Shawclough Primary School

Pupil Premium Strategy

2026/27

Introduction

This statement details our school's use of pupil premium funding to help improve the attainment, progress and wellbeing of disadvantaged* pupils at Shawclough.

**Pupil premium funding is allocated to eligible schools based on the number of: pupils who are recorded as eligible for free school meals (FSM), or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM) children or previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales. It is important to recognise that pupil premium is not a personal budget for individual pupils*

School overview

At the time of writing:

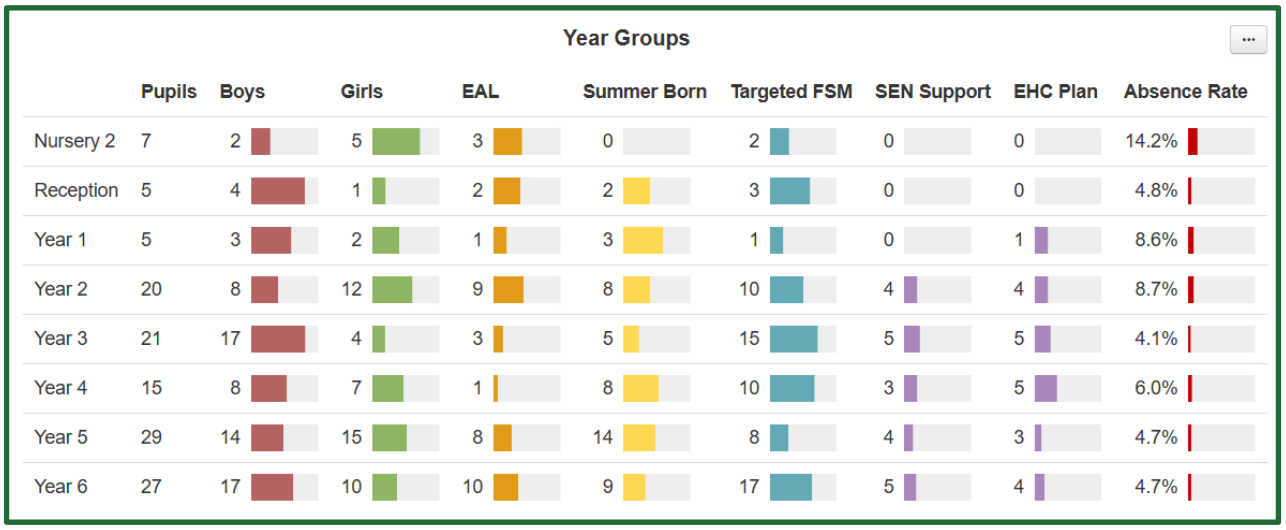
Detail	Data
Number of pupils in school	388
Number & proportion (%) of pupil premium eligible pupils	129 pupils / 33.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2029
Date this statement was published	November, 2026
Date on which it will be reviewed	October, 2027
Statement authorised by	Governing Board
Pupil premium lead	Joseph Doyle
Governor / Trustee lead	Carly Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£203,370

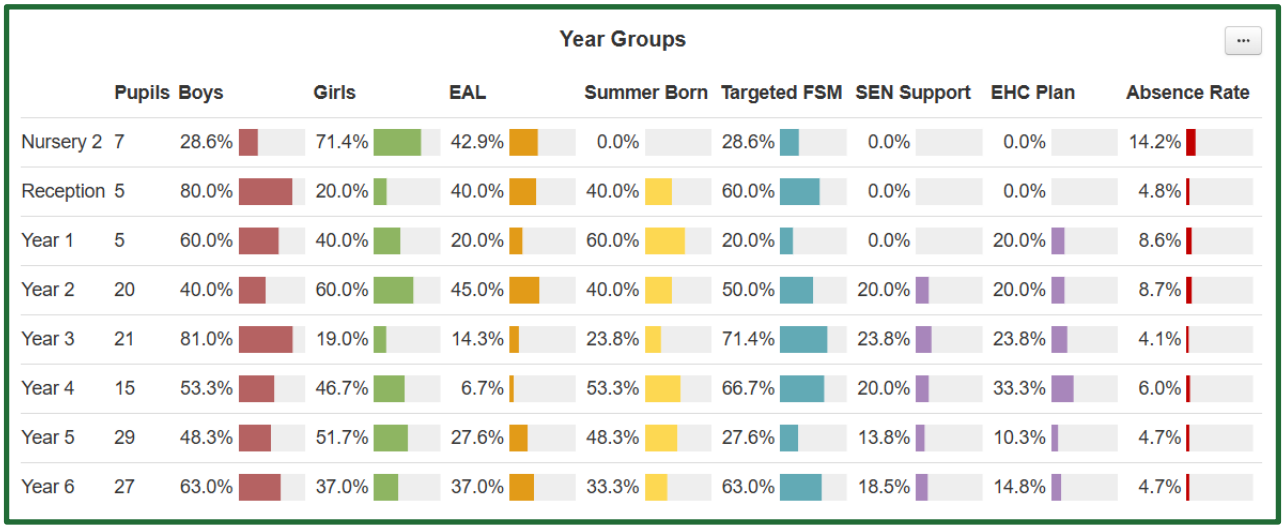
School context and outcomes

At the time of writing:



Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Targeted FSM	SEN Support	EHC Plan	Absence Rate
Nursery 2	7	2	5	3	0	2	0	0	14.2%
Reception	5	4	1	2	2	3	0	0	4.8%
Year 1	5	3	2	1	3	1	0	1	8.6%
Year 2	20	8	12	9	8	10	4	4	8.7%
Year 3	21	17	4	3	5	15	5	5	4.1%
Year 4	15	8	7	1	8	10	3	5	6.0%
Year 5	29	14	15	8	14	8	4	3	4.7%
Year 6	27	17	10	10	9	17	5	4	4.7%



Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Targeted FSM	SEN Support	EHC Plan	Absence Rate
Nursery 2	7	28.6%	71.4%	42.9%	0.0%	28.6%	0.0%	0.0%	14.2%
Reception	5	80.0%	20.0%	40.0%	40.0%	60.0%	0.0%	0.0%	4.8%
Year 1	5	60.0%	40.0%	20.0%	60.0%	20.0%	0.0%	20.0%	8.6%
Year 2	20	40.0%	60.0%	45.0%	40.0%	50.0%	20.0%	20.0%	8.7%
Year 3	21	81.0%	19.0%	14.3%	23.8%	71.4%	23.8%	23.8%	4.1%
Year 4	15	53.3%	46.7%	6.7%	53.3%	66.7%	20.0%	33.3%	6.0%
Year 5	29	48.3%	51.7%	27.6%	48.3%	27.6%	13.8%	10.3%	4.7%
Year 6	27	63.0%	37.0%	37.0%	33.3%	63.0%	18.5%	14.8%	4.7%

The data above shows that number, and percentage, of pupil premium eligible children varies between year groups. Staff working within the year groups and classes are aware of the pupil premium children and ensure that these children have the same high expectations as their non-eligible peers.

Ethnicities

	# Pupils	% Pupils
White - English	33	25.6%
Other Pakistani	26	20.2%
Mirpuri Pakistani	23	17.8%
Bangladeshi	8	6.2%
Kashmiri Pakistani	7	5.4%
White and Pakistani	7	5.4%
Black - Nigerian	4	3.1%
Other Asian	2	1.6%
Other White British	2	1.6%
Roma	2	1.6%
White and Any Other Asian Background	2	1.6%
White and Black African	2	1.6%

The data above shows that the majority of pupil premium eligible pupils come from White / English background (25.6%). This is disproportionate to the ethnicity make up of the school where 21% of the pupils are White / English. In summary, 33/81 (40.7%) of our White / English pupils are categorised as disadvantaged.

In terms of gender, 73 (34.4%) of the eligible pupils are boys, 56 girls (31.8%).

Considering other barriers, across school there are 91 pupils on the SEN register, 43 (47.3%) of these are categorised as disadvantaged.

Regarding mobility, 35/60 (58.3%) of pupils who joined after Reception are categorised as disadvantaged. This compares with 94/328 (28.7%) of pupils who joined in Reception.

This data demonstrates that ‘disadvantaged’ is not a homogenous group. Our aim, therefore, is that all pupils make good progress, achieve high attainment and fulfil their potential. This strategy is to support disadvantaged pupils achieve that aim including those who are higher attaining

As well as considering the context of the current cohort we also use internal and external assessment information. At the time of writing, the government website allowing comparison of

school and performance is under review, showing only 2025 data which will soon be replaced by a new service.

Therefore, the latest data shows:

At the end of Key Stage 2, broadly, disadvantaged pupils at Shawclough achieve in line with their peers nationally and above their peers at similar schools.

	Versus national average				Versus similar school average[1]			
	2024	2025	2026	3-year average	2024	2025	2026	3-year average
RWM expected standard	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)	Above (non-sig)	Above (non-sig)	Above (sig+)
Reading expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)	Above (non-sig)		Above (non-sig)
Writing expected standard	Above (non-sig)	Close to av. (non-sig)	Above (non-sig)	Above (sig+)	Above (non-sig)	Above (non-sig)	Above (non-sig)	Above (sig+)
Maths expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)			
EGPS expected standard	Above (non-sig)	Close to av. (non-sig)	Above (non-sig)	Close to av. (non-sig)	Above (non-sig)		Above (non-sig)	Above (non-sig)

Disadvantaged pupils - Reading, writing and maths expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	60	55%	47%	Close to average (non-sig)	69%	-14	Not applicable	40%	Above (sig+)	Not applicable
2026	20	55%	49%	Close to average (non-sig)	70%	-15	No meaningful change	42%	Above (non-sig)	-
2025	22	50%	47%	Close to average (non-sig)	69%	-19	Widening	39%	Above (non-sig)	-
2024	18	61%	46%	Above (non-sig)	67%	-6	Not available	39%	Above (non-sig)	-

This attainment is also reflected in the progress they make:

	Versus national average				Versus similar school average[1]			
	2022	2023	2026	3-year average	2022	2023	2026	3-year average
Reading progress	Above (sig+)	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Above (sig+)	Below (non-sig)	Below (non-sig)	Above (non-sig)
Writing progress	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)				Above (non-sig)
Maths progress	Above (sig+)	Close to av. (non-sig)	Close to av. (non-sig)	Above (sig+)	Above (sig+)			Above (sig+)

**We are able to provide a more detailed analysis of the data above, for the different subjects. If this is something you would like to discuss please contact the school and ask to speak to Mr Doyle.*

In terms of the other, statutory data points for 2026 indicate:

In the Year 4 Multiplication Times Check, excluding the 3 pupils in Rainbow and Rainforest*, 50 pupils in mainstream undertook this assessment:

- The average score for all pupils was 23.1
- The average score for disadvantaged pupils was 22.2
- The average score for non-disadvantaged pupils was 24.0
- 62% of all pupils achieved full marks
- 52% of disadvantaged pupils achieved full marks
- 72% of non-disadvantaged pupils was achieved full marks

Whilst we acknowledge that there is a gap between disadvantaged pupils at Shawclough and their non-disadvantaged peers, and strive to close this, we believe, that compared to historical data all groups of pupils at the school will achieve at, or above, their peers nationally and at similar schools. At the time of writing, this data is not available:

https://www.gov.uk/government/statistics/announcements/multiplication-tables-check-attainment-2026

In the Year 1 Phonics Screening Check, excluding the 4 pupils in Rainbow and Rainforest*, 58 pupils in mainstream undertook this assessment:

- The average score for all pupils was 35
- The average score for disadvantaged pupils was 36
- The average score for non-disadvantaged pupils was 34
- 86% of all pupils passed the screening
- 95% of disadvantaged pupils passed the screening
- 82% of non-disadvantged pupils passed the screening

We are proud that all pupils at Shawclough, including those who are disadvantaged, achieve above their peers. More data regarding this can be found here:

https://explore-education-statistics.service.gov.uk/find-statistics/phonics-screening-check-attainment/2025-26#headlines-section

In the end of Reception year assessment, excluding the 1 pupil in Rainbow and Rainforest*, 35 pupils in mainstream undertook this assessment:

- 62% of all pupils achieved GLD
- 50% of disadvantaged pupils achieved GLD
- 63% of non-disadvantaged pupils achieved GLD

Whilst some of the data, with regards to attendance and persistent absenteeism is below, the current IDSR shows that whilst attendance for all pupils has been a historical concern, 2025/26 showed that this improved (+0.8%) and persistent absenteeism reduced (-3.5%).

Attendance and persistent absence

	2018/19 (3 term)	2023/24 (3 term)	2024/25 (3 term)	2025/26 (1 term)
Attendance	Below	Below	Below	Close to av.
Persistent absence	Above (sig+)	Above (sig+)	Above (sig+)	Above (sig+)

However, whilst improving attendance remains crucial to the school's improvement, disadvantaged pupils attendance and persistent absenteeism is currently, broadly in line, with their peers nationally:

Attendance and persistent absence

	2018/19 (3 term)	2023/24 (3 term)	2024/25 (3 term)	2025/26 (1 term)
Attendance	Close to av.	Close to av.	Close to av.	Close to av.
Persistent absence	Close to av. (non-sig)	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)

**Rainbow and Rainforest are our LA designated SEN Resource Provision and SEN Unit for pupils with EHCPs and complex needs. All of the pupils in these classes attempted or undertook the assessments, in line with their mainstream peers. We have high expectations for these pupils which are reflected in many of their attainment outcomes. However, the small numbers of children mean that as a percentage it can be disproportionately large. Therefore, if you would like to discuss the assessment arrangements or outcomes for these children please contact us and ask to speak to Mr Doyle or Mrs Crawford.*

Part A: Pupil premium strategy plan

Statement of intent (Challenges and Intended Outcomes)

Considering the context, the data above specific to disadvantaged children as well as other sources (such as internal monitoring and evaluation) for 2026/27 we have six main aims for disadvantaged pupils. These are in line with the school's development plan, considering the broader aims for all children at Shawclough:

1) Continue to improve the attendance and reduce the persistent absence for all pupils, including those who are disadvantaged:
    a. That attendance for all pupils increases by a further 0.5% in 2026/27 for all pupils to from 94.6% to at least 95.1%.
    (In 2025/26 attendance for all pupils increased by 0.8% from 93.8 to 94.6%)
    b. That attendance for disadvantaged pupils increases by a further 1.0% in 2026/27 to at least 94.4%.
    (In 2025/26 attendance for disadvantaged pupils increased by 0.9% from 92.3% to 93.4%)
    c. That persistent absenteeism reduces by a further 0.7% in 2026/27 for all pupils from 14.6% to 13.9%.
    (In 2025/26 persistent absenteeism for all pupils reduced by 3.5% from 18.1% to 14.6%)
    d. That persistent absenteeism reduces by a further 0.9% from 15.7% to 14.6%.
    (In 2025/26 persistent absenteeism for disadvantaged pupils reduced by 10.5% from 26.2% to 15.7%).

2) Narrow the gap, at the end of Reception, by further improving the outcomes for disadvantaged pupils, increasing the percentage who achieve GLD:
    a. That achievement for all pupils in Reception increases by a further 5% for all pupils from 62% to 67%.
    (In 2025/26 attainment for all pupils increased by 6% from 56 to 62%)
    b. That achievement for disadvantaged pupils increases by a further at least 5% from 50% to 55%.

3) Ensure the recent improvement of phonics outcomes for all pupils, including those who are disadvantaged, is maintained.
    a. That achievement for all pupils in Year 1 is maintained to at least 85%
    b. That achievement for disadvantaged pupils in Year is maintained to at least 85%

4) Improve the reading attainment and progress for all pupils, including those who are disadvantaged, across Key Stage 2.
    a. That achievement for all pupils, in Years 3 to 6, increases so that at least 75% are meeting the expected standard in reading.
    b. That achievement for all pupils, in Years 3 to 6, increases so that at least 31% are achieving greater depth in reading.
    c. That achievement for disadvantaged pupils, in Years 3 to 6, increases so that at least 63% are meeting the expected standard in reading.

d. That achievement for disadvantaged pupils, in Years 3 to 6, increases so that at least 10% are achieving greater depth in reading.

5) Narrow the gap, at the end of Key Stage 2, by further improving the outcomes for disadvantaged pupils, increasing the percentage who achieve the expected standard in reading / writing / maths, which in turn should increase the percentage who achieve the expected standard in reading, writing and maths (combined).

Reading attainment – see 4) above

Writing attainment:

a. That achievement for all pupils, in Years 3 to 6, increases so that at least 73% are achieving the expected standard in writing.
b. That achievement for disadvantaged pupils, in Years 3 to 6, increases so that at least 60% are achieving the expected standard in writing.
c. That achievement for all pupils, in Years 3 to 6, increases so that at least 13% are achieving greater depth in writing.
d. That achievement for disadvantaged pupils, in Years 3 to 6, increases so that at least 10% are achieving greater depth in writing.

Maths attainment:

a. That achievement for all pupils, in Years 3 to 6, increases so that at least 75% are meeting the expected standard in maths
b. That achievement for disadvantaged pupils, in Years 3 to 6, increases so that at least 62% are achieving the expected standard in maths.
c. That attainment for all pupils, in Years 3 to 6, increases so that at least 27% are achieving greater depth in maths.
d. That achievement for disadvantaged pupils, in Years 3 to 6, increases so that at least 10% are achieving great depth in maths.

If these targets are achieved, data for 2026/27, would indicate that all pupils at Shawclough, including those who are disadvantaged, achieve in line, or above, their peers nationally.

6) Ensure that all pupils, particularly those who are disadvantaged, have the strong foundational knowledge and skills (including communication) needed to access all areas of the curriculum and fulfil their potential.

By achieving these aims, we will achieve the ultimate, overarching aim that all pupils, particularly those who are disadvantaged attend regularly, securing the foundational knowledge and skills necessary, is able to read, write and calculate at age related expectations so that they are fully prepared for the next stage of their education.

The strategy follows the DfE Menu of approaches:

1) The first priority should be high-quality, ambitious and inclusive teaching with a focus on strong foundational skills and knowledge.

2) Secondly, targeted interventions where robust assessment indicates that there are gaps in knowledge and / or understanding.
3) Finally, ensuring that the school promotes a wider philosophy, recognising that attendance, wellbeing and parent / carer engagement has an impact on pupils' progress and attainment.

At Shawclough we use the following schemes:

- For English we use the Ready Steady schemes of work from Literacy Counts (www.literacycounts.co.uk).
- For Phonics we use Read Write Inc scheme of work from Ruth Miskin (https://www.ruthmiskin.com/phonics-original-programme/)
- For Maths we use the White Rose scheme of work from White Rose Education (https://whiteroseeducation.com/)

These are all adapted for the individual pupil needs as well as the class / teacher needs. Internally we use Merit assessments from Testbase (https://www.testbase.co.uk/national-curriculum-tests/) termly so that are able to analyse the pupil and cohort progress and attainment.

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.

Whilst some of the evidence that supports the approach is given, it is important to note that the evidence is not restricted to that documented. In developing this strategy, and improving outcomes, we considered the following:

- Education Endowment Fund
  - Guide to the Pupil Premium https://educationendowmentfoundation.org.uk/using-pupil-premium
  - Marking your strategy work https://educationendowmentfoundation.org.uk/news/making-your-pupil-premium-strategy-work
  - Guide to Early Years Pupil Premium https://educationendowmentfoundation.org.uk/early-years/pupil-premium

- Department for Education
  - Using Pupil Premium: Guidance for School Leaders https://www.gov.uk/government/publications/pupil-premium/using-pupil-premium-guidance-for-school-leaders

- Third Space Learning
  - 20 Pupil Premium Strategies for 2026/27 https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/

- Pupil Premium: Why it still matters in 2026 https://thirdspacelearning.com/blog/pupil-premium/

- Derby Research School
  - Making Sense of Pupil Premium https://researchschool.org.uk/derby/news/making-sense-of-pupil-premium-in-2025-what-every-pp-lead-needs-to-know

- NGA
  - Spotlight on disadvantage https://www.nga.org.uk/media/edkdfbtc/nga-spotlight-on-disadvantage_-executive-summary.pdf https://www.nga.org.uk/media/kdoehwjc/nga-spotlight-on-disadvantage_full-report.pdf

In reviewing and supporting this strategy we will consider the following:

- Internal assessment data (taken termly using Testbase assessment system), discussed analysed through pupil progress meetings
- Internal assessment information (such as Wellcomm assessments and RWI phonic checks)
- Internal monitoring and evaluation (led by Vikki Rayment and Joseph Doyle, as well as other subject leaders)
- External school improvement – both by the LA and ECM
- External school to school support – our local schools' collaborative (RUSC) and working with the English Hub

A) Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception (and Nursery) Support Led by Shayon Bali, AHT for EYFS and Early Reading. Supported by external school improvement partner (ECM). Shayon will support the teaching across EYFS with a reduced teaching commitment. This will be supported by a review in the autumn term in conjunction with our external school improvement partner (ECM) to ensure that there is quality teaching, supported by purposeful provision and meaningful interactions (using the EEF ShREC approach). Reviews will include daily lesson visits, weekly coaching sessions and staff training sessions. Cost = £17900 + 1000 = £18900	"Supporting children to become better communicators is one of the most powerful things we do as early years educators. Oral language skills are fundamental to children's learning, thinking and emotional wellbeing. Children who can communicate well can make friends, play, resolve conflicts and tell us how they are feeling. In the short term, children who are better communicators at age five become better readers. In the longer term, they go on to achieve better exam results at age 16 and are more likely to gain higher-paid employment as adults." https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches "'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 a top priority for pupil premium spending." https://educationendowmentfoundation.org.uk/using-pupil-premium "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap." EEf. Effective Professional Developr	2, 3 & 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Support Led by Shayon Bali, AHT for EYFS and Early Reading. Supported by Read Write Inc Development Days. Shayon will support the teaching and intervention of phonics across EYFS and KS1, with a reduced teaching commitment. This will be supported by termly reviews, in conjunction with RWI specialists, to ensure that there is fidelity to the programme with consistent and correct pronunciation, suitable group organisation, pupil participation and quality catch up. Reviews will include daily lesson visits, half-termly screenings, learning conversations and pupil progress meetings. This is alongside coaching sessions for all members of staff, particularly those who are new to Shawclough, KS1 or EYFS. Cost = £17900 + £2460 = £20,360	 EEF. Improving Literacy in KS1.pdf Recommendation 3 of the EEF Improving Literacy (KS1) Report. "Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3 & 6
Reading Support Led by Lucy Oldham, supported by Vikki Rayment, DHT for Curriculum and Teaching. Also supported by external school improvement partner (ECM). Lucy will support the teaching and intervention of reading across Key Stage 2. The aim is to ensure that Reading is well taught and that pupils have a consistent expectations. Cost = £4000 + £1000 = £5000	https://educationendowmentfoundation.org.uk/using-pupil-premium "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap."  EEf. Effective Professional Developr Recommendations 2 & 3 of the EEF Improving Literacy (KS2) Report.  EEF. Improving literacy in KS2.pdf  EEF. Ipmproving Literacy in KS2 (poste	4 & 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged Support Led by Vikki Rayment, DHT for Curriculum and Teaching. Supported by Joseph Doyle. Also supported by external school improvement partner (ECM). Ongoing reviews will include daily lesson visits, learning conversations. Each term teachers and leaders will analyse the learning and progress of disadvantaged pupils by year group, prior attainment, SEN status, attendance and subject. Meetings will focus on what pupils know, what they need next and whether classroom teaching is removing barriers. Teachers will identify pupils requiring additional scaffolding, pre-teaching, vocabulary support, practice or stretch. The process will build on existing pupil-progress systems rather than create a separate parallel curriculum.	 EEF. Guide to Pupil Premium.pdf Step 1 of the EEF Guide to the Pupil Premium recommends accurate diagnosis of pupil needs. This will allow teachers to target support. Whilst school data alone does not determine which approaches are required it is essential for identifying needs and evaluating the impact.	2, 3, 4, 5 & 6

B) Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception (and Nursery) Support Led by Shayon Bali, the AHT for EYFS and Early Reading and Gill Hastwell, the Teacher for Nursery. Supported by external school improvement partner (ECM). EYFS staff will work on early identification, so that they are aware of all pupils, particularly those who are disadvantaged, at risk of not achieving the Early Learning Goals. This work will also focus on the development of strong foundations, including classroom routines. This early identification will come from (but not be limited to):Reception baseline screening, phonics checks, Wellcomm assessments, pencil grip checks, attendance analysis. Cost = £17900 + 1000 = £18900	EEF. Improving literacy in KS2.pdf EEF. Improving literacy in KS2.pdf The EEF Improving Literacy in Key Stage 2 guidance highlights the importance of language, fluency and accurately assessed need. Early identification is particularly so that phonics outcomes are maintained.	2, 3 & 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Support Led by Shayon Bali, working with teachers and teaching assistants so that intervention for pupils who fall behind is targeted and timely. Rather than introducing a contradictory programme, any pupil identified through half-termly screening, will get support in short, frequent, carefully matched catch-up sessions. The majority of these sessions will be led by Gemma White, who will be trained and checked by Shayon. Cost = 17900 + 15910 = 33810	EEF. Improving literacy in KS2.pdf EEF. Improving literacy in KS2.pdf The EEF Key Stage 2 literacy guidance recommends accurate assessment and high-quality structured interventions for pupils who struggle with literacy. EEF evidence on reading fluency explains that automatic word recognition reduces the cognitive effort required to understand text EEF. Improving Literacy in KS1.pdf Recommendation 3 of the EEF Improving Literacy (KS1) Report. “Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3 & 6

Reading Support Led by Vikki Rayment, DHT for Curriculum and Teaching, Lucy Oldham, TLR for Reading (KS2) and Shayon Bali, AHT for EYFS and Early Reading. A new reading curriculum from Years 1 to 6 (https://www.literacycounts.co.uk/ready-steady-read-together). This ensures daily, fully resourced lessons that incorporate a range of comprehension strategies and feature high-quality, diverse texts. The teaching of these lessons will be supported by coaching from leaders to ensure that there is a consistency, following the school's teaching and learning approach (I do, we do, you do). New books, linked to the curriculum, ensure a range of diverse texts and authors, thereby giving children a wider range of reading experiences. Pupils will be identified across school, so that adults listen to children read on a regular basis. Disadvantaged children, particularly those at risk of falling behind, will be prioritised. In Year 6, the two classes will operate as three teaching groups for reading, so that disadvantaged children, particularly those at risk of falling behind, will be taught in smaller, more focused groups. The school accesses support and CPD from the English hub so that reading is prioritised as an area of staff CPD.	The EEF literacy guidance recommends developing language, fluency and comprehension through modelling and supported practice. The EEF's reading fluency resources describe fluency as a crucial bridge between word recognition and language comprehension. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies  EEF. Teaching Reading Comprehens https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/teaching_reading_comprehension_strategies_in_key_stages_1_and_2.pdf?v=1707124598	3 & 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost = £17900 + 4000 + 5000 + 5000 = 31900		
Writing & Maths Support Led by Vikki Rayment, DHT for Curriculum and Teaching, Supported by Emily Barnes and Angela Goodridge, Maths leaders for Key Stages 1 & 2. A new maths curriculum (https://whiteroseeducation.com) ensures that maths is taught consistently across the school, with consistent approach including vocabulary. A new writing curriculum (https://www.literacycounts.co.uk/ready-steady-write) which provides a structured and sequenced approach that develops confident, independent writers across all year groups. In maths teachers will access CPD from the NCETM. In English teachers will access CPD from the English hub. Maths will be supported by resources, not limited to, TTRS (https://ttrockstars.com/) and 123Maths (https://123maths.co.uk/). In Year 6, the two classes will operate as three teaching groups for reading, so that disadvantaged children, particularly those at risk of falling behind, will be taught in smaller, more focused groups. Cost = £5000 + £5000 = £10000	EEF evidence supports the implementation of well-sequenced, knowledge-rich maths and writing curricula, underpinned by explicit instruction, modelling, guided practice and regular assessment. Consistent approaches strengthen teaching, address gaps in learning and support disadvantaged pupils to achieve improved outcomes. https://educationendowmentfoundation.org.uk/news/eef-blog-anchoring-curriculum-knowledge-using-metacognitive-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	5 & 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment Support Purchase Testbase assessment system (https://www.testbase.co.uk/national-curriculum-tests/). We will improve the use of assessment systems for all pupils so that we have regular, robust and consistent assessment for all pupils. This will allow leaders and teachers to identify and address gaps in pupils understanding, particularly those who are disadvantaged. Cost = £5000	The EEF evidence base underpinning its literacy guidance recommends accurate assessment and targeted teaching. The EEF Guide to the Pupil Premium also stresses the importance of using evidence to identify barriers and evaluate whether provision is working.	2, 3, 4, 5 & 6

C) Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Support Individualised persistent-absence response. Building on the school's improving attendance work, Joseph Doyle will lead a half-termly review of attendance for disadvantaged pupils, pupils with SEND and pupils with safeguarding or family vulnerabilities. Pupils approaching persistent absence will be identified early. Support plans will be reviewed regularly and escalated through Early Help or other agencies where appropriate.	The EEF attendance evidence brief reports some promise for parental engagement and responsive interventions tailored to individual need. The EEF's attendance resources emphasise that attendance improvement is multifaceted and must be adapted to context. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance DfE guidance highlights the strong link between regular attendance and improved educational outcomes. Evidence supports early identification of absence, targeted support for families and consistent monitoring to reduce	6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	persistent absenteeism, particularly among disadvantaged pupils.	
Attendance Support Personalised, positive attendance communication. Attendance messages will report the number of sessions or days missed, explain the effect of absence on learning and relationships, and communicate that the school is working with—not blaming—the family. Communications will be accessible and translated where needed. Text messages, telephone calls, meetings and written plans will be matched to family circumstances.	The EEF's attendance evidence indicates that personalised communication can improve parental understanding and behaviour. It highlights the importance of reporting missed days clearly, using positive language and supporting parental efficacy. DfE guidance emphasises the importance of positive, trusting relationships with parents in improving attendance. Regular communication, early intervention and collaborative approaches help identify and remove barriers to attendance, particularly for disadvantaged pupils and families.	
Attendance Support We will have a free breakfast club offer for all pupils. We will particularly encourage disadvantaged and those who with concerning attendance to participate. This will allow the school extra time to coordinate with parents if they do not attend. It also ensures that more children will be in school on time and that providing breakfast will not be a barrier to school attendance.	EEF evidence highlights the potential benefits of breakfast clubs in supporting pupils' readiness to learn, behaviour and attainment. Providing a free breakfast club removes financial barriers, supports punctuality and helps establish positive morning routines, particularly for disadvantaged pupils. The EEF evaluation found that free, universal breakfast clubs improved pupil attendance and behaviour, alongside an average of two months' additional progress for KS1 pupils. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast https://www.savethechildren.org.uk/what-we-do/child-poverty/uk-child-poverty/school-breakfast-club	6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance (and Safeguarding) Support We will appoint a full time Children's Welfare Officer. This will strengthen the school's support for families and pupils where attendance is a concern. The school will have greater capacity to undertake home visits and support families. This will also allow the school to operate a multi-agency approach to support working with the local authority, health services and other agencies to improve safeguarding and attendance. Cost = £30000	The EEF attendance evidence identifies inclusive culture, social and emotional support and individually responsive approaches as relevant components of a wider attendance and engagement strategy. The evidence is not a guarantee of impact, so Shawclough will monitor individual outcomes carefully. DfE guidance emphasises the importance of early intervention, positive relationships with families and targeted support to improve attendance. Employing a Children's Welfare Officer enables early identification of barriers, strengthens parental engagement and provides tailored support to reduce persistent absence, particularly for disadvantaged pupils. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	6

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See above.