

# Pupil premium strategy statement

## Whitfield St James' CE (VC) Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Whitfield St James' CE Primary School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	Termly/annually
Statement authorised by	Craig Woodward
Pupil premium lead	Leo Ford
Governor lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,245
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£141,245

## Part A: Pupil premium strategy plan

### Statement of intent

At Whitfield St James', our Pupil Premium strategy is driven by the individual needs of our pupils. **Equity for all learners** is at the heart of our approach, ensuring that every child can thrive and achieve their full potential. We recognise that closing the attainment gap is not a single event but an **ongoing process** that affects each pupil differently. Our strategy is designed not only to support disadvantaged pupils but also to enrich the learning of all pupils across the school.

In line with the **Education Endowment Foundation's (EEF) Pupil Premium guidance**, our strategy focuses on the following key principles:

#### 1. High-Quality Teaching

- We prioritise **quality first teaching** in every classroom, recognising that this has the greatest impact on disadvantaged pupils.
- Our pupils will make at least expected progress in reading, writing and mathematics through consistently high standards of teaching, effective feedback, and targeted professional development for staff.
- Bespoke interventions and carefully selected resources will be used to complement and extend classroom learning.

#### 2. Targeted Academic Support

- Disadvantaged pupils will benefit from evidence-informed interventions that are tailored to their personalised needs, identified through our rigorous **assess-plan-do-review cycle**.
- Academic support will focus on removing barriers to learning and accelerating progress in core subjects, while ensuring pupils develop the skills and confidence needed to succeed.

#### 3. Wider Strategies

- We are committed to providing an **intensive pastoral support service** for pupils and families identified as vulnerable or in need. This includes support with behaviour, emotional well-being, and family engagement.
- Attendance will be a key priority, with targeted initiatives to close the gap between disadvantaged and non-disadvantaged pupils, ensuring pupils can fully access the learning opportunities available.
- All pupils, particularly those who are disadvantaged, will be enabled to access a **wide range of enrichment opportunities**, both within and beyond the school day. These experiences will enhance cultural capital, develop resilience, and positively impact academic outcomes and personal well-being.

#### 4. Implementation and Sustainability

- Our strategy is underpinned by the EEF's recommendation to ensure a **tiered approach**, balancing teaching, targeted support and wider strategies.
- We will monitor, evaluate and refine our approach regularly, ensuring our Pupil Premium investment continues to have a sustained impact over time.

By embedding these principles, our aim is to ensure that all disadvantaged pupils at Whitfield St James' achieve strong educational outcomes, thrive socially and emotionally, and leave our school well-prepared for the next stage of their education.

## Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of disadvantaged pupils based on their entry data into school compared to their non-disadvantaged peers
2	Narrowing the attainment gap across Reading, Writing, Maths
3	Limited life experiences and opportunities to join in enrichment opportunities.
4	Low attendance and poor punctuality.
5	Communication, Speech and Language development.

## 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
Pupils make at least expected progress and attainment in reading, writing and maths in line with national expectations.	Gap will close/narrow in progress/attainment made between disadvantaged and non-disadvantaged pupils. Achieve national average scores/attainment in KS1/KS2 Reading, Writing and Maths Work and book monitoring to show that children are achieving age-appropriate expectations and being challenged and supported where appropriate.
Increase overlearning and reinforcement in reading and maths at home and school.	Increase in reading ages/Little Wandle groups and mental maths/fluency/Number stacks intervention for PP pupils. Arithmetic scores will increase. Children in school accessing provision, intervention and records show differences in starting and end data.
Children to achieve the expected national standard in writing (as a percentage) in every year group	Children will be able to achieve the national standard, through moderation (internal and external) to ensure they

	<p>achieve standards set by the government.</p> <p>Work and booking monitoring to show children building on previous learning, age-appropriate learning taking place.</p> <p>Interventions based on specific areas of writing that need addressing.</p>
Pupils access a wide range of interventions to meet their academic and social, emotional and mental health needs, including speech and language.	<p>As their needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice reporting that they feel happy, safe and valued in school</li> <li>• teacher observations</li> </ul> <p>monitoring of teachers and teaching assistants support to identify impact</p>
An intensive home school link service is provided by Whitfield St James' to support pupils and/or parents, identified by school as vulnerable or in need.	<p>Parents indicate there are strong links between home and school and support is received for a wide range of needs.</p> <p>Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</p> <p>Behaviour incidents are reduced in school due to behaviour support in the home.</p>
PP attendance increases.	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p> <p>Admin staff/ISAT/Family support employed/accessed to focus on attendance.</p>
Pupils access a wide range of enrichment experiences both in and out of school.	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning.</p> <p>Social skills, independence, perseverance and team work are developed.</p>

### Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the curriculum: ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving. Culture of high expectations for all by scaffolding - and developing metacognitive strategies. Teachers forming strong relationships with pupils and building expertise of individual pupil need. The use of live marking and feedback.</p>	<p><b>1. Recruitment, Retention and Professional Development</b></p> <ul style="list-style-type: none"> <li>We recognise that the most important factor in raising attainment is ensuring that <b>an effective teacher is in front of every class</b> (EEF: <i>Quality of Teaching</i>).</li> <li>Our recruitment and retention strategy ensures stability for pupils, particularly those most vulnerable to disruption.</li> <li>Teachers are supported to keep improving through <b>ongoing professional development</b>, including evidence-informed CPD, coaching, and collaborative planning. <ul style="list-style-type: none"> <li>Linked EEF evidence: Professional Development (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/professional-development">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/professional-development</a></li> </ul> </li> </ul> <p><b>2. Culture of High Expectations and Scaffolding</b></p> <ul style="list-style-type: none"> <li>We have established a <b>culture of high expectations</b> for all pupils, including disadvantaged learners, underpinned by scaffolding rather than lowering expectations.</li> <li>Teachers use structured approaches to <b>break down learning</b>, enabling pupils to access challenging curriculum content while building independence. <ul style="list-style-type: none"> <li>Linked EEF evidence: Scaffolding (Metacognition &amp; Self-Regulation, +7 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></li> </ul> </li> </ul>	<p>1,2,5</p>

### 3. Developing Metacognitive Strategies

- Teachers explicitly teach pupils how to **plan, monitor, and evaluate their own learning**, equipping them with metacognitive strategies that improve long-term learning outcomes.
- Metacognitive approaches are embedded across the curriculum and reinforced during interventions.
  - Linked EEF evidence: Metacognition and Self-Regulation (+7 months) <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

### 4. Relationships and Knowledge of Pupils

- Teachers build **strong, positive relationships with pupils**, with an emphasis on understanding the needs of individual learners.
- Knowledge of pupil strengths, barriers, and interests enables teachers to personalise learning and target support effectively.
  - Linked EEF evidence: Social and Emotional Learning (+4 months) <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>

### 5. Feedback and Assessment

- The use of **live marking and timely feedback** is central to our approach, ensuring misconceptions are addressed quickly and learning is consolidated.
- Feedback is designed to be actionable and to move learning forward, enabling disadvantaged pupils to make accelerated progress.
  - Linked EEF evidence: Feedback (+6 months) <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

<p>Investment in professional development including training and support for ECT as well</p> <p>Maths CPD for all staff on problem solving and reasoning.</p> <p>Writing CPD for all staff on the writing process and purchasing new consistent scheme for writing.</p>	<p><b>1. Support for Early Career Teachers (ECTs)</b></p> <ul style="list-style-type: none"> <li>Investment in training and mentoring ensures that ECTs receive structured support, aligned with the <b>Early Career Framework</b>.</li> <li>This builds strong foundations in classroom practice, pedagogy, and behaviour management, ensuring disadvantaged pupils have access to consistently effective teaching. <ul style="list-style-type: none"> <li>Linked EEF evidence: Professional Development (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/professional-development">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/professional-development</a></li> <li>Linked EEF guidance: <i>Effective Professional Development Report (2021)</i></li> </ul> </li> </ul> <p><b>2. Mathematics CPD – Problem Solving and Reasoning</b></p> <ul style="list-style-type: none"> <li>All staff are accessing dedicated CPD to strengthen the teaching of <b>problem solving and reasoning</b>, ensuring pupils develop deep conceptual understanding.</li> <li>CPD draws on <b>EEF’s Improving Mathematics in Key Stages 2 &amp; 3 guidance report</b>, which emphasises: <ul style="list-style-type: none"> <li>Teaching pupils to use precise mathematical language.</li> <li>Exposing pupils to multiple representations of mathematical ideas.</li> <li>Supporting pupils to develop a range of problem-solving strategies.</li> <li>Linked EEF evidence: Mastery Learning (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></li> </ul> </li> </ul> <p><b>3. Writing CPD – The Writing Process</b></p>	<p>1, 2, 5</p>
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	<ul style="list-style-type: none"> <li>• All staff are receiving training focused on the <b>writing process</b>, including planning, drafting, editing, and publishing.</li> <li>• CPD is supported by the purchase of a <b>consistent, whole-school writing scheme</b>, ensuring progression and consistency of approach.</li> <li>• Training is aligned with the <b>EEF's Improving Literacy in Key Stage 2 guidance report</b>, which highlights the importance of: <ul style="list-style-type: none"> <li>◦ Explicitly teaching writing strategies.</li> <li>◦ Supporting pupils to plan, monitor, and evaluate their writing (metacognitive approaches).</li> <li>◦ Developing fluent transcription skills alongside composition.</li> <li>◦ Linked EEF evidence: Reading Comprehension Strategies (+6 months), <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> Metacognition and Self-Regulation (+7 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></li> </ul> </li> </ul>	
<p>Oral language strategies including:</p> <ul style="list-style-type: none"> <li>● targeted reading aloud and book discussion with young children;</li> <li>● explicitly extending pupils' spoken vocabulary;</li> <li>● the use of structured questioning to develop reading comprehension; and</li> </ul> <p>the use of purposeful, curriculum-focused,</p>	<p><b>1. Targeted Reading Aloud and Book Discussion</b></p> <ul style="list-style-type: none"> <li>• Staff use high-quality texts for daily reading aloud, ensuring pupils are exposed to rich vocabulary and varied sentence structures.</li> <li>• Structured book discussions support comprehension, inference, and oral expression.</li> <li>• Linked EEF evidence: Oral Language Interventions (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></li> </ul> <p><b>2. Explicitly Extending Pupils' Spoken Vocabulary</b></p>	1, 2, 5



<p>dialogue and interaction</p>	<ul style="list-style-type: none"> <li>Teachers systematically introduce and model new vocabulary within and beyond the English curriculum.</li> <li>Vocabulary is revisited and embedded across subjects to support both academic learning and everyday communication.</li> <li>Linked EEF evidence: Improving Literacy in Key Stage 1 (Recommendation 2: Develop pupils' speaking and listening skills) <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1</a></li> </ul> <p><b>3. Structured Questioning to Develop Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>Staff employ questioning frameworks that promote deeper understanding, encourage discussion, and extend responses.</li> <li>Questioning strategies are closely aligned with guided and whole-class reading practice.</li> <li>Linked EEF evidence: Reading Comprehension Strategies (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> </ul> <p><b>4. Purposeful, Curriculum-Focused Dialogue and Interaction</b></p> <ul style="list-style-type: none"> <li>Across all subjects, teachers facilitate structured dialogue, encouraging pupils to reason, explain, and justify their thinking.</li> <li>Dialogue is designed to improve subject knowledge, oracy, and metacognitive awareness.</li> <li>Linked EEF evidence: Metacognition and Self-Regulation (+7 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> , Oral Language Interventions (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></li> </ul>	
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<p>Continue to develop staff CPD in the <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>– Continue to purchase additional resources to support intervention and catch up/keep up</p>	<p><b>1. Continued Professional Development in Systematic Synthetic Phonics (SSP)</b></p> <ul style="list-style-type: none"> <li>• Staff will continue to access <b>CPD in the DfE-validated Systematic Synthetic Phonics programme</b>, ensuring that teaching is consistent, rigorous, and evidence-informed.</li> <li>• Ongoing training will focus on fidelity to the chosen programme, high-quality delivery, and effective assessment to identify and address gaps swiftly.</li> <li>• Linked EEF evidence: Phonics (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> <li>• Linked EEF guidance: <i>Improving Literacy in Key Stage 1 (Recommendation 3: Effectively implement a systematic phonics programme)</i></li> </ul> <p><b>2. Investment in Resources to Support Intervention and Catch Up/Keep Up</b></p> <ul style="list-style-type: none"> <li>• Additional high-quality resources will continue to be purchased to support <i>keep-up</i> and <i>catch-up</i> interventions, ensuring no child falls behind.</li> <li>• Interventions will be delivered by trained staff and aligned with whole-class phonics teaching, reinforcing learning in a structured and consistent way.</li> <li>• Linked EEF evidence: Small Group Tuition (+4 months), <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> Individualised Instruction (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></li> <li>• Linked EEF guidance: <i>Improving Literacy in Key Stage 1</i> (Recommendation 4: Use high-quality structured interventions to help struggling readers).</li> </ul>	1,2,5

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions delivered by teaching assistants:</p> <p>1:1 and small group dependent on need.</p> <p>Precision Teaching, NELI, Catch up/Keep Up phonics, bespoke intervention based on gap analysis, Lego therapy, Early Talk Boost, 1<sup>st</sup> Class at number</p>	<p>□ <b>Precision Teaching</b> – targeted, high-frequency, short-duration teaching to secure fluency in key skills.</p> <ul style="list-style-type: none"> <li>• Linked EEF evidence: Individualised Instruction (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></li> <li>• Linked EEF evidence: Oral Language Interventions (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></li> <li>• Linked EEF guidance: <i>Preparing for Literacy (2018)</i> – Recommendation 1: Prioritise communication and language.</li> </ul> <p>□ <b>Catch Up/Keep Up Phonics</b> – rapid intervention to secure early reading, aligned with our DfE-validated SSP programme.</p> <ul style="list-style-type: none"> <li>• Linked EEF evidence: Phonics (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> </ul> <p>□ <b>Bespoke interventions from gap analysis</b> – short-term, targeted teaching to address specific gaps identified through assessment.</p> <ul style="list-style-type: none"> <li>• Linked EEF evidence: Small Group Tuition (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> </ul>	<p>1,2,5</p>

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">ation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>□ <b>Lego Therapy</b> – supporting communication, social interaction, and problem-solving.</p> <ul style="list-style-type: none"> <li>• Linked EEF evidence: Social and Emotional Learning (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></li> </ul> <p>□ <b>Early Talk Boost</b> – an evidence-based intervention to accelerate children’s language skills in EYFS and KS1.</p> <ul style="list-style-type: none"> <li>• Linked EEF evidence: Oral Language Interventions (+6 months)</li> </ul> <p>□ <b>Numberstacks</b>– a structured maths intervention programme focusing on number and calculation fluency.</p> <ul style="list-style-type: none"> <li>• Linked EEF evidence: Small Group Tuition (+4 months), Mastery Learning (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></li> </ul>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase subscription to Glossopdale family Support</p> <p>This offer includes: direct work with children and families, home visits, signposting for support, attendance at meetings, bespoke family support on a caser by case basis.</p>	<p>Parent surveys</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.</p> <p>Dedicated person in the role, who builds a relationship where the parents</p>	1,3,4

	<p>trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <ul style="list-style-type: none"> <li>• Parental Engagement (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> – ongoing work with families has the potential to improve pupils' attainment by strengthening parental involvement in learning.</li> <li>• Social and Emotional Learning (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> – family support helps children manage emotions, build resilience, and improve relationships.</li> <li>• Behaviour Interventions (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> – early intervention around behaviour and attendance reduces disruption and promotes positive learning behaviours.</li> <li>• <i>EEF Pupil Premium Guidance (2019)</i> – emphasises that addressing wider barriers is essential for disadvantaged pupils to access and benefit from high-quality teaching.</li> </ul>	
<p>Employment of attendance officer.</p> <p>Purchase attendance awards to motivate and enthuse learners to come to school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Data shows pupils with highest attendance make the most progress, due to increased opportunities for</p>	1,2,3,4

	<p>overlearning and access to a personalised curriculum.</p> <p>Dedicated person/team who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>□ DfE Improving School Attendance (2022) <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a> – highlights the importance of dedicated leadership, early intervention, and strong multi-agency working.</p> <p>□ EEF Pupil Premium Guidance (2019) – <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a> wider strategies must address non-academic barriers such as attendance to improve outcomes for disadvantaged pupils.</p>	
<p>Cultural capital experiences promoted in the curriculum.</p> <p>Essential experiences built into curriculum</p> <p>Reduction in cost of trips for PP</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted School Inspection Handbook (2023) <a href="https://www.gov.uk/government/publications/school-inspection-handbook-eif">https://www.gov.uk/government/publications/school-inspection-handbook-eif</a> – inspectors evaluate how well schools provide pupils with cultural capital, ensuring all pupils are prepared for future success.</p> <p>□ DfE Pupil Premium Guidance (2019) <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a> – emphasises the need for wider strategies that address barriers beyond the classroom.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p>	1,2,3

	<p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>□ EEF Arts Participation (+3 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> – evidence shows enrichment experiences can positively impact academic outcomes and engagement.</p> <p>□ EEF Outdoor Adventure Learning (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> – supports resilience, self-confidence, and problem-solving skills.</p>	
Rise and Shine breakfast club	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>□ EEF Magic Breakfast Evaluation (2016) <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a> – found that a well-implemented breakfast provision can improve pupil attainment in reading, writing, and maths by up to two months' progress, particularly for disadvantaged pupils.</p> <p>□ EEF Teaching and Learning Toolkit – Extending School Time (+3 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a> – highlights the importance of well-structured additional provision that supports learning.</p>	1,2,3,4,5

	<input type="checkbox"/> EEF Teaching and Learning Toolkit – Behaviour Interventions (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> – breakfast clubs can support improved readiness to learn, behaviour, and classroom engagement.	
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£1245 - Contingency fund for acute issues.



## Part B: Review of outcomes in the previous academic year

### Focus on Writing

Writing remains a key priority for our disadvantaged pupils. Current data shows that a lower proportion of disadvantaged pupils achieve age-related expectations in writing compared to their peers. Ongoing monitoring, staff discussions, and assessment reviews ensure that all children access work appropriate to their starting points, alongside bespoke interventions such as *Rise and Shine*.

We recognise a direct correlation between writing outcomes and communication and language/early reading development. Many disadvantaged pupils enter school with weaker language skills, impacting their ability to form words and sentences and, consequently, to articulate and structure their writing effectively.

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### 1. High-Quality Teaching

- The school continues to invest in curriculum resourcing to secure a high-quality education for all pupils.
  - Staff access regular CPD, including specific training to support writing across all stages. This has been delivered internally and externally and will remain a priority for the coming year.
  - Monitoring and lesson observations demonstrate that the school's focus on phonics, early reading, and writing is positively impacting children's progress from their starting points.
  - Many disadvantaged pupils start with lower levels of communication and language. Staff adapt teaching to ensure all pupils build on these foundations, supporting progress in writing and helping to reduce current attainment gaps.
  - The school continues to use evidence-based approaches, drawing on the **EEF's Teaching and Learning Toolkit**, to guide resource investment and curriculum development.
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### 2. Targeted Academic Support

- The Premium Lead/SEND Co and Key Stage Leaders monitor the effectiveness of interventions to ensure they are bespoke, evidence-informed, and impactful.
  - Interventions are delivered by trained staff, resourced appropriately, and timetabled to ensure consistency. Wherever possible, interventions are designed to keep pupils *up to speed* rather than requiring them to *catch up*.
  - The school is exploring investment in **WELLCOMM**, an evidence-based assessment and intervention tool for speech and language, to pinpoint areas of need and accelerate progress.
  - All teaching staff have received training on whole-school provision mapping to strengthen understanding of universal, targeted, and specialist support.
  - Support from external partners, including our ISAT (Kirsty Todd), continues to enhance provision and capacity across the school.
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### 3. Wider Strategies

- The **Glossopdale Family Support Service** continues to provide bespoke support for vulnerable families, enabling children to attend school ready to learn. This has included 1:1 support, group sessions, and social, emotional, and mental health interventions.
- Referrals to **COMPASS** (mental health partner) have provided targeted support for pupils and parents through workshops and individual interventions.
- No disadvantaged child has been excluded from enrichment activities run by the school or PTA, with Pupil Premium funding ensuring equal access.
- The *Rise and Shine* provision continues to be highly valued, helping pupils arrive at school prepared and settled for learning.

#### 4. Next Steps and Strategic Focus

Looking ahead, writing will remain a key focus within the **School Development/Improvement Plan**. Priorities for 2024–25 include:

- Embedding staff training on teaching writing and extending CPD in communication and language.
- Implementing and evaluating the impact of WELLCOMM.
- Continuing to reduce the attainment gap in writing through evidence-based teaching, targeted interventions, and wider pastoral support.
- Sustaining strong partnerships with families and external agencies to remove barriers to learning.

### Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

This service pupil premium has been put towards our family support offer, children being involved in anxiety/anger gremlins interventions, Lego therapy support and bespoke support when they need it. This could involve rise and shine breakfast club, emotional literacy support, food parcels, academic support or having meet and greet. We create bespoke plans for each child.