.
- Regular Reading, writing, maths and science assessments have become more consistent and robust and data from there has supported teacher's understanding and subsequent planning adapted to ensure progress is made.
- All year groups have planned interventions to support those children that need accelerated progress which are monitored by the Senior Leadership Team and Phase Leaders.