

Pupil premium strategy statement – Firs Primary School

This statement details our school's use of pupil premium (and recovery 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 |
|--|--|
| Number of pupils in school | 461 |
| Proportion (%) of pupil premium eligible pupils | 64.6% |
| 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) | 2023 – 2024 2024 – 2025 2025 – 2026 |
| Date this statement was published | Interim Review December 2025 |
| Date on which it will be reviewed | Autumn term annually. |
| Statement authorised by | Mrs P Martin, Headteacher |
| Pupil premium lead | Mrs P Martin, Headteacher |
| Governor / Trustee lead | Mr S Grundy, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|--|-----------|
| Pupil premium funding allocation this academic year | £386, 601 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £386, 601 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to use the pupil premium to improve the attainment of disadvantaged pupils, the needs of *all pupils* in the school are assessed. The funding is then allocated with the aim of making maximum impact in the school. In line with DfE guidance, the funding is not only spent on eligible pupils, or on a per eligible pupil basis, as analysis of our schools' context has shown that eligibility for free school meals is not the greatest, nor only indicator of disadvantage in the school.

Firs Primary School faces extreme contextual challenges, which means that simple approaches to the use of Pupil Premium funding are insufficient in tackling the deeper levels of disadvantage than are found in other schools. Contextual challenges include:

- Higher than average levels of disadvantage.
- Extremely high pupil mobility (77 in year admissions in 2023-24 and 75 in year leavers). Many in year admissions arrive directly from overseas and may live in greater deprivation than those entitled to Pupil Premium funding, as 'direct entrants' to the UK are excluded from entitlement to means-tested benefits and other non-contributory benefits. This includes those who have "leave to enter or remain in the UK for a limited period on the condition that they do not have recourse to public funds. *This applies to most people who come to the UK to work, study, to join a partner or relative already living here, or for leisure purposes, including people arriving from EEA countries since 1 January 2021*".¹ In October 2024, 24% of pupils in KS1 and KS2 entered Firs Primary as their first UK school after the first term of FS2.

| Total in Year Group | | Year Group of Entry to Firs Primary School | | | | | | | | | | | | | | | | | |
|-----------------------------------|-----|--|------|-----------------------------|------|-------------------|------|--------|------|--------|------|--------|------|--------|------|--------|-----|--------|-----|
| | | Nursery (Forever Firs) | | FS2 (Term 1) (Forever Firs) | | FS2 (Term 2 or 3) | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Current Year Group (October 2024) | | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Year 1 | 60 | 31 | 51.7 | 21 | 35.0 | 7 | 11.7 | 0 | 0.0 | | | | | | | | | | |
| Year 2 | 61 | 18 | 29.5 | 17 | 27.9 | 15 | 24.6 | 8 | 13.1 | 3 | 4.9 | | | | | | | | |
| Year 3 | 60 | 9 | 15.0 | 19 | 31.7 | 4 | 6.7 | 11 | 18.3 | 12 | 20.0 | 5 | 8.3 | | | | | | |
| Year 4 | 61 | 9 | 14.8 | 11 | 18.0 | 6 | 9.8 | 13 | 21.3 | 11 | 18.0 | 9 | 14.8 | 2 | 3.3 | | | | |
| Year 5 | 60 | 11 | 18.3 | 13 | 21.7 | 4 | 6.7 | 5 | 8.3 | 10 | 16.7 | 10 | 16.7 | 5 | 8.3 | 2 | 3.3 | | |
| Year 6 | 60 | 5 | 8.3 | 10 | 16.7 | 6 | 10.0 | 6 | 10.0 | 12 | 20.0 | 9 | 15.0 | 7 | 11.7 | 4 | 6.7 | 1 | 1.7 |
| All (Years 1-6) | 361 | 83 | 23.0 | 91 | 25.2 | 42 | 11.6 | 43 | 11.9 | 48 | 13.3 | 33 | 9.1 | 14 | 3.9 | 6 | 1.7 | 1 | 0.3 |

- High numbers of Children Missing in Education (CME).

¹ <https://www.entitledto.co.uk/help/Immigration-status-and-benefits>

- Higher than average percentage of pupils who speak English as an Additional Language (EAL) – 76.4.% in October 2024.
- Wide range of languages spoken across the school (43 languages in December 2025), meaning that peer support is not always available for new arrivals to the school, as there may not be another child who speaks the same language. This presents additional challenges in terms of finding interpreters to support communication with parents.
- High numbers of children who live in challenging or traumatic circumstances, with a higher than average number of children who are at the Child in Need and Child Protection levels of social care intervention and support. Approximately 14% of pupils in the school have had one or more Adverse Childhood Experiences (data from October 2023)- research into adverse childhood experiences (ACEs) consistently shows that a set of 10 adverse experiences in childhood are associated with an increased risk of poor health and other problems in later life.
- A much higher than average percentage of pupils who are Gypsy Roma (mainly from Slovakia – the most disadvantaged of Roma groups) - over 17% in October 2024 (the ‘Improving Outcomes for Gypsy Roma, and Traveller Pupils’ report carried out by the DFE in 2010 found that “Gypsy, Roma and Traveller pupils have lower levels of achievement than other ethnic groups at all key stages. This is due to a complex range of factors, including barriers that prevent them from fully accessing the curriculum, such as lack of engagement, interrupted education and negative experiences of school”).

Research has found that school context is “strongly associated with the progress made by pupil premium students”. The Social Mobility Commission has recently produced a report (June 2021) that found:

“In line with previous studies, [school context] accounted for up to 55% of the variance in schools’ Progress 8 scores for pupil premium students in our statistical models. This is likely to underestimate the importance of context because these models are limited by the data available. Our fieldwork indicated that there are further elements of a school’s context, which are not captured by standard school characteristic data, but which are associated with the progress of pupil premium students.”

Further analysis of our school’s context (data below collected in October 2023) demonstrates that the majority of pupils face more than one of the following barriers to learning; pupil premium, English as an additional language, SEND, Adverse Childhood Experiences², at least one school move from the reception year onwards.

| Barriers to Learning | Number of Pupils | Percent of Pupils |
|----------------------|------------------|-------------------|
|----------------------|------------------|-------------------|

² Adverse Childhood Experiences (ACEs) are; “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018). These include, for example, physical, emotional or sexual abuse, neglect, exposure to domestic violence, substance or alcohol abuse by a parent or carer etc.

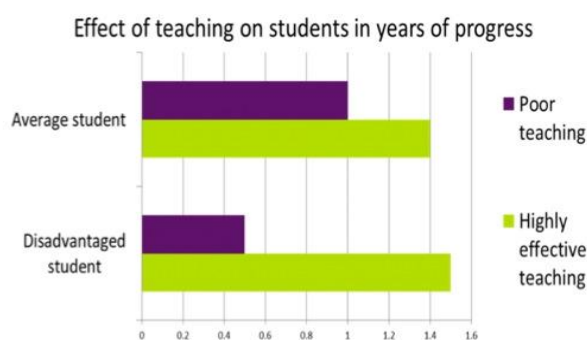
| | | |
|---------------------------------------|-----|-----|
| Adverse Childhood Experiences | 60 | 14% |
| Attendance Below 90% (exc. FS1) | 84 | 20% |
| EAL | 350 | 79% |
| Pupil Premium | 270 | 60% |
| SEND | 63 | 14% |
| Transience (1+ School move) (exc.FS1) | 229 | 55% |

| Number of Barriers to Learning | Number of Pupils (%) |
|--|----------------------|
| 6 Barriers to Learning (most vulnerable pupils) | 3 (1%) |
| 5 Barriers to Learning | 11 (3%) |
| 4 Barriers to Learning | 45 (10%) |
| 3 Barriers to Learning | 138 (31%) |
| 2 Barriers to Learning | 144 (32%) |
| 1 Barrier to Learning | 94 (21%) |
| 0 Barriers to Learning (least vulnerable pupils) | 8 (2%) |

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils (whatever their disadvantage may be) to achieve that goal, including progress for those who are already high attainers. We do this by ensuring that, wherever possible, any barriers to learning are removed or mitigated, so that they can take full advantage of the learning and personal development opportunities provided.

We strive to improve the life chances of our disadvantaged pupils by providing an ambitious, broad and balanced curriculum that enables them to develop their cultural capital, resilience and aspirations for the future, as well as widening their life experiences.

Our current pupil premium strategy plan works towards achieving these objectives by focusing on embedding effective whole school teaching, and wider strategies to address the challenges to learning set out below, as research suggests that some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils, but particularly disadvantaged pupils.



Source: Sutton Trust (2011)

Decisions about how to achieve the maximum impact in the school are informed by research carried out by, for example, the Education Endowment Foundation and the National Foundation for Educational Research. Given the challenges faced by the school it is vital that the Pupil Premium is used in an evidence informed way, which addresses or mitigates these issues as far as is possible, to ensure the best outcomes for our children without placing limits on our expectations of what our pupils can achieve, given the right support.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills in English, but also in pupils' home languages. The majority of pupils have vocabulary gaps whether they are EAL or have English as a first language. This is evident from Nursery through to KS2 and in general, no more prevalent among our disadvantaged pupils (those in receipt of Pupil Premium funding) than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers on entry to Reception. On entry to Reception class last academic year, 95% of our disadvantaged pupils arrived below age-related expectations in reading compared to 74% of other pupils. This remains significant at the end of KS2. In addition, many pupils arriving at the school as in year admissions have reading levels far below those expected for their age, both in English and in their home languages. |
| 3 | Internal and external assessments indicate that maths attainment among disadvantaged pupils (those in receipt of Pupil Premium funding) including those with EAL and/or SEND is below that of their peers (a higher percentage of disadvantaged pupils without EAL/SEND actually attained ARE than non-disadvantaged pupils without EAL/SEND in statutory assessments last academic year). |

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| | <p>On entry to Reception class last academic year, 68% of our disadvantaged pupils arrive below age-related expectations compared to 63% of other pupils. 50% of both disadvantaged pupils, and their peers, without EAL/SEND arrived working below age-related expectations in maths.</p> |
| 4 | <p>Internal and external assessments indicate that writing attainment for most pupils remains below age related expectations. Observations and discussions with staff suggest that this area of the curriculum was most negatively impacted by partial school closures during the COVID-19 pandemic.</p> <p>On entry to Reception class last academic year 100% of pupils, both those in receipt of pupil premium funding and their peers, were below age-related expectations in writing.</p> |
| 5 | <p>Assessments and observations of pupils indicate that many pupils both in receipt of pupil premium funding, and those without it, have below age related gross and fine motor skills. This impacts on pupils' ability to access other curriculum areas due to difficulties with the physical act of writing and lack of writing stamina.</p> <p>On entry to Reception class last academic year 53% of pupils in receipt of Pupil Premium, and 63% of those not in receipt of pupil premium were below age-related expectations in 'Moving and Handling'. For 'Health and Self Care' these figures were 31% and 58% respectively. An increasing number of pupils in the Nursery class now require support with toileting.</p> |
| 6 | <p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has fallen over time, whereas attendance for non-disadvantaged pupils has risen. Attendance has also fallen for EAL pupils, while rising for non-EAL pupils. Gypsy Roma pupils have the lowest attendance rates.</p> <p>Last academic year 20% of pupils (excluding nursery) were classed as persistently absent (missing 10% or more of school sessions). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 7 | <p>Observations and discussions with staff indicate that an increasing number of pupils are suffering from poor health and/or nutrition e.g. hunger, tiredness, dental problems, obesity etc, due to poverty or lack of parental understanding of healthy living and/or how to access health services. Many pupils also lack the basic clothing required to keep them warm and dry in poor weather.</p> <p>Our observations and discussions during 'Diminishing the Difference' meetings (pupil progress meetings) indicate that pupil attainment and progress for many disadvantaged pupils is negatively impacted by these issues.</p> |
| 8 | <p>Observations and analysis of behaviour incidents shows that pupils in receipt of Pupil Premium funding are more likely to have poorly developed social and emotional skills than their peers, resulting in poor behaviour which in turn impacts on their readiness to learn.</p> <p>Last academic year children in receipt of Pupil Premium were disproportionately more likely to be involved in a behavior incident and issued with a consequence than non-Pupil Premium children. An average of 56.7% of pupils were entitled to Pupil Premium in 2022-23, however 76% of children involved in incidents of poor behaviour were entitled to Pupil Premium.</p> |
| 9 | <p>Observations and discussions with staff, parents and pupils indicate that many parents struggle to support their children's learning and development outside of school. This is further evidenced by low levels of reading practice completed at home.</p> <p>Difficulties include; lack of access to learning resources including books and writing materials at home, lack of opportunity to develop cultural capital through visits to museums, theatres and galleries etc, and low levels of parental literacy, either due to having English as an additional language or as a result of parents' own educational</p> |

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| | outcomes. These factors can also hamper communication between parents and the school. |
| 10 | Observations, assessments and discussions with staff demonstrate that there are increasing numbers of pupils with significant and complex SEND, who are new to the country and the school, who therefore do not have the SEND funding in place required to provide the additional support they need to access mainstream education. |
| 11 | Observations, assessments and discussions with pupils indicate that many pupils, generally due to deprivation and lack of opportunity, do not have access to the wide range of experiences and knowledge necessary to enable them to develop their cultural capital, placing them at a disadvantage in terms of their future success. This lack of experiences also makes it harder for them to relate to and engage with learning in the wider curriculum. |
| 12 (added 2025) | A significant proportion of pupils have experienced adverse childhood experiences (ACEs), including exposure to domestic violence, substance misuse within the household, parental mental health difficulties, family members in prison, or periods of social care involvement. In 2023, approximately 14% of pupils were identified as having one or more ACEs, and early indications suggest this percentage remains stable for the current academic year (with exact figures under review). These experiences can have a substantial impact on pupils' emotional regulation, readiness to learn, attendance, behaviour, and long-term educational outcomes. The school therefore faces increased demand for targeted pastoral support, trauma-informed practice, and early intervention to ensure that vulnerable pupils can access learning effectively. |

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 |
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| A: Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally. | <ul style="list-style-type: none"> 82.2% of first language English and Advanced bilingual EAL learners to meet at least expected standard in 'Listening, Attention and Understanding' and 82.8% in 'Speaking' at the end of EYFS (<i>national attainment in 2023 for Listening, Attention and Understanding was 82.2%, and for Speaking was 82.8%</i>) Children accessing Reading Plus who are working below age related expectations are making accelerated progress as shown by their Reading Plus vocabulary level gains (>+1 vocab level over the academic year). |
| B: Accelerate progress in reading, promoting a love of reading and reducing the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally. | <ul style="list-style-type: none"> KS2 SATS Reading outcomes in 2024, for both PP and non-PP pupils, increase from the % of pupils in these groups meeting ARE in 2023 (29.7% and 68.2% respectively), and the gap in attainment between PP and non-PP pupils diminishes (is less than 38.5%). Year 1 Phonics Screening pass rate for PP pupils and non-PP pupils who are not SEND or EAL remains at 100%. The pass rates for pupils with SEND and EAL are in line with national outcomes for these groups in 2023 (42% and 78% respectively) At the end of EYFS the % of Forever Firs pupils, who are first language English or who are Advanced bilingual EAL |

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| | <p>learners, that achieve age related expectations is in line with the 2023 national average for Word Reading (76.2%) and Comprehension (80.6%).</p> <ul style="list-style-type: none"> • FFT Self Evaluation data shows that the % of all pupils meeting ARE in reading at the end of KS1 and KS2 rises from 2023 (48% and 44% respectively). • FFT Self Evaluation data shows that the % of Ever FSM pupils meeting ARE in reading at the end of KS1 and KS2 (those starting before Y5) rises from 2023 (50% and 37% respectively). • FFT Self Evaluation data shows that the average scaled score in reading for all pupils at the end of KS2 has risen from 2023 (96.2). |
| <p>C: Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.</p> | <ul style="list-style-type: none"> • KS2 SATS Writing outcomes in 2024, for both PP and non-PP pupils, increase from the % of pupils in these groups meeting ARE in 2023 (24.3% and 54.5% respectively), and the gap in attainment between PP and non-PP pupils diminishes (is less than 30.2%). • At the end of EYFS the % of Forever Firs pupils, who are first language English or who are Advanced bilingual EAL learners, that achieve age related expectations is in line with the 2023 national average for Writing (71%). • FFT Self Evaluation data shows that the % of all pupils meeting ARE in writing at the end of KS1 and KS2 rises from 2023 (30% and 36% respectively). • FFT Self Evaluation data shows that the % of Ever FSM pupils meeting ARE in writing at the end of KS1 and KS2 (those starting before Y5) rises from 2023 (33% and 30% respectively). • FFT Self Evaluation data shows that the average scaled score in writing for all pupils at the end of KS2 has risen from 2023 (97.5). |
| <p>D: Accelerate progress in maths to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.</p> | <ul style="list-style-type: none"> • KS2 SATS Maths outcomes in 2024, for both PP and non-PP pupils, increase from the % of pupils in these groups meeting ARE in 2023 (35.1% and 63.6% respectively), and the gap in attainment between PP and non-PP pupils diminishes (is less than 28.5%). • At the end of EYFS the % of Forever Firs pupils, who are first language English or who are Advanced bilingual EAL learners, that achieve age related expectations is in line with the 2023 national average for Number (78.9%) and Numerical Patterns (78.3%). • FFT Self Evaluation data shows that the % of all pupils meeting ARE in maths at the end of KS1 and KS2 rises from 2023 (51% and 46% respectively). • FFT Self Evaluation data shows that the % of Ever FSM pupils meeting ARE in maths at the end of KS1 and KS2 (those starting before Y5) rises from 2023 (53% and 43% respectively). • FFT Self Evaluation data shows that the average scaled score in maths for all pupils at the end of KS2 has risen from 2023 (97.8). |
| <p>E: Deliver a high quality, broad and balanced curriculum which provides opportunities for</p> | <ul style="list-style-type: none"> • Subject action plans, policies, progression and coverage documents and 'Firsy Foundations' continue to demonstrate opportunities for a wide range of experiences |

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| <p>pupils to access a wide range of experiences, developing their cultural capital.</p> | <p>for pupils, as well as a coherent, well planned and broad curriculum.</p> <ul style="list-style-type: none"> • Children are able to take part in extra-curricular arts-based events outside of school time. • Geography curriculum continues to include fully funded field trips to support pupil learning. • Pupil voice indicates that pupils can talk about a wide range of experiences they have had at school including; museum and theatre visits, music lessons, field trips |
| <p>: Ensure the curriculum incorporates meaningful opportunities for children to learn about the experiences and histories of those with protected characteristics, so that all children can relate to what is taught and have the opportunity to identify with role models they can relate to.</p> | <ul style="list-style-type: none"> • Books purchased for the library throughout the year, and those read to children include a wide range of representations of people with protected characteristics and diverse experiences including characters from BAME groups, LGBTQ+ characters, characters with SEND, different family structures and socio-economic groups. • A diversity curriculum map summarises the opportunities children have to learn about the experiences and histories of those with diverse and protected characteristics. • Pupil voice shows that children talk positively about diversity and difference. |
| <p>G: For all pupils to achieve at least 95% attendance over each academic year.</p> | <p>Analysis of end of year attendance data shows:</p> <ul style="list-style-type: none"> • the percentage of pupils classed as persistently absent (below 90% attendance) falls from 20% to below 17% (17.1% of children in state-funded primary schools were persistently absent in 2022-23) • average attendance of Gypsy Roma pupils rises to over 90% • average attendance for all pupils rises to over 95%, and attendance figures for Ever FSM pupils is in line with those of non-Ever FSM pupils |
| <p>H: To support disadvantaged pupils with their social and emotional development and behaviour</p> | <ul style="list-style-type: none"> • Behaviour analysis shows that the % of Ever FSM pupils receiving a consequence for a behaviour incident is proportionate and in line with the % of Ever FSM pupils in the school. • Behaviour analysis shows that number of Ever FSM pupils involved in behaviour incidents falls over time. |
| <p>I: New pupils (in year arrivals) are well supported in school, teachers quickly identify learning needs and plan teaching accordingly.</p> | <ul style="list-style-type: none"> • Internal assessments show that in year arrivals are attaining in line with targets set by teachers during pupil progress meetings. • Internal assessments show that in year arrivals are making at least expected progress from their starting points (+4 months per term). |
| <p>J: Parents of disadvantaged pupils (whatever their disadvantage may be) are able to support their child's learning and engage with school events.</p> | <ul style="list-style-type: none"> • 100% of parents are attending parent/teacher interview afternoons. • Analysis of MyOn and Reding Plus show that children are engaging with reading at home. • Parental engagement sessions and parent workshops (e.g. phonics) are well attended. • Parent questionnaires show that parents feel the school helps them to support their child's learning. |
| <p>K: Disadvantaged pupils are supported to develop 'cultural capital' and a wide range of</p> | <ul style="list-style-type: none"> • Subject action plans, policies, progression and coverage documents and 'Firsy Foundations' continue to demonstrate |

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| <p>background experiences essential for effective reading for meaning, understanding, the wider curriculum and future success.</p> | <p>opportunities for a wide range of experiences for pupils, as well as a coherent, well planned and broad curriculum.</p> <ul style="list-style-type: none"> • Children are able to take part in extra-curricular arts-based events outside of school time. • Pupil voice shows that pupils on roll at the school for the duration of KS and KS2 have had the opportunity to take part in each of the '11 things by age 11' activities provided by the school. |
| <p>L: Pupils basic needs are met in terms of nutrition and health, enabling them to be ready to learn while at school.</p> | <ul style="list-style-type: none"> • Teacher voice indicates that pupils are not prevented from engaging with learning due to hunger or poor health. • Where needed, parents of disadvantaged pupils are supported to make and attend appointments with medical professionals. • Pupils identified as 'disadvantaged', whether or not they are in receipt of Pupil Premium are attending the school's breakfast club. • Average attendance for all pupils rises to over 95%, and attendance figures for Ever FSM pupils is in line with those of non-Ever FSM pupils |
| <p>M: Pupils demonstrate gross and fine motor skills (physical literacy) in line with expectations for their age.</p> | <ul style="list-style-type: none"> • At the end of EYFS the % of Forever Firs pupils that achieve the Early Learning Goals in Gross and Fine Motor Skills is in line with the 2023 national average for Gross Motor Skills (92.1%) and Fine Motor Skills (86%). • Observations indicate that all pupils in KS1-2 (without a physical disability that would prevent this) are able to hold a pencil using a tripod grip. • Observations and 'book looks' demonstrate that pupils who have been at Firs for at least two years and are in KS2 are able to use cursive handwriting. • Real PE assessments show that 100% of pupils (without a physical disability that would prevent this) are meeting age related expectations. |

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: £ 184,136

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Ongoing Retrieval Practice CPD for all staff.</i> | <p>“...the positive impact of the retrieval studies, the good theoretical grounding of the practice, and the low cost of implementing low stakes testing and quizzing generally mean that it is a promising approach that teachers should consider”.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</p> | 1,2,3,4 |
| <p><i>High quality CPD for targeted staff members:</i></p> <p><i>Early Career Teacher Training x 3 teachers</i></p> <p><i>NPQBC x 2 teachers (continued)</i></p> <p><i>Update Autumn 2025:</i></p> <p><i>3 x teachers have completed NPQLTD</i></p> <p><i>1 x teacher has completed NPQEYL</i></p> <p><i>2 x teachers have completed NPQLT</i></p> <p><i>2 x teachers have completed NPQLBC</i></p> <p><i>1 x teacher starting ECT training</i></p> <p><i>2 x teachers in 2nd year of ECT training</i></p> | <p>“Providing teachers with a right to high-quality training and development would boost pupil attainment and earnings, and may tackle retention problems in the profession, a cost-benefit analysis study from the Education Policy Institute (EPI) commissioned by Wellcome has shown.”</p> <p>“The new report finds that a well-implemented policy of 35 hours a year of high quality CPD for teachers would lead to significant benefits for pupils, including an extra two-thirds of a GCSE grade – improving their lifetime earnings by over £6,000.”</p> <p>“In the immediate term, a policy of CPD entitlement could also significantly improve retention, leading to up to 12,000 extra teachers remaining in the profession a year.”</p> <p>https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/</p> <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | 1,2,3,4 |

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| <p><i>Improving writing training – Transcription x 2 English leads</i></p> | <p>“It is important to promote the basic skills of writing— skills that need to become increasingly automatic so that pupils can concentrate on writing composition. This includes the transcription skills of handwriting (or typing, where appropriate) and spelling, as well as sentence construction (forming sentences that effectively convey meaning, with appropriate grammar, syntax, and punctuation). If these skills are slow or effortful then this will hinder progress in writing composition. High quality practice is essential to develop fluent transcription.”</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1674053292</p> | 4 |
| <p><i>Writing Working Group – Developing writing in schools</i></p> | | |
| <p><i>Little Wandle training for all teachers and TAs</i></p> <p><i>Little Wandle coaching for staff members, as identified through regular monitoring</i></p> <p><i>Daily phonics monitoring – time out of class for Reading Leader</i></p> | <p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Improving Literacy in Key Stage 1 – Recommendation 3</p> <p>“Training - ensure all staff have the necessary pedagogical skills and content knowledge”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> | 2,4 |
| <p><i>NTS Reading Assessments (Yr 1-6)</i></p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Recommendation 6 of ‘Improving Literacy in Key Stage 2’: “Target teaching and support by accurately assessing pupil needs”.</p> <p>NTS assessments inform the Shine interventions, which target support based on pupil outcomes in assessments and identified areas of need.</p> | 2 |
| <p><i>NTS Maths Assessments (Yr 1-6)</i></p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Recommendation 1 of ‘Improving Mathematics in Key Stage 2 and 3’</p> <p>“Use assessment to build on pupils’ existing knowledge and understanding; assessment should be used not only to track pupils’ learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.”</p> | 3 |
| <p><i>GAPS SPaG Tests (Yr 3-6)</i></p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Recommendation 6 of ‘Improving Literacy in Key Stage 2’: “Target teaching and support by accurately assessing pupil needs”.</p> | 4 |

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| | NTS assessments inform the Shine interventions, which target support based on pupil outcomes in assessments and identified areas of need. | |
| <i>Reading Plus (Yr 1-6 – all children beyond the early stage of reading)</i> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Recommendation 6 of 'Improving Literacy in Key Stage 2': "Target teaching and support by accurately assessing pupil needs".</p> <p>Reading Plus assessments also ensure that pupils accessing Reading Plus are reading texts matched to their ability.</p> | 2,4 |
| <i>Little Wandle Phonics assessments</i> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Recommendation 6 of 'Improving Literacy in Key Stage 2': "Target teaching and support by accurately assessing pupil needs".</p> | 2 |
| <p><i>Little Wandle Resources (e.g. maintaining books required for reading scheme)</i></p> <p><i>Autumn 2025 Update: 2nd set of reading books purchased to ensure there are enough for pupils to take a hard copy reading book home without impacting the books available for in school teaching.</i></p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>+ 5 months.</p> <ul style="list-style-type: none"> • "The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. • The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). • Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly." | 2,4 |
| <i>Numberstacks Maths Assessments</i> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Recommendation 1 of 'Improving Mathematics in Key Stage 2 and 3'</p> <p>"Use assessment to build on pupils' existing knowledge and understanding; assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support."</p> <p>Number stacks supports the assessment of pupils working well below the standard of the age related NTS tests and feeds into the Numberstacks interventions.</p> | 3 |
| <i>Updating and maintenance of technology to</i> | The provision of additional laptops and I pads for each classroom was essential for ensuring effective use of both Accelerated Reader and Tackling Times Tables. It also | 2,3,4 |

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| <p><i>facilitate assessment and curriculum delivery including; Kindles, Netbooks, Laptops, variety of technology to support delivery of DT, geography and computing curriculums.</i></p> | <p>means that more pupils are able to access the MyOn online library during school hours.</p> <p>Reading Plus will be rolled across the school for pupils no longer on Read Write Inc, and requires each pupil to have 1:1 access to a laptop or netbook for a minimum of three lessons per week. These sessions are timetabled at the same time each day, meaning multiple class sets are required.</p> <p>Furthermore, evidence suggests that including technology in the classroom has a “positive influence on multiple indicators of student engagement”.</p> <p>https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0063-0</p> <p>Computer-based technology and student engagement: a critical review of the literature (2017)</p> | |
| <p><i>Reading Plus 3-year subscription (unlimited licenses)</i></p> | <ul style="list-style-type: none"> • Pupil premium eligible children using Reading Plus made 97% more progress than pupil premium eligible children in the control schools. • Average test scores for control school pupil premium eligible pupils increased by 22% from the first (September 21) to the final SATs test (May 22). Average test scores for Reading Plus pupil premium eligible pupils increased by 68% during the same period. • Boys who used Reading Plus for their reading development made, on average, 45% more progress than boys in the control schools who did not have access to the programme. • Average test scores for boys in the control schools increased by 29% from the first (September 21) to the final (May 22) SATs test. Average test scores for boys using Reading Plus increased by 54% during the same period. <p>https://www.readingsolutionsuk.co.uk/reading-plus-efficacy-study-in-partnership-with-derby-research-school-full-report/</p> | <p>1,2,9</p> |
| <p><i>MyOn Subscription (all pupils) – online library</i></p> | <p>Research Evidence on Reading for Pleasure (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf) – indicated that around 45% of pupils never visit a library. Many of our pupils equally have no reading books at home. MyOn can be accessed on phones as well as on computers.</p> | <p>2,9</p> |
| <p><i>Early Start Spanish and Early Start German subscriptions</i></p> | <p>‘Discovering Language’ in primary school: an evaluation of a language awareness programme</p> <p>file:///C:/Users/lpugh/Downloads/BartonBraggSerratrice2009%20(2).pdf</p> <p>Recommends choosing resources which support teacher subject knowledge with video of native language speakers, filmed on location in the country of the language studied, providing cultural insights as well as real life language models.</p> | <p>11</p> |
| <p><i>Tackling Times Tables</i></p> | <p>Cambridge Mathematics found that:</p> | <p>3</p> |

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| | <ul style="list-style-type: none"> Knowing times tables is important and should be taught in schools at a young age to ensure fluency for later mathematics Using ICT to learn times tables facts can be more effective and motivating than paper and pen methods <p>https://www.cambridgemaths.org/Images/espresso_1_learning_and_assessing_times_tables.pdf</p> | |
| <i>Digimaps Subscription</i> | <p>Improving primary teachers' subject knowledge across the curriculum: A summary of evidence from subject surveys (excluding English and mathematics) (Ofsted 2007/08)</p> <p>"Where teaching in geography was good or outstanding, it was characterised by:</p> <ul style="list-style-type: none"> effective use of the local environment to raise pupils' awareness of the immediate world around them the use of topical issues relevant to pupils' lives purposeful use of a good range of appropriate resources including ICT, such as geographical information systems (GIS), to bring learning to life the use of a variety of types of maps to develop a sense of place and space through enquiry and discovery." <p>https://dera.ioe.ac.uk/305/1/Improving%20primary%20teacher%20subject%20knowledge%20across%20the%20curriculum.pdf</p> | 1,11,12 |
| <i>Fully funded field trips to support teaching of the geography curriculum</i> | | |
| <i>Outstanding Science Subscription</i> | <p>"There is good evidence...that the ability to reason scientifically – by testing hypotheses through well-controlled experiments – is a strong predictor of later success in the sciences and that this skill can be developed through programmes that allow pupils to design experiments that require them to control variables. Many effective programmes give teachers training to guide their pupils' scientific reasoning by setting questions that can be investigated and getting them to design fair tests."</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/science</p> | 12 |
| <i>External Specialist Art Teacher 1.5 days per week (to teach and train staff in art teaching)</i> | <p>"Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#:~:text=Overall%2C%20the%20average%20impact%20of,both%20primary%20and%20secondary%20schools.</p> | 5,11,12 |
| <i>Key Stage History Subscription</i> | <p>Improving primary teachers' subject knowledge across the curriculum: A summary of evidence from subject</p> | 11,12 |

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| | <p>surveys (excluding English and mathematics) (Ofsted 2007/08)</p> <p>Primary schools should:</p> <ul style="list-style-type: none"> • ensure that they do as much as possible to provide access to an expert subject leader or the resources to nurture one for each subject • review their policies on the role of a subject leader so that these are comprehensive and include the role of training other staff • within the context of the school development plan, develop teachers' subject knowledge, taking account of the demands of different subjects identified in this and Ofsted's subject reports • seek links with neighbouring schools to share good practice and capitalise on local expertise • take advantage of subject-specific opportunities for continuing professional development, such as those available in science. <p>https://dera.ioe.ac.uk/305/1/Improving%20primary%20teachers%20subject%20knowledge%20across%20the%20curriculum.pdf</p> | |
| <i>Subject Leader Networks</i> | <p>Improving primary teachers' subject knowledge across the curriculum: A summary of evidence from subject surveys (excluding English and mathematics) (Ofsted 2007/08)</p> <p>Primary schools should:</p> <ul style="list-style-type: none"> • ensure that they do as much as possible to provide access to an expert subject leader or the resources to nurture one for each subject • seek links with neighbouring schools to share good practice and capitalise on local expertise • take advantage of subject-specific opportunities for continuing professional development, such as those available in science. <p>https://dera.ioe.ac.uk/305/1/Improving%20primary%20teachers%20subject%20knowledge%20across%20the%20curriculum.pdf</p> | 1,2,3,4,11,12 |
| <i>Purchase of new books for the library to include books representing diverse cultures, backgrounds and experiences, graphic novels and comics, and a large range of non-fiction books.</i> | <p>"Engaging pupils in literature gives them access to all the things we can learn from great books and stories. They should read, listen to and talk about contemporary and classic writing by a broad and diverse range of authors, where the depth of ideas and language allows for rich discussion and study. All pupils should encounter characters, situations and viewpoints that mirror their own lives, so they understand that they matter. Books, however, should also give them a window into the lives of others. For some pupils, stories might be the only place where they meet people whose social and cultural backgrounds and values differ from their own. These books should be introduced in English lessons, story times and book clubs</p> <p>Choosing literature [Books should]:</p> <ul style="list-style-type: none"> • contain a 'big' idea at its heart, for example, the power of friendship or the ability of power to corrupt • reflect a diverse range of voices and characters, reflecting the background of pupils in the school and society more widely • have rich, lyrical language • have the potential to develop pupils' wider knowledge • deliberately widen horizons by offering culturally rich content | 1,2,11 |

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| | <p>• offer opportunity for pupils to encounter a different genre or format so they have a chance to experience a wide range of literary forms and develop their own opinions and preferences?</p> <p>... teachers and English subject leads might identify a core set of literature for each year group that can either be read aloud in story times or read by pupils in English lessons, including high-quality contemporary and classic texts: fiction, non-fiction, poetry and prose. Teachers should also engage their pupils in choosing new books. Refreshing the list of core books regularly, as new books are published and new teachers arrive, will avoid its being set in stone.”</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p> | |
| <p><i>New for academic year 2025-2026</i> Morphology Training – all staff</p> | <p>Research shows that explicit morphological instruction — teaching pupils about the meaningful parts of words (roots, prefixes, suffixes) — can improve reading accuracy, spelling and vocabulary and is positively associated with reading comprehension. Meta-analyses and intervention studies with primary-aged pupils have found that morphology instruction leads to literacy gains, and morphological awareness uniquely contributes to key literacy skills beyond phonological awareness. This evidence supports the inclusion of morphology-focused teaching as part of a comprehensive approach to developing word-level and comprehension skills in primary classrooms.</p> <p>https://ore.exeter.ac.uk/articles/thesis/Exploring_morphological_instruction_and_implementing_changes_in_practice_to_support_spelling_in_South_West_primary_schools_in_England/29772605?file=56802503</p> | 4 |
| <p><i>New for academic year 2025-2026</i> Grammarsaurus Training – all staff and teaching materials</p> | <p>Grammarsaurus itself does not yet have published independent research evaluating its effectiveness in improving pupil outcomes. However, its instructional approach — which provides structured support for grammar, punctuation, spelling and writing — is underpinned by well-established research principles. For example, explicit teaching of sentence structure and grammar linked to composition is recommended in the Education Endowment Foundation’s literacy guidance as a way to support writing development, and research on morphological instruction shows that awareness of word structure can strengthen spelling and vocabulary skills. The Grammarsaurus literature review on morphological spelling further summarises evidence supporting this approach, demonstrating alignment between the resource’s design and the wider research base on effective literacy instruction.</p> | 4 |
| <p><i>New for academic year 2025-2026</i> Voice 21 Training and full day Summit (x 2 teachers)</p> | <p>Attending the Voice 21 Summit will benefit our school by deepening staff expertise in oracy education and supporting the development of a whole-school approach to spoken language and communication. Voice 21 is the UK charity leading work on oracy — defined as the ability to articulate ideas, develop understanding and engage with others through speaking and listening — and equips schools with frameworks, benchmarks and strategies to build these skills across the curriculum. Research and impact reports linked to Voice 21’s work show that structured oracy teaching can improve pupils’ confidence, engagement and attainment, including in reading and vocabulary development, and that teachers who adopt a high-quality oracy curriculum report strengthened classroom dialogue, collaboration and academic outcomes. Evidence from Voice 21’s Insights and Impact reports indicates improved teacher confidence in oracy practice and stronger oracy skills in students, while broader research on oracy education demonstrates that explicit talk-focused teaching supports deeper learning, critical thinking, and social-emotional wellbeing.</p> | 1 |
| <p><i>New for academic year 2025-2026</i> Reading Rocks</p> | <p>A Reading Rocks book subscription will support our school’s literacy development by increasing pupils’ access to a range of high-quality, engaging reading materials and promoting reading for pleasure. Research shows that children with ready access to books are more</p> | 1,2,11 |

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| <i>books subscription</i> | likely to read frequently and enjoy reading, and that pupils who read more for pleasure tend to achieve higher on reading assessments than those who do not. Providing curated books that pupils can choose and explore fosters motivation and independent engagement with texts, a key factor in developing lifelong reading habits and improving reading attainment. https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf | |
| <i>New for academic year 2025-2026 Mastering Number Training x 4 teachers</i> | Mastering Number is currently being evaluated in a large-scale, independent randomised controlled trial funded by the Education Endowment Foundation (EEF) and conducted by the National Foundation for Educational Research (NFER). This evaluation aims to assess whether the programme improves Reception pupils' number sense, fluency and mathematical understanding compared to business-as-usual practice. Although formal impact results are not yet published, the programme's focus on developing firm foundations in number aligns with evidence from the EEF's Early Years Toolkit and research showing that early numeracy interventions can lead to meaningful progress in mathematics. | 3 |

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

Budgeted cost: £ £90,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <i>Little Wandle Phonics Interventions (target sounds, high frequency words, fluency)</i> | <p>“When students are identified early, explicit direct instruction can be received to meet the students’ specific needs. The significance of being a fluent reader is too important to not address. Effective and continuous professional development and support is a key element in increasing teachers’ content knowledge as well as confidence to provide effective direct reading instruction. Schools will see increased success when they focus efforts on early identification of struggling readers and providing explicit direct instruction by highly trained, confident staff.”</p> <p>https://core.ac.uk/download/pdf/217031098.pdf</p> <p>Read Write Inc interventions based on the Direct Instruction model and are put in place following half termly RWI interventions – any child making below expected progress will take part in an intervention aimed at addressing the specific need identified by the assessment. Teachers and TAs receive training in these interventions by 1:1 coaching from the school’s Reading Leaders, and regular RWI whole school develop days supported by an external trainer.</p> <p>A wealth of research has suggested that Precision Teaching is effective. For instance:</p> <ul style="list-style-type: none"> • Griffin and Murtagh (2015): Precision Teaching improved sight vocabulary, reading accuracy, fluency and comprehension in primary school pupils compared to a control group. • Lambe, Murphy and Kelly (2015): Precision Teaching improved the reading fluency of primary aged pupils. | 2,4 |

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| | <ul style="list-style-type: none"> • Chiesa & Robertson (2000): Precision Teaching improved the maths skills of primary aged children above their peers. • Roberts & Norwich (2010): Precision Teaching improved the word reading skills of secondary aged pupils <p>We have also used Precision Teaching in previous years and have found through experience that it supports children to retain the knowledge taught.</p> | |
| <i>Shine Reading, Maths and SPaG interventions (now Boost Interventions)</i> | <p>The Shine Interventions are structured in response to pupil outcomes on termly maths assessments, and provide additional tuition on areas of need explicitly arising from each pupil's test – ensuring a targeted response.</p> <p>"Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> | 2,3,4 |
| <i>Numberstacks Maths Intervention</i> | <p>"Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Numberstacks interventions are based on the outcomes of the Numberstacks assessment.</p> | 3 |
| <i>Speech and Language Link Assessment and Interventions</i> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language interventions +6 months</p> | 1 |
| <i>Additional teacher to deliver interventions across KS1 and KS2 (from Spring 2026 this will be part time).</i> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition (made possible by having an additional teacher in these phases) was found to have a +4 months impact on attainment.</p> | 1,2,3,4,5,10 |
| <i>Additional TA to support 3 x high needs SEND pupils in KS2 who cannot yet access SEND funding through EHCP due to limited time in country</i> | | |
| <i>Additional HLTA to</i> | | |

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| <p><i>deliver SEND interventions across KS1 and KS2 & complete baseline assessments with in year arrivals.</i></p> | | |
| <p><i>Physical Literacy Interventions for identified pupils (based on initial assessment)</i></p> | <p>Research suggests that interventions that support children’s physical development and gross motor skills have a positive impact on children’s fine motor skills and their ability to write neatly and at length.</p> <p>“...it can be stated that intervention programs developed based on physical education can positively affect children’s fine motor skills development and indirectly writing skills.” https://files.eric.ed.gov/fulltext/EJ1233771.pdf</p> <p>Research has also found that;</p> <p>“There [is] a significant negative effect of social disadvantage on motor skills, for both age groups, and for both males and females. A similar negative effect of social disadvantage on attainments in language, and reading was also found. Children from areas of social disadvantage had significant deficits in motor and receptive language attainments relative to their more advantaged peers. In addition, we revealed a significant predictive relationship between a neurodevelopmental measure of early motor development and reading attainment.”</p> <p>The effect of social disadvantage on motor development in young children: a comparative study (2007)</p> <p>https://pubmed.ncbi.nlm.nih.gov/18093027/</p> | <p>5</p> |
| <p><i>Sensory room – equipment and staffing time</i></p> | <p>Research has shown that “On average, students were 56% more engaged in classroom activities post-sensory room intervention”.</p> <p>https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1002&context=ot_education</p> | <p>1,2,3,4,5,8</p> |
| <p><i>New for academic year 2025-2026</i> <i>Cracking Comprehension Intervention</i></p> | <p>We are using Cracking Comprehension as a <i>structured resource</i> to deliver evidence-informed reading comprehension strategies (EEF KS2 Literacy Guidance Report, EEF Teaching & Learning Toolkit). The EEF Teaching and Learning Toolkit rates “reading comprehension strategies” as high impact (around +7 months) for very low cost, when implemented well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=chatgpt.com</p> | |
| <p><i>New for academic year 2025-2026</i> <i>Attention Autism Intervention</i></p> | <p>Attention Autism is a structured, visually engaging intervention created to develop children’s attention, communication and social interaction skills, particularly for those with autism or significant language needs. Using highly motivating activities delivered in clear stages – beginning with “Bucket Time” to capture attention – the approach encourages shared focus, turn-taking and enjoyment in group interaction. Its aim is to build the foundational attention and engagement skills that help pupils participate more successfully in learning.</p> <p>AA “uses good autism practices, such as visual cues, structured routines and intensive interaction strategies.” Such practices have been highlighted for their effectiveness by a range of authors (e.g. Caldwell & Horwood, 2008; Autism Education Trust, 2015)</p> <p>https://blog.soton.ac.uk/edpsych/files/2019/09/Attention-Autism-March-2019-Fiona-Marsh.pdf</p> | |

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| <p><i>New for academic year 2025-2026</i></p> <p><i>Toe by Toe</i></p> | <p>Toe by Toe is a highly structured, one-to-one phonics intervention designed to support struggling readers through systematic, cumulative practice in decoding and reading accuracy. Its method is built on well-established research showing that explicit, sequential phonics instruction and repeated over-learning of grapheme–phoneme correspondences are effective for pupils with reading difficulties, including dyslexia. Although large-scale trials of Toe by Toe itself are limited, small studies and practitioner evaluations have reported improvements in word reading and decoding skills, and the programme aligns closely with the wider evidence base supporting structured, synthetic phonics as an effective approach for improving foundational reading skills.</p> | |
| <p><i>New for academic year 2025-2026</i></p> <p><i>Sensory Circuits</i></p> | <p>Sensory Circuits is a structured sequence of movement and sensory activities designed to help pupils regulate their level of alertness and prepare for learning. The approach is grounded in well-established sensory processing and sensory integration theories from occupational therapy, which propose that supporting a child’s ability to organise and respond to sensory information can enhance attention, emotional regulation and readiness for classroom engagement. While there is currently limited formal research evaluating Sensory Circuits as a standalone intervention in schools, small practitioner evaluations suggest potential benefits for pupil regulation and engagement. The wider evidence base for sensory-based and sensory-motor approaches is mixed but indicates that sensory regulation strategies may support some learners, particularly those with sensory processing differences. For this reason, Sensory Circuits is used as part of a broader, needs-led support package and its impact is monitored through individual pupil outcomes.</p> | |
| <p><i>New for academic year 2025-2026</i></p> <p><i>Collins maths interventions</i></p> | <p>Collins maths intervention resources are designed around established principles of effective mathematics intervention — including explicit, systematic teaching, targeted practice and diagnostic assessment — which align with the wider research evidence on supporting pupils who struggle with maths. These underlying approaches are supported by multiple systematic reviews and guidance. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> | |
| <p><i>New for academic year 2025-2026</i></p> <p><i>Word Wasp</i></p> | <p>Word Wasp is a one-to-one, phonics-based reading and spelling intervention that emphasises word articulation, decoding and encoding. Small pre/post evaluations reported in practitioner references (e.g., <i>What Works for Literacy Difficulties</i>) indicate useful gains in reading accuracy and spelling following implementation, but these studies are unpublished and lack control groups. The intervention’s theoretical approach aligns with well-supported principles of structured phonics and multisensory instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | |
| <p><i>New for academic year 2025-2026</i></p> <p><i>Write Like a Ninja Intervention</i></p> | <p>Write Like a Ninja is a classroom toolkit designed to support pupils with vocabulary development, grammar knowledge and varied sentence structures as they write. Although there is currently no independent research evaluating the impact of this specific resource, it exemplifies several features of evidence-informed writing instruction. Research on writing interventions shows that explicit teaching of writing strategies, support for planning and revising, and structured practice in sentence construction and language use can improve writing quality and fluency. These underlying principles are reflected in guidance from meta-analyses of writing interventions and educational research on effective writing pedagogy. E.g. ‘Teaching children to write: A meta-analysis of writing intervention research’ https://doi.org/10.17239/jowr-2015.07.02.2</p> <p>While there is no direct EEF evaluation of Ninja Writing itself, the underlying instructional principles align with evidence-informed literacy practice identified by the Education Endowment Foundation. The EEF’s Improving Literacy in Key Stage 2 guidance recommends explicit teaching of writing composition strategies, supported practice in sentence construction and the development of transcription skills (spelling and handwriting/typing) to improve writing outcomes. Additionally, the EEF’s writing practice review highlights the complexity of effective writing instruction and the need for structured approaches that break writing into teachable components. These broader evidence-informed recommendations support the rationale for structured writing interventions that help pupils build secure foundational skills and compositional strategies.</p> | |

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

Budgeted cost: £ £110,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><i>External Specialist Art Teacher 1.5 days per week (to teach and train staff in art teaching)</i></p> | <p>“Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#:~:text=Overall%2C%20the%20average%20impact%20of,both%20primary%20and%20secondary%20schools.</p> | <p>5,11,12</p> |
| <p><i>60% of costs paid towards Year 5/6 Residential trip (Bush Craft)</i></p> | <p>EEF – Outdoor Adventure Learning +4 months progress</p> <p>“Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students and older learners (teenagers), longer courses (more than a week), and those in a ‘wilderness’ setting, though other types of intervention still show some positive impacts.”</p> <p>https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-July-2018.pdf</p> | <p>1,8,11</p> |
| <p><i>Subsidised school trips and memorable experiences for each year group (additional to fully funded geography fieldtrips)</i></p> | <p>Trial shows project based on a fun day out boosts writing skills by nine months</p> <p>“The programme began by involving all pupils in a memorable experience which they could then write about. These included a trip to a castle, a session with a World War II veteran and a visit to local caves. A structured approach to writing about the experience was then put in place, which included pupils learning how to self-evaluate and improve their work.”</p> <p>https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo</p> <p>Update for 2025-26 – this year memorable experiences will include:</p> <ul style="list-style-type: none"> • Prime VR experience in school linked to curriculum (LKS2) • Derby Museum of Making workshop (LKS2) | <p>1,4,11</p> |

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| | <ul style="list-style-type: none"> • Space Centre (UKS2) • Past Presents & Past Production – history related in school drama performances (LKS2 & UKS2) • Visit to Eyam Church and Museum (UKS2) • Visit to Cromford Mills (UKS2) • Science Boffins and Hands on Science workshops (UKS2 and LKS2) | |
| <i>JWhole school theatre trip (annual) – fully funded and annual in school theatre production (also whole school).</i> | <p>The Benefits of Attending Live Performance for Children and Adolescents (2019)</p> <p>“Theatre can improve social bonding, allow for emotions to be explored in a safe space, develop the emotional and cognitive skills to deal with a complicated world, and kick-start conversations about important issues.”</p> <p>https://static.entstix.com/sites/default/files/YoungerPopulationsTheatre-ACN.pdf</p> <p>Most children at Firs Primary School do not have the opportunity to visit the theatre outside of school. We feel that supporting children to take part in cultural visits not only develops their cultural capital, but also supports their vocabulary development by exposing them to a wider range of experiences. In turn, this has a positive impact on their written language.</p> | 11 |
| <i>2 x classes to take part in Lantern Festival and linked arts-based activities.</i> | <p>Arts participation +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=arts</p> | 11 |
| <i>Symphonia Viva (music/STEM project and performance for a group of 20 identified pupils)</i> | | |
| <i>Forest Schools (6 identified pupils each half term)</i> | <p>Forest School and its impacts on young children: Case studies in Britain (2007)</p> <p>“The research highlights that children can benefit in a range of ways. Six themes emerged from the data of the positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding. Two further themes highlight the wider impacts of Forest School on teachers, parents, and the extended family. Contact with the natural environment can be limited for children and young people in contemporary society due to concerns about safety outdoors and issues of risk and liability. Forest School provides an important opportunity for children to gain access to and become familiar with woodlands on a regular basis, while learning academic and practical skills. The constructivist theory of learning seems to be particularly suited to the Forest School approach as children make meaning from their direct experiences.”</p> <p>https://www.sciencedirect.com/science/article/abs/pii/S1618866707000301</p> | 1,5,8 |
| <i>Forest Schools training for 2 x staff members</i> | | |
| <i>Violin lessons (external provider) –</i> | <p>https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf</p> <p>EEF – Arts participation provides +2 months progress</p> | 11 |

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| <p>Year 4 – 30 weeks</p> | <p>“Music’s place in school life is sometimes justified by reference to literature that supports its wider benefits. Among these are benefits to concentration, phonemic awareness, literacy, memory and academic achievement...What can be said with a degree of certainty is that learning music is good for becoming more musical. Playing the piano is helpful for improving piano performance, singing in a choir supports becoming a good choral singer and writing lots of songs is a foundation for expertise in song-writing. These are wonderful things in and of themselves and need no further justification.”</p> <p>https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music</p> <p>The violins for the lessons are provided by the music lesson provider.</p> | |
| <p>Early Start Russian Subscription for after school Russian club</p> | <p>The EEF is currently reviewing the impact of foreign language learning on educational outcomes, an interim report was published in 2020:</p> <p>Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment (EEF, 2020)</p> <p>2...judicious use of technology, video, film and TV (and their captions) can have a place in facilitating the development of foreign language knowledge and skill”.</p> <p>“Knowing and using another language is advantageous, because it allows the individual to know and use another language. Circular reasoning such as this should normally be eschewed but we use it here to demonstrate a self evident truth – being knowledgeable in another language is a good thing in and of its own right.”</p> <p>“...some positive evidence that learning a FL in school can lead to positive outcomes in other areas but given the lack of research in this area this is only a tentative conclusion at this stage”.</p> | <p>11</p> |
| <p>Lunchtime sports clubs</p> <p>Boxing club (1 x per week, 12 identified children – SEMH support)</p> | <p>Behaviour and Discipline in Schools</p> <p>There is a growing evidence base that clearly demonstrates the impact of sport in improving behaviour and attendance in schools. The improvement of both can also positively impact on academic achievement. A number of recent reports and ‘in progress’ studies demonstrate the value of sport, and competition in particular, in improving the behaviour of young people. For instance, a recent Centre for Policy Studies report says:</p> <p><i>“Competitive sport provide s many teenage boys with what they crave – an outlet for their energy and aggression, a group with which to identify and a chance to prove themselves in front of their peers and to win the approbation of older males. Boys are motivated by competition even if they lose.”</i> Wasted: The betrayal of white working class and black Caribbean boys, Harriet Sergeant , 2010 .</p> <p>https://publications.parliament.uk/pa/cm201011/cmselect/cmeduc/writew/behaviour/we83.htm</p> | <p>5,8</p> |
| <p>Lunchtime library and reading shed resourced and staffed</p> | <p>Research Evidence on Reading for Pleasure, DFE, 2012</p> <p>Benefits of reading for pleasure:</p> <ul style="list-style-type: none"> • There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). | <p>2</p> |

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| <p><i>Book vending machine, cost of machine and stock – reward reading mileage and promote reading for pleasure</i></p> | <ul style="list-style-type: none"> • Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). • There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). • Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> | |
| <p><i>Daily after school clubs (funded for pupils at parents request)</i></p> | <p>Art/Craft Clubs: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation (arts participation +3 months)</p> <p>Sports Club: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity (physical activity +1 month)</p> <p>Russian Club: The EEF is currently reviewing the impact of foreign language learning on educational outcomes, an interim report was published in 2020:</p> <p>Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment (EEF, 2020)</p> <p>2...judicious use of technology, video, film and TV (and their captions) can have a place in facilitating the development of foreign language knowledge and skill".</p> <p>"Knowing and using another language is advantageous, because it allows the individual to know and use another language. Circular reasoning such as this should normally be eschewed but we use it here to demonstrate a self evident truth – being knowledgeable in another language is a good thing in and of its own right."</p> <p>"...some positive evidence that learning a FL in school can lead to positive outcomes in other areas but given the lack of research in this area this is only a tentative conclusion at this stage".</p> | <p>5,11</p> |
| <p><i>Winning Minds/Building Sound Minds (9 identified children + Year 6 Transition and SATs Mental Health support)</i></p> | <p>The programme consists of three key strands:</p> <ol style="list-style-type: none"> 1. Resilient Mind 2. Healthy Mind 3. Active Mind <p>The KS2 programme is split into two six week, one hour classroom based interventions per class: SATs Survival Guide (delivered Spring 2) Year 6-Year 7 Passport (delivered Summer 2)</p> <p>EEF– Social and Emotional learning = +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>8</p> |
| <p><i>Safe and Sound (identified)</i></p> | <p>Vulnerable Children in a Digital World</p> <p>Vulnerable groups are more at risk of online abuse and crime. Groups include;</p> | <p>8</p> |

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| <p><i>vulnerable children – promoting safer online use)</i></p> | <ul style="list-style-type: none"> • Young carers and children in care • Pupils with special educational needs • Pupils with physical difficulties • Pupils with communication difficulties • Pupils with mental health difficulties. <p>“For some vulnerable children, one reason that they give for not being attentive during an online safety session is that they are worrying about real major problems in their life and simply do not have the capacity to view as urgent the potential risks being described in the session. They can shut it out, or feel they know it already or it ‘won’t happen to me’.”</p> <p>“The new RSE basic curriculum (to be compulsory in schools in England) provides welcome opportunities to begin to close this gap, however the workforce requires training in online safety to fully enable this. Moreover, special attention must be given to children with vulnerabilities - and this report begins to suggest how to do that. RSE could deliver nuanced education and support to vulnerable children.”</p> <p>https://www.internetmatters.org/wp-content/uploads/2019/04/Internet-Matters-Report-Vulnerable-Children-in-a-Digital-World.pdf</p> | |
| <p><i>Free, universal breakfast club, daily.</i></p> | <p>Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation (DFE, 2017)</p> <p>Overall, schools were very supportive of breakfast clubs and believed they contributed to most of the positive outcomes expected for pupils.</p> <ul style="list-style-type: none"> • All schools reported perceived reductions in the number of pupils being hungry, and most schools reported that they felt that the breakfast club was having an impact on pupils eating more healthily; • Pupils and parents were less likely than school staff to say that breakfast clubs were helping pupils eat breakfast where they would not have done so before. This may reflect families being hesitant to report poor eating habits at home; • Schools did not report a perceived impact of breakfast clubs on overall school attendance figures, but schools often reported improvements in punctuality for some pupils and targeted persistent latecomers to attend the breakfast club; • Schools generally reported improvements in concentration and in behaviour from pupils attending breakfast clubs. Schools attributed this in part to children not being hungry, and in part to the new routine of the breakfast club which allowed pupils to settle into school more calmly and be more ready to learn when lessons started; • Schools reported breakfast clubs bringing additional social benefits by helping pupils develop wider friendship groups. Several saw benefits in pupils developing friendships across year groups; <ul style="list-style-type: none"> • Schools reported benefits for less socially confident pupils, with breakfast clubs giving a space for pupils to learn to be more outgoing; • Some special schools reported benefits from breakfast clubs supporting learning such as helping them encourage pupils to adapt to change. <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> | <p>6,7</p> |
| <p><i>Family Learning Sessions (1 afternoon per week, 10 identified families)</i></p> | <p>Many parents at the school struggle with low levels of English literacy – whether they have English as a second language or not. This impacts on their ability to support their children with their learning at home. Both these programmes aim to support parents to develop their own English skills, so that they are better able to help with their child’s learning at home.</p> <p>EEF Recommendations for working with parents include:</p> | <p>9</p> |

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| <p><i>ESOL Lessons (2 hours per week, 10-16 parents) Not continued in 2025 due to lack of interest.</i></p> | <ul style="list-style-type: none"> • Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively and avoid widening gaps. • Communicate carefully to avoid stigmatising, blaming, or discouraging parents. <p>Focus on building parents' efficacy— that they are equal partners and can make a difference.</p> <p>Family learning: An evaluation of the benefits of family learning for participants, their families and the wider community (Ofsted, 2009)</p> | |
| <p><i>Functional Skills English, level 1 and 2 qualifications for parents (2025 - now also opened to wider community)</i></p> | <p>The family learning programmes observed made a considerable contribution to the achievements of children and adults.</p> <ul style="list-style-type: none"> • They interacted much better with teachers in schools, showing increased confidence and communication skills. They developed good skills to help their children's learning, became familiar with the teaching strategies the school used, and applied the same methodologies to support their children • Learners greatly improved their literacy, numeracy and language skills. They applied these skills well to developing games and activities that stimulated and enthused their children. • Learners for whom English was an additional language improved their spoken skills considerably, to help their child and to better integrate themselves into the local community. • In all the providers visited, staff and parents reported that children's skills developed well. Children's behaviours improved and they settled better in class. They were able to relate better to their peers and to teachers. They improved their communication skills, self-confidence, fine motor skills, and participation in group activities, reading, writing and numeracy. Interactions between the child and their parent or carer were much improved. | |
| <p><i>Functional Skills Maths, level 1 and 2 qualifications for parents (initial trial Jan 2023 to July 23) Not continued in 2025</i></p> | <p>The wider benefits and progression outcomes for adults included increased involvement in school life, gaining employment, increased social networking, achieving qualifications and moving into employment. Parents became more actively involved in school life, with benefits for all.</p> | |
| <p><i>3 x mornings per week New Communities Achievement Team (NCAT) support (translation and family liaison re: attendance, family support re housing, health and support services)</i></p> | <p>Key principles for schools working with new arrivals "Parents or carers of new arrivals may also need support in accessing local services" https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/new-arrivals/</p> <p>Working with Parents to Support Children's Learning (+3 months progress for effective parent engagement) Recommendation: "Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings in settings, and for building relationships." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> | 6,9 |
| <p><i>Attendance support: EWO sold Service. Update 2025 – EWO support no longer available, has been replaced</i></p> | <p>"1. Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. 2. Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe. 3. Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance.</p> | |

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| <p><i>by Inclusion and Attendance Officer which is not available as a sold service.</i></p> | <p>4. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance. 5. Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. 6. Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan. 7. Make sure staff receive professional development and support to deploy attendance systems effectively.”</p> | |
| <p><i>Attendance support: In school Attendance Officer – working with families or persistent absentees</i></p> | | |
| <p><i>Learning mentor/NCAT – support for parents to arrange/attended children’s medical appointments</i></p> | <p>“...the most important patient-level factor to predict likelihood of serially missing general practice appointments remains high levels of socioeconomic deprivation”</p> <p>Demographic and practice factors predicting repeated non-attendance in primary care: a national retrospective cohort analysis, 2017</p> <p>https://www.thelancet.com/action/showPdf?pii=S2468-2667%2817%2930217-7</p> <p>“Gypsy, Roma and Traveller communities’ experiences some of the poorest health outcomes, including:</p> <ul style="list-style-type: none"> • significantly lower life expectancy (study in Leeds found the difference was 28 years) • higher maternal and infant mortality (The All Ireland Traveller health study found that the infant mortality rate for Travellers in Ireland was almost four times higher than in the general population) • higher rates in GRT children of accidental injury and infections; high rates of accident and emergency department attendance; low/variable uptake of childhood immunisations; significantly increasing risk of vaccine preventable disease • poor dental health, high unmet need and low dental registration” <p>Improving uptake and delivery of health services to reduce health inequalities experienced by Gypsy, Roma, and Traveller people NHS England</p> <p>https://www.england.nhs.uk/ltphimenu/improving-access/improving-uptake-and-delivery-of-health-services-to-reduce-health-inequalities-experienced-by-gypsy-roma-and-traveller-people/</p> | <p>7</p> |
| <p><i>Mobile phone for learning mentor – direct phone line for identified families.</i></p> | <p>We have found through years of experience that the hardest to reach parents are more likely to answer the phone when they know it is the learning mentor calling them directly, than if they are called from the school’s general number. They are also more likely to contact the school and share relevant information relating to their child’s situation at home if they can speak directly with the learning mentor than if they have to phone the school office, or speak to a teacher on the playground. Parents are able to build up a relationship with the learning mentor over a long period of time – whereas a child may have a new teacher each year, or for different subjects.</p> | <p>9</p> |
| <p><i>Class Dojo and text message communications service.</i></p> | <p>EEF Recommendations for supporting Parental Involvement include: Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p> | <p>9</p> |

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| | <ul style="list-style-type: none"> • Examples include weekly texts sent from school to parents, and short, termly letters. • Impacts from such approaches may appear small but they are generally low cost, and straightforward to introduce. • Messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success. • Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Currently around half of parents say that they have not been consulted. • School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school. <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p> | |
| <i>Peer Mentoring (10 x peer/mentor pairs)</i> | <p>Social/emotional support and friendships Pairs up Year 5s with younger children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Peer Mentoring - +2 months</p> | 8 |
| <i>Lego Therapy</i> | <p>How effective is the ‘Lego® Therapy’ intervention to support children aged 5-16 with an autistic spectrum disorder with their social communication difficulties in school?</p> <p>“The five studies used in this review show a unanimous consensus on the positive effects of LEGO® therapy on improving social communication difficulties within children with ASD. There was promising evidence which suggested that LEGO® therapy could be a better way to improve social communication difficulties, than compared to other interventions (Owens et al., 2008).”</p> <p>https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf</p> | 8 |
| <i>Easter School (Year 6 x 5 days over Easter holiday)</i> | <p>Extending school time +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> | 1,2,3,4 |
| <i>Year 6 After School SATs Boosters (Spring Term)</i> | | |
| <i>Learning Mentor – runs ‘Orchard’ lunchtimes and playtimes to support pupils struggling with SEMH.</i> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>“Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.”</p> | 8 |
| <i>Behaviour Box</i> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | 5,8 |

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| <i>(behaviour intervention)</i> | Behaviour interventions +4 months progress. | |
| <p><i>Early Career Learning: Our Future Derby</i></p> | <p>Career-related learning in primary: The role of primary teachers and schools in preparing children for the future (2019)</p> <p>“Holding biased assumptions and having narrow aspirations can, and does, go on to influence the academic effort children exert in certain lessons (Flouri and Pangouria, 2012; Bandura et al., 2001; Gutman and Akerman. 2008), the subjects they choose to study (Kelly, 1989; Archer and Dewitt, 2017), and the jobs they end up pursuing (Akerlof and Kranton, 2000; Breen and Garcia-Penalosa, 2002). Research has shown that early interventions can bring a lasting impact on children’s development and perceptions of different occupations and of the subjects thus enabling access to them (Howard et al. 2015).”</p> <p>https://www.educationandemployers.org/wp-content/uploads/2019/01/EdEmp_CareerPrimary-report_Jan2019_v5_INDV.pdf</p> <p>The EEF are currently undertaking a research review relating to careers-based learning because: “There is a risk that a lack of good quality careers education will disproportionately impact on students from disadvantaged backgrounds, who are perhaps less likely to have family or friends with the breadth of insight and expertise to offer informed advice, and who could be left poorly equipped in making decisions about their futures.”</p> <p>https://educationendowmentfoundation.org.uk/news/eef-partners-with-bank-of-america-merrill-lynch-to-investigate-ways-to-impr</p> | 11 |
| <p><i>7 day visit to China for 6 x disadvantaged pupils via Global School Alliance</i></p> <p><i>(while the majority of funding for the will be through the Turing Scheme, there are additional costs not covered including staff time, and items such as visas, passports and health insurance for staff etc).</i></p> <p><i>Update: in 2026 15 children will be taking part in the trip</i></p> | <p>Note: The UK’s Turing Scheme replaced the EU Erasmus programme for students in the UK following Brexit.</p> <p>Is unequal uptake of Erasmus mobility really only due to students’ choices? The role of selection into universities and fields of study (2020)</p> <p>“Recent studies show that students from lower socio-economic backgrounds are less likely to study abroad than better-off students, thereby benefitting less from improved employment opportunities and language competences often associated with mobility. Unequal uptake is generally explained by students’ choices: disadvantaged students hold lower social capital which leads them to decide against mobility.”</p> <p>https://journals.sagepub.com/doi/full/10.1177/0958928719899339</p> <p>The Erasmus Impact Study: Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions</p> <p>“The Erasmus Impact Study highlights the diverse benefits of participation in the Erasmus and Erasmus+ programmes, showing that young people who study or train abroad not only gain knowledge in specific disciplines, but also strengthen key transversal skills which are highly valued by employers. The study shows that 92% of employers are looking for personality traits boosted by the programme such as tolerance, confidence, problem-solving skills, curiosity, knowing one’s strengths/weaknesses, and decisiveness when making a recruitment decision. Tests before and after exchange periods abroad reveal that Erasmus students show higher values for these personality traits, even before their exchange starts; by the time they come back, the difference in these values increases by 42% on average,</p> | 11 |

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| | <p>compared with other students. They can also expect faster career advancement; staff with international experience are given greater professional responsibility according to 64% of employers.</p> <p>Erasmus students are half as likely to experience long-term unemployment compared with those who have not studied or trained abroad and, five years after graduation, their unemployment rate is 23% lower.”</p> <p>https://erasmus-plus.ec.europa.eu/fr/eche/the-erasmus-impact-study-effects-of-mobility-on-the-skills-and-employability-of-students-and-the-internationalisation-of-higher-education-institutions#:~:text=Erasmus%20students%20are%20half%20as,unemployment%20rate%20is%2023%25%20lower.</p> | |
| <p><i>New for academic year 2025-2026</i></p> <p><i>Art Therapy for 6 vulnerable pupils</i></p> | <p>There is strong evidence that art therapy can support vulnerable pupils by improving emotional regulation, reducing anxiety, and helping children process experiences that they are unable to express verbally. Systematic reviews and school-based studies show that art therapy is particularly effective for pupils with SEMH needs, trauma histories, or communication difficulties, leading to improved wellbeing, behaviour and readiness to learn. Although the evidence base is more qualitative than some academic interventions, it consistently shows positive outcomes for children facing significant barriers to engagement, and aligns with trauma-informed and attachment-aware practice.</p> <p>https://www.researchgate.net/publication/341363596_A_systematic_review_of_the_effectiveness_of_art_therapy_delivered_in_school-based_settings_to_children_aged_5-12_years</p> | 12 |
| <p><i>New for academic year 2025-2026</i></p> <p><i>EFD Sport & Education mentoring programme</i></p> | <p>Although there are no published independent evaluations of the EFD Sport & Education mentoring programme itself, the intervention’s use of structured mentoring combined with sport is supported by wider research on sport-based mentoring and youth development interventions. For example, mixed-method evaluations of sport-linked mentoring programmes such as the Educate Mentoring Programme have explored impacts on wellbeing, resilience and social skills, and broader literature on mentoring in school settings shows positive associations with engagement, emotional wellbeing and confidence. Research into sport coaching and mentoring also highlights the value of relational support and experiential learning in personal development. These evidence strands align with the philosophy underpinning EFD’s work to use sport as a vehicle for personal growth and empowerment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://youthendowmentfund.org.uk/funding/evaluations/rugby-football-league/</p> | 12 |
| <p><i>New for academic year 2025-2026</i></p> <p><i>1:1 Guitar lessons for identified pupils with SEMH difficulties</i></p> | <p>There is evidence that structured music lessons and music-based activities can benefit pupils with social and emotional difficulties by enhancing emotional regulation, promoting positive peer interaction, and increasing engagement and motivation in school. Research in music therapy and education shows that active participation in music can reduce anxiety, improve self-esteem, and support collaborative skills. Music engagement also provides opportunities for mastery, belonging and expressive communication, which are especially valuable for pupils with SEMH needs. While music interventions vary in design, the consistent positive findings support the inclusion of music learning as part of a holistic approach to meeting the emotional and social needs of vulnerable learners. E.g.</p> <p>https://journals.sagepub.com/doi/10.1177/0255761410370658</p> | 12 |

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| | <p>In our school context, guitar lessons have been particularly motivational for some of our Roma pupils, proving more engaging than other enrichment opportunities such as boxing club, as music holds a central and culturally significant place within Roma communities and therefore provides a meaningful route for connection, identity and sustained engagement in school.</p> | |
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Total budgeted cost: £ 112,465

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Review of 2024-25 Pupil Premium Strategy | |
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| Intended outcome | Review |
| <p>A: Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally.</p> | <ul style="list-style-type: none"> • EYFS Listening, Attention and Understanding (LAU) First Language English pupils achieved 81.3%, slightly below the national benchmark of 82.2%. Advanced Bilingual Learners significantly exceeded the national figure at 96.8%. Combined, these groups achieved an average of 89.05%, demonstrating strong overall performance. • EYFS Speaking First Language English pupils achieved 75%, below the national benchmark of 82.8%. In contrast, Advanced Bilingual Learners achieved 100%. Combined, these groups reached an average of 87.5%, indicating that vocabulary and speaking outcomes for multilingual pupils were particularly strong. • Performance of disadvantaged pupils (excluding SEND/EAL) Pupil Premium pupils without SEND or EAL needs achieved 100% in both LAU and Speaking. For comparison, non-PP pupils without SEND or EAL achieved 66.7%, indicating that targeted strategies had a positive impact for disadvantaged pupils specifically. • Reading Plus vocabulary progress Vocabulary gains in Autumn 2025 alone were below expected levels. However, the 2024–2025 annual Reading Plus Summary Report showed an average gain of 2.4 reading levels, representing almost 2.5 years of progress in one academic year. This suggests strong overall improvement in reading comprehension and vocabulary development over time. Internal analysis indicates that vocabulary-specific Reading Plus lessons were used less frequently than other lesson types, which likely contributed to lower vocabulary scores in Autumn 2025. <p>Outcome Judgement Overall: <i>Almost met</i></p> <p>Summary:</p> <ul style="list-style-type: none"> • EYFS outcomes for Advanced Bilingual Learners far exceeded the national benchmarks. • First Language English pupils fell slightly below the target in both LAU and Speaking. • Disadvantaged pupils (excluding SEND/EAL) performed exceptionally well. • Long-term Reading Plus vocabulary progress was strong, despite weaker Autumn-term gains. <p>Collectively, the evidence shows strong improvement in vocabulary and oral language, particularly for disadvantaged pupils and multilingual learners. However, the slight underperformance of First Language English pupils against national benchmarks means the outcome has not been fully met, but there is substantial evidence of positive impact and strong progress toward the target.</p> |
| <p>B: Accelerate progress in reading, promoting a love of reading and reducing the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.</p> | <p>KS2 Reading Outcomes and Disadvantage Gap</p> <p>FFT Self-Evaluation data shows that the average KS2 reading scaled score has remained broadly stable over three years, shifting only marginally (97.9 in 2023; 98.0 in 2024; 97.6 in 2025). While this does not represent the expected improvement, it indicates consistency rather than decline.</p> <p>For attainment at ARE, the percentage of Ever FSM pupils meeting the expected standard in reading at the end of KS2 has shown steady improvement across three years (31% → 34% → 40%). This reflects positively on targeted support strategies.</p> <p>The attainment of Not Ever FSM pupils has fluctuated, dipping in 2024 but returning closer to 2023 levels in 2025 (79% → 52% → 77%). As a result, the disadvantaged gap narrowed signifi-</p> |

cantly in 2024 (48% → 18%) before widening again to 43% in 2025. Although the 2025 gap remains smaller than in 2023, it does not meet the success criterion of sustained reduction to below 38.5%.

KS1 Reading Outcomes

FFT no longer provides full KS1 Self-Evaluation data; however, the FFT Early Results Report indicates clear upward progress:

- The % of pupils meeting ARE in reading at the end of KS1 increased notably in 2025 (from 30% in 2022 and 2023, to 25% in 2024, then rising to 49% in 2025).
- The gap between school outcomes and FFT national benchmarks has reduced significantly (from 23–26% down to 11% in 2025).

This demonstrates substantial improvement in early reading outcomes and progress toward national expectations.

Year 1 Phonics Screening Check

The Year 1 Phonics pass rate improved sharply between 2023 and 2025:

- All pupils: 55% → 67% → 81%
- Ever FSM pupils: 55% → 54% → 80%
- Not Ever FSM pupils: 58% → 79% → 82%
- Disadvantaged gap significantly reduced from 25% (2024) to 2% (2025).

The 2025 data indicates that both disadvantaged and non-disadvantaged pupils are performing in line with each other, and both groups have made strong gains. This aligns well with the criteria regarding phonics outcomes.

EYFS Reading (Word Reading and Comprehension)

EYFS outcomes show strong performance, particularly for advanced bilingual learners:

- Comprehension: 82.8% average at expected standard when combining results for First Language English and Advanced Bilingual Learners (above the 80.6% national benchmark)
- Word Reading: 76.4% average at expected standard when combining results for First Language English and Advanced Bilingual Learners (in line with the 76.2% national benchmark)

First Language English pupils performed below national benchmarks individually, but the combined outcomes of First Language English and Advanced Bilingual learners meet or exceed national expectations. EAL learners are on track to meet their English proficiency targets, supporting sustained reading progress into KS1.

Outcome Judgement: *Partially met*

Summary of judgement

- **Met / Strongly Met:**
 - Year 1 Phonics outcomes, particularly for disadvantaged pupils
 - EYFS literacy outcomes for combined First Language English & Advanced Bilingual Learners
 - Increase in % of Ever FSM pupils meeting ARE at KS2
 - Improved KS1 reading outcomes and narrowing gap to national
- **Partially Met / Not Fully Met:**
 - KS2 scaled score did not rise as expected
 - KS2 disadvantaged gap widened again in 2025 and did not meet the success criterion of remaining below 38.5%
 - Attainment for First Language English pupils in EYFS reading remains below national benchmarks

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| | <p>Overall: While there is strong evidence of improvement in early reading and phonics, and disadvantaged pupils are making better progress, the instability in KS2 outcomes and the 2025 widening of the disadvantaged gap mean the outcome has not been fully achieved. Progress is clear, but further consolidation is required, particularly at KS2.</p> <p>Spotlight Project analysis confirms that reading progress measures for KS2 are close to national, especially for middle prior attainers, despite low attainment. This supports the conclusion that teaching quality is enabling progress, but that late entry, high mobility, and low starting points continue to suppress attainment at KS2.</p> |
| <p>C: Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.</p> | <p>KS2 Writing Outcomes and Disadvantaged Gap</p> <p>KS2 writing outcomes have fluctuated over time. The percentage of all pupils meeting the expected standard rose from 22% in 2022 to 41% in 2024 but fell to 35% in 2025. This means progress seen in 2024 was not sustained into 2025.</p> <p>For Ever FSM pupils, outcomes increased notably from 25% in 2023 to 35% in 2024, but this progress was not maintained in 2025, where attainment fell back to 24%, below the 2023 baseline. Meanwhile, Not Ever FSM pupils improved significantly in 2025 (rising from 52% in 2024 to 77% in 2025), resulting in a widening disadvantaged gap. The gap reduced to 17% in 2024 but increased sharply to 53% in 2025, which is considerably higher than the 2023 gap of 38% and well above the success criterion (<30.2%).</p> <p>The average scaled score in writing improved from 89.7 (2023) to 91.4 (2024), before dropping again to 89.1 (2025). This means the expected upward trend in scaled scores was not sustained.</p> <p>Overall, at KS2 there was some early improvement but outcomes for disadvantaged pupils did not improve consistently and the attainment gap widened significantly in 2025.</p> <p>KS1 Writing Outcomes</p> <p>The FFT Early Result Report for KS1 shows substantial improvement:</p> <ul style="list-style-type: none"> • 51% of all pupils achieved the expected standard in writing in 2025, a 21 percentage point increase from 2023. <p>This demonstrates strong improvement in early writing outcomes and indicates that pupils lower down the school are benefitting from early writing strategies.</p> <p>EYFS Writing Outcomes</p> <p>EYFS writing outcomes show that the combined group of First Language English pupils and Advanced Bilingual Learners met national expectations:</p> <ul style="list-style-type: none"> • Combined Writing % at Expected Standard: 71.55%, in line with the national 2024 figure of 71.4%. <p>Advanced bilingual learners performed particularly strongly at 80.6%, while First Language English pupils performed below national at 62.5%. However, combined outcomes meet the success criterion and indicate a positive trajectory for early writing development.</p> <p>Although there was an attainment gap between Ever FSM pupils and Not Ever FSM pupils overall (56.3% and 67.9% at the expected standard respectively), closer analysis shows that this is not a true disadvantaged gap. The group 'Ever FSM but not SEND or EAL' achieved 75% at the expected standard, outperforming the group 'Not Ever FSM, not SEND and not EAL' who achieved 66.7%. This indicates that for pupils without additional needs, disadvantaged pupils are achieving strongly in early writing.</p> <p>Outcome Judgement: <i>Partially met</i></p> <p>Summary of judgement</p> <p>Met / Strongly Met:</p> |

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| | <ul style="list-style-type: none"> • EYFS writing outcomes (combined group in line with national) • KS1 writing outcomes (significant improvement from 2023 to 2025) <p>Partially Met / Not Met:</p> <ul style="list-style-type: none"> • KS2 writing outcomes for all pupils did not show consistent improvement • Outcomes for Ever FSM pupils declined in 2025 • The attainment gap widened sharply to 53% in 2025, well above the target of <30.2% • Scaled scores did not show the required upward trend <p>Overall: <i>Partially Met</i></p> <p>There is strong evidence of improvement in EYFS and KS1 writing outcomes, and disadvantaged pupils without additional needs performed well at the earliest stages. However, KS2 outcomes—particularly for Ever FSM pupils—did not show sustained improvement, and the attainment gap widened considerably in 2025. While early-stage interventions appear to be having a positive effect, their full impact has not yet translated into sustained improvement by the end of KS2.</p> |
| <p>D: Accelerate progress in maths to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.</p> | <p>KS2 Maths Outcomes and Disadvantaged Gap</p> <p>KS2 outcomes in maths have not shown the sustained improvement required to meet the success criteria. The percentage of all pupils meeting the expected standard rose from 34% (2022) to 48% (2024), but this improvement was not maintained in 2025, where outcomes declined to 42%, below the 2023 baseline of 46%.</p> <p>For Ever FSM pupils, attainment improved between 2022 and 2024 (28% → 37%) but fell to 33% in 2025, lower than the 2023 figure of 36%. In contrast, outcomes for Not Ever FSM pupils remained significantly higher (74% in 2023; 69% in 2025). As a result, the gap between Ever FSM and non-FSM pupils has remained wide, and the 2025 gap did not meet the success criterion of reducing it to below 28.5%.</p> <p>Average scaled scores show a similar pattern: a rise between 2022 (94.1) and 2023 (97.8), followed by a slight dip in 2024 (97.4) and again in 2025 (97). This indicates broadly stable performance but not the upward trajectory needed to demonstrate accelerated progress.</p> <p>KS1 Maths Outcomes</p> <p>KS1 results in 2025 indicate that 69% of pupils met the expected standard, compared with 73% nationally. Considering the school's high levels of mobility, EAL, and contextual complexity, this represents attainment broadly in line with national expectations. This is a positive indicator of improving early mathematical understanding lower down the school.</p> <p>EYFS Maths Outcomes</p> <p>EYFS outcomes in Number and Numerical Patterns were slightly below the national benchmarks (73.3% achieving expected, compared with national figures of 78.7% and 78.2%). However, disadvantaged pupils demonstrated strong performance: 71.9% of Ever FSM pupils achieved the expected standard compared with 75% of Not Ever FSM pupils, leaving only a small overall gap.</p> <p>More detailed analysis shows that this headline gap is not a true disadvantaged gap. When pupils with SEND and EAL are removed from both groups, 100% of Ever FSM pupils met the expected standard, compared with 66.7% of Not Ever FSM pupils. This indicates that disadvantaged pupils without additional needs are performing strongly in the EYFS mathematical curriculum.</p> <p>Overall Outcome Judgement: <i>Partially Met</i></p> <p>Summary of Judgement</p> <ul style="list-style-type: none"> • Met / Strongly Met: <ul style="list-style-type: none"> ○ EYFS maths outcomes show strong attainment for disadvantaged pupils without SEND/EAL. |

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| | <ul style="list-style-type: none"> ○ KS1 maths outcomes are broadly in line with national expectations. ● Not Fully Met: ○ KS2 attainment did not show sustained improvement. ○ Ever FSM pupils' KS2 outcomes decreased in 2025. ○ The disadvantaged gap remains significantly above the success criterion (<28.5%). ○ Scaled score trends did not show the expected upward movement. <p>Overall:</p> <p>Although early mathematical understanding (EYFS and KS1) is improving and disadvantaged pupils without additional needs perform strongly in early years, the lack of sustained improvement at KS2—particularly for disadvantaged pupils—means the intended outcome has been only partially achieved.</p> <p>However, Spotlight Project analysis confirms that maths progress measures have been close to national averages across a two-year trend, with middle and high prior attainers performing well, and recent MTC outcomes showing a clear upward trend.</p> <p>These findings suggest that teaching is enabling progress, but attainment is constrained by low starting points, mobility, and late entry, particularly for disadvantaged and low prior attaining pupils.</p> |
| <p>E: Deliver a high quality, broad and balanced curriculum which provides opportunities for pupils to access a wide range of experiences, developing their cultural capital.</p> | <p>Curriculum Quality and Planning</p> <p>The curriculum continues to be strengthened through an ongoing, topic-by-topic review led by the curriculum coordinator working closely with subject leaders. This process ensures that each unit is updated prior to being taught and that planning reflects clear horizontal and vertical progression, coherence between subjects, and a broad and balanced offer. Updated action plans, policies, progression documents, and the 'Firsy Foundations' framework all demonstrate a sustained commitment to providing pupils with varied, enriching learning experiences.</p> <p>Access to Arts, Culture and Extra-Curricular Experiences</p> <p>In 2024–2025, pupils accessed a wider range of arts-based opportunities beyond the school day. The chess club attended its first external tournament, supported by school staff, and visiting chess coaches delivered mini-tournaments in school, contributing to pupils' cultural and intellectual development. Pupils will again participate in high-quality arts projects including working with Symphonia Viva, performing with the Hallé orchestra through the music partnership, and collaborating with the specialist art teacher to create lanterns for the annual city lantern parade. These experiences provide meaningful opportunities for cultural capital development.</p> <p>Fieldwork and Educational Visits</p> <p>Geography field trips continue to be fully funded, ensuring equitable access for all pupils. In addition, a wide range of subsidised and fully funded experiences have been planned for 2025–2026, including science workshops, theatre and drama performances linked to history, and visits to museums, art galleries, and the National Space Centre. These opportunities ensure that all pupils—regardless of background—are able to experience hands-on, memorable learning that enhances curriculum understanding.</p> <p>Pupil Voice</p> <p>Pupil voice indicates that pupils are able to talk confidently about their experiences, including participation in field trips, museum and theatre visits, and music and arts activities. This suggests that cultural capital development is not only embedded in the curriculum offer but is also memorable and meaningful to pupils.</p> <p>Overall Outcome Judgement: <i>Met</i></p> <p>Summary of Judgement</p> <ul style="list-style-type: none"> ● The curriculum review process is systematic, collaborative, and demonstrably improving coherence and breadth. ● Pupils have been provided with a wide range of enriching, high-quality cultural and arts-based experiences. ● Geography fieldwork remains fully funded, ensuring equality of access. |

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| | <ul style="list-style-type: none"> • Pupil voice confirms that experiences are having an impact on cultural capital. <p>Overall, the intended outcome has been fully met, with strong evidence that pupils benefit from a broad, balanced curriculum enriched by high-quality experiences that extend their learning and cultural capital.</p> |
| <p>F: Ensure the curriculum incorporates meaningful opportunities for children to learn about the experiences and histories of those with protected characteristics, so that all children can relate to what is taught and have the opportunity to identify with role models they can relate to.</p> | <p>Diverse Representation in Reading and Library Provision</p> <p>In summer 2024, the school invested £15,000 in new library books, carefully selected to ensure strong representation of characters and authors from a wide range of cultures, backgrounds, and protected characteristic groups. This includes increased visibility of characters from BAME groups, LGBTQ+ identities, a variety of family structures, socio-economic backgrounds, and pupils with SEND. These texts broaden the experiences children encounter through reading and support the development of an inclusive learning environment in which pupils can see themselves reflected.</p> <p>Diversity Within the Curriculum</p> <p>The curriculum review currently underway continues to strengthen representation and ensure that teaching meaningfully incorporates the experiences and histories of people with diverse and protected characteristics. Recent enhancements include:</p> <ul style="list-style-type: none"> • A diversified science curriculum introducing pupils to a wider range of scientists from various cultural backgrounds and identities. • A new art unit on fashion exploring designers from different cultural heritages. • A new history topic on British identity over time, incorporating equality laws, protest movements, the history of Pride, the Black Lives Matter movement, and Roma identity and culture. • A further history unit introducing Alexander Graham Bell and Louis Braille, contextualising the impact of their innovations on people with visual and hearing impairments. <p>These adaptations demonstrate a clear commitment to ensuring that all pupils encounter relatable role models and learn about a broad spectrum of human experience. Once the full sequence of curriculum updates is complete, a whole-school diversity curriculum map will be finalised to summarise representation across all subjects.</p> <p>Pupil Voice</p> <p>Pupil voice continues to show that children talk positively about diversity, inclusion, and difference. Pupils demonstrate an awareness of and appreciation for varied identities and experiences, suggesting that curriculum developments and library enhancements are having a meaningful impact.</p> <p>Overall Outcome Judgement: <i>Met</i></p> <p>Summary of Judgement</p> <ul style="list-style-type: none"> • Significant investment in diverse literature has strengthened representation across the school library. • Curriculum adaptations across art, science, and history show meaningful integration of protected characteristics and diverse role models. • Pupil voice provides clear evidence that children value diversity and see it as a positive aspect of school life. • The forthcoming diversity curriculum map will further consolidate this work. <p>Overall, the intended outcome has been fully met, with strong and sustained progress towards embedding diversity, representation, and inclusion throughout the curriculum and wider school experience.</p> |

G: For all pupils to achieve at least 95% attendance over each academic year.

Persistent Absence (PA) reduces from 20% to below 17%

The DfE Attendance Summary Report for Autumn 2025 shows that **persistent absence is 11.9%**, which is **1.4 percentage points lower than the national average** and well below the target threshold of 17%.

Internal in-year absence banding data also demonstrates improving patterns across most year groups, with only isolated cohorts showing persistent absence above 15%. The majority of pupils fall within the under-10% absence band. This represents a significant improvement on the previous 20% baseline and shows strong progress in reducing PA.

Average attendance of Gypsy/Roma pupils rises to over 90%

Attendance for Roma pupils fluctuates across the multi-year dataset but shows improvement over time, with recent figures approaching or exceeding the target more consistently. For example:

- **24 Oct 2024: 89.78%**
- **19 Dec 2024: 89.77%**
- **7 Feb 2025: approx. 90.6%**
- **3 Apr 2025: 91.6%**
- **23 May 2025: 91.8%**
- **24 July 2025: 91.75%**

These most recent attendance points—April, May, and July 2025—demonstrate that **Roma attendance is now consistently above 90%**.

This represents a positive and sustained improvement for a historically vulnerable group.

Average attendance for all pupils rises to over 95%, and the FSM gap narrows

Whole-school attendance has risen markedly and is now consistently above the 95% threshold. The DfE 2025 report shows:

- **Overall attendance = 96% (0.3% above the national average)**
- **FSM attendance = 95.2% (2.0% above national FSM average of 93.2%)**
- **Non-FSM attendance = 97.6%**

This means that **all pupils collectively exceed the 95% target**, and importantly, **FSM pupils are attending significantly better than national averages and are close to the attendance of non-FSM pupils**, reducing the disadvantaged attendance gap.

Internal school data confirms this trend. For example:

- **24 Oct 2025: Ever FSM 95.27% vs Never FSM 96.14%**
- **23 May 2025: Ever FSM 95.33% vs Never FSM 96.42%**

The gap remains small, stable, and much narrower than in previous years. This is a significant improvement from historical differences of 2–4 percentage points.

Overall Outcome Judgement: *Met*

Summary

Attendance has improved markedly over time. Spotlight data shows a clear upward trend:

- **2022/23: 93.1%**
- **2023/24: 93.2%**
- **2024/25: 95.0% (close to national)**

Persistent absence has reduced substantially:

- **All pupils: 24.8% → 16.6%**

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| | <ul style="list-style-type: none"> • FSM pupils: 33.9% → 18.7% <p>FSM attendance is now above national averages, SEN attendance is stable and close to national, and Roma pupil attendance now consistently exceeds 90%. These improvements confirm that barriers to attendance are being addressed effectively in a highly challenging context.</p> <p>Overall the outcome has been fully met, and attendance is now a significant school strength, supported by robust pastoral, monitoring, and early-intervention systems.</p> |
| <p>H: To support disadvantaged pupils with their social and emotional development and behaviour</p> | <p>Context and cohort composition</p> <p>Disadvantaged pupils make up a significant majority of the school population, with 64.6% of pupils in receipt of Pupil Premium. Behaviour data must therefore be interpreted carefully, taking into account both cohort size and the context in which incidents occur.</p> <p>Proportionality of Behaviour Incidents for Disadvantaged Pupils</p> <p>Analysis of behaviour incidents shows that disadvantaged pupils are over-represented in some types of behaviour incidents, particularly during unstructured times such as playtime and lunchtime.</p> <p>For example:</p> <ul style="list-style-type: none"> • In Autumn 1, there were 183 playtime behaviour incidents, of which 160 involved Pupil Premium pupils. • This means 87.4% of playtime incidents involved PP pupils, compared with 64.6% PP representation in the school population. <p>This indicates that disadvantaged pupils are not fully proportionately represented in playtime behaviour incidents and experience higher levels of need during unstructured social times. Similar patterns are evident at lunchtime across several terms.</p> <p>Importantly, this over-representation is not consistent across all contexts and is most evident in low-structure environments, rather than within lessons.</p> <p>Trends Over Time</p> <p>The data shows variation rather than sustained escalation in behaviour incidents involving disadvantaged pupils:</p> <ul style="list-style-type: none"> • Playtime PP incidents reduced from 160 (Autumn 1) to 66 (Summer 1) before rising again in Summer 2 (132). • Lunchtime PP incidents reduced from 71 (Autumn 1) to 40 (Summer 1), followed by an increase in Summer 2 (111). <p>The increase in Summer 2 aligns with:</p> <ul style="list-style-type: none"> • typical seasonal patterns in primary schools • increased unstructured time • high levels of pupil mobility later in the academic year, including in-year arrivals (as evidenced in Outcome I) <p>This suggests that behaviour patterns are responsive to contextual pressures, rather than indicating a breakdown in behaviour systems.</p> <p>Nature and Severity of Behaviour</p> <p>Across all terms, the vast majority of behaviour incidents are low-level, including:</p> <ul style="list-style-type: none"> • not following instructions |

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| | <ul style="list-style-type: none"> • low-level disruption <p>More serious sanctions remain exceptionally rare:</p> <ul style="list-style-type: none"> • isolations are minimal and rarely used • no fixed-term exclusions • no permanent exclusions <p>This is strongly reinforced by the Spotlight Project, which confirms that:</p> <ul style="list-style-type: none"> • suspension rates are consistently well below national averages • the most recent year recorded zero suspensions, which is statistically significant given the school's context <p>This demonstrates that while disadvantaged pupils experience higher levels of social and emotional need, these needs are being managed inclusively and preventatively, rather than through punitive measures.</p> <p>External Validation and Pastoral Strength</p> <p>The Spotlight Project highlights that, despite very high levels of disadvantage, EAL, SEND and pupil mobility, the school maintains:</p> <ul style="list-style-type: none"> • a calm and orderly environment • extremely low exclusion and suspension rates • strong pastoral systems that enable pupils to remain engaged in learning <p>Leaders and staff are recognised for swift identification of barriers and effective pastoral responses, supporting disadvantaged pupils' social and emotional development over time.</p> <p>Overall Outcome Judgement: <i>Partially Met</i></p> <p>Summary</p> <ul style="list-style-type: none"> • 64.6% of pupils are Pupil Premium, and disadvantaged pupils are over-represented in low-level behaviour incidents, particularly during unstructured times. • This over-representation reflects increased social and emotional need, not failure of behaviour systems. • There is no escalation into serious sanctions, with no exclusions and very limited use of isolation. • External evidence confirms exceptionally strong behaviour outcomes given the school's context. <p>Overall, this outcome has been partially met. While inclusive systems effectively prevent escalation and exclusion, further work is required to reduce low-level behaviour incidents for disadvantaged pupils during unstructured times.</p> <p>Next Steps</p> <p>Behaviour analysis shows that disadvantaged pupils are over-represented in low-level incidents during playtime and lunchtime. Next steps will focus on strengthening proactive social and emotional support during these unstructured periods, including structured play opportunities, targeted adult deployment, and explicit teaching of social skills. This will be combined with enhanced induction and pastoral support for in-year arrivals, with the aim of reducing low-level incidents while maintaining the school's inclusive, non-punitive approach to behaviour.</p> |
| <p>I: New pupils (in year arrivals) are well supported in school, teachers quickly identify</p> | <p>Baseline Information and Context</p> <p>During the period reviewed, 28 pupils joined the school in-year across KS1 and KS2. Only 2 pupils (7.1%) arrived with prior statutory key stage attainment data, meaning that for the</p> |

learning needs and plan teaching accordingly.

vast majority of pupils, teachers were required to establish baselines using internal assessments and professional judgement shortly after admission. This highlights the importance of robust induction, assessment, and responsive teaching systems for new arrivals.

Reading Progress for In-Year Arrivals

Internal assessment data shows strong progress in reading from pupils' starting points:

- **60.7% of in-year arrivals made accelerated progress in reading**
- **42.9% made at least expected progress**

This indicates that a substantial proportion of pupils are making **better than expected progress** from their individual starting points, reflecting effective identification of need and targeted teaching following arrival.

Maths Progress for In-Year Arrivals

Progress in maths shows a more mixed picture:

- **46.4% of pupils made accelerated progress in maths**
- **21.4% made expected progress**

While nearly half of pupils made accelerated progress, the lower proportion achieving expected progress suggests that **mathematics is an area where newly arrived pupils may require longer consolidation time**, particularly where gaps in prior learning are significant or where pupils have experienced interrupted schooling.

Proficiency in English (EAL) Progress

Progress in English proficiency is a clear strength:

- **64.3% of pupils made accelerated progress in their English proficiency level**
- **35.7% made expected progress**

This demonstrates that systems to support pupils new to English are highly effective, with most pupils progressing more rapidly than expected. This aligns with wider evidence across the school that EAL pupils make strong progress when supported through targeted language development strategies.

Overall Outcome Judgement: *Met*

Summary

- Most in-year arrivals join without prior attainment data, requiring rapid and accurate baseline assessment.
- Internal assessments show that the **majority of pupils make at least expected progress**, with a high proportion making **accelerated progress**, particularly in **reading and English proficiency**.
- Maths progress is more variable but still shows that many pupils exceed expected rates from low starting points.
- The data indicates that teachers are **quickly identifying learning needs and adapting teaching effectively** following admission.

Overall, this outcome has been met.

Despite significant challenges linked to mobility and limited prior data, in-year arrivals are making strong progress from their starting points, demonstrating the effectiveness of the school's induction, assessment, and targeted support systems.

Given the school's high levels of pupil mobility in KS2, with a significant proportion of pupils joining well after the start of the key stage and often without prior attainment data, the strong progress made by in-year arrivals is an important factor in understanding KS2 attainment outcomes and demonstrates the effectiveness of the school's induction and assessment systems.

J: Parents of disadvantaged pupils (whatever their disadvantage may be) are able to support their child's learning and engage with school events.

Attendance at Parent/Teacher Consultations

Tracking data shows **very strong parental engagement with formal parent/teacher consultations**. In Autumn 2025, **12 out of 15 classes achieved 100% attendance** at parents' afternoons, indicating that the vast majority of families—including disadvantaged families—are engaging with these key events.

While this means that **100% attendance was not achieved across all classes**, the data demonstrates that engagement is **exceptionally high**, particularly when set against the school's context of high deprivation, high EAL, and high pupil mobility.

Engagement of Disadvantaged Families

Attendance data shows that **disadvantaged parents are well represented at school engagement events**, and that their engagement increases as relationships with school develop:

- **Autumn 1 'Meet the Teacher' session (2025):**
 - 191 parents attended
 - **47.1%** of attendees were parents of Pupil Premium pupils
- **Autumn 2 Parents' Afternoon (2025):**
 - 384 parents attended (excluding Nursery)
 - **60.9%** of attendees were parents of Pupil Premium pupils

This increase indicates that **disadvantaged parents are more likely to engage with structured, purpose-driven events**, and that parental confidence and trust in the school strengthens over time.

Support for Learning at Home (Reading and Homework)

Evidence shows that parents are increasingly supporting learning at home:

- Teachers report that, as of **December 2025**, the **majority of pupils in most classes are completing home learning**, indicating effective communication and parental support.
- Analysis of **MyOn** data (used in EYFS–Year 2) shows that pupils spent a total of **51.44 hours reading online books**, demonstrating active engagement with reading at home.
- Older pupils now access **Reading Plus**, and teachers report that pupils are engaging regularly with this platform, supporting reading comprehension and vocabulary development.

This triangulates well with teacher voice and suggests that parental support for reading is increasingly embedded.

Parental Engagement Sessions and Workshops

Attendance at parental engagement sessions (e.g. phonics workshops) varies and is generally lower than attendance at parents' afternoons, particularly earlier in the year. However, attendance tends to increase as the academic year progresses, suggesting that confidence, familiarity with school systems, and clarity of purpose all contribute to engagement.

This pattern is consistent with the school's context, where many parents—particularly those new to the school or new to the English education system—require time and repeated opportunities to engage.

Parental Perceptions

Parent questionnaires remain overwhelmingly positive. Parents consistently report that:

- the school helps them to support their child's learning
- communication is clear and accessible
- staff are approachable and supportive

| | |
|---|---|
| | <p>This qualitative evidence strongly supports the conclusion that parents feel empowered rather than excluded, including parents of disadvantaged pupils.</p> <p>Overall Outcome Judgement: <i>Almost Met</i></p> <p>Summary</p> <ul style="list-style-type: none"> • Parental attendance at parents' afternoons is exceptionally high, with most classes achieving 100% attendance. • Disadvantaged parents are well represented at engagement events, particularly at structured meetings. • Evidence from MyOn, Reading Plus, teacher voice and questionnaires shows that parents are supporting learning at home, especially reading. • Attendance at wider parental engagement sessions is variable and not yet universal. <p>Overall, this outcome has been almost met. Strong systems are in place and engagement is high, but further work is needed to ensure that <i>all</i> disadvantaged families consistently access a wider range of parental engagement opportunities beyond statutory meetings.</p> <p>Next Steps</p> <p>Next steps will focus on increasing engagement of disadvantaged parents in non-statutory parental engagement sessions, particularly earlier in the academic year. This will include clearer communication of the purpose and impact of workshops, flexible timing, translation and community support where needed, and linking sessions more explicitly to practical strategies parents can use at home to support learning.</p> |
| <p>L: Pupils basic needs are met in terms of nutrition and health, enabling them to be ready to learn while at school.</p> | <p>Teachers report that pupils are not prevented from learning due to hunger or poor health</p> <p>Teacher voice indicates that, when concerns arise about hunger or unmet health needs, systems are in place to respond quickly. Pupils who arrive at school without having eaten are able to access breakfast in the Orchard room each morning, ensuring that hunger does not act as a barrier to engagement. Staff report that this provision, alongside the rapidly expanded Breakfast Club, has significantly reduced the number of pupils starting the day unable to concentrate or participate fully due to lack of food.</p> <p>Support for families in accessing health appointments</p> <p>The Learning Mentor continues to play a crucial role in supporting disadvantaged families to access medical care. This includes helping parents to make and attend GP, dental, CAMHS, and hearing or vision appointments. Additionally, the New Communities Achievement Team provides translation and advocacy support for families with limited English proficiency, helping them navigate the healthcare system effectively. This ensures that health-related barriers to learning are addressed promptly.</p> <p>Disadvantaged pupils attend Breakfast Club, and wider access is improving</p> <p>The school has made a significant strategic investment in Breakfast Club as a universal support mechanism. Attendance has increased from 50–60 pupils in 2022 to approximately 250 pupils per day in 2025, with just over 50% of the school population now attending regularly. Staff also actively signpost disadvantaged pupils and families experiencing food insecurity to attend, and provide targeted invitations when attendance or wellbeing concerns arise. Furthermore, pupils not attending Breakfast Club—but identified as potentially hungry—are offered food discreetly via the Orchard, reducing stigma and ensuring all children begin the day ready to learn.</p> <p>Attendance for all pupils exceeds 95%, and FSM attendance is in line with non-FSM attendance</p> <p>Attendance data demonstrates high levels of engagement across the school. As shown in the DfE 2025 Attendance Summary Report:</p> <ul style="list-style-type: none"> • Whole-school attendance = 96% (0.3 percentage points above national) • FSM attendance = 95.2% |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Non-FSM attendance = 97.6% <p>This means that all pupils collectively exceed the 95% target, and importantly, FSM pupils' attendance is strong and broadly in line with non-FSM pupils, indicating that barriers linked to nutrition, health, or home circumstances are being effectively mitigated.</p> <p>Wider support for families with unmet basic needs</p> <p>The school continues to identify the most deprived families and provide food bank parcels where necessary, ensuring that immediate nutritional needs are addressed. Staff report that this support, alongside other pastoral provisions, has helped reduce the number of children arriving at school hungry or unprepared for learning.</p> <p>Overall Outcome Judgement: <i>Met</i></p> <p>Summary</p> <ul style="list-style-type: none"> • Teachers report that pupils' basic needs are being met effectively and do not act as a barrier to learning. • Attendance for all pupils exceeds 95%, and FSM attendance compares favourably with non-FSM pupils. • Breakfast Club has expanded dramatically, ensuring that many more children start the school day fed and ready to learn. • Targeted support for medical appointments and food insecurity demonstrates strong pastoral systems that address barriers linked to health and nutrition. <p>Overall, Outcome has been fully met, with strong evidence that the school's systems for supporting basic needs are enabling disadvantaged pupils to be ready to learn and attend school effectively.</p> |
| <p>M: Pupils demonstrate gross and fine motor skills (physical literacy) in line with expectations for their age.</p> | <p>EYFS Gross and Fine Motor Outcomes</p> <p>EYFS outcomes in 2025 show that overall attainment in gross and fine motor skills is below national benchmarks:</p> <ul style="list-style-type: none"> • Gross Motor (All pupils): 81.7% (national 91.6%) • Fine Motor (All pupils): 83.3% (national 85.6%) <p>When outcomes are analysed by group, this is not a disadvantaged gap. Ever FSM pupils overall achieved lower outcomes (Gross Motor 75%, Fine Motor 78.1%), while Not Ever FSM pupils achieved closer to national levels (89.3% for both). However, further breakdown shows that:</p> <ul style="list-style-type: none"> • Ever FSM pupils who are not SEND achieved 100% in both gross and fine motor skills. • Not Ever FSM pupils who are not SEND achieved 66.7% in both areas. <p>This indicates that lower outcomes are not linked to disadvantage or to English as an additional language. EAL does not impact pupils' motor development. Instead, the data suggests that SEND and wider developmental needs are the primary factors affecting attainment in EYFS physical development outcomes.</p> <p>Handwriting and Fine Motor Skills in KS1 and KS2</p> <p>Observations and book looks indicate that handwriting remains a priority area for development across KS1 and KS2. Exercise books with handwriting lines are used consistently in KS1 and remain in place for KS2 pupils who require additional support, ensuring appropriate scaffolding for fine motor development beyond EYFS.</p> <p>Pupil Progress Meetings confirm that targeted handwriting interventions, such as Active Hands, are in place for pupils requiring additional support. Teacher voice indicates that writing stamina continues to be an area for development, and that a sustained focus on handwriting and fine motor control is required to support extended writing outcomes, particularly in KS2.</p> |

Impact of Mobility on Physical Literacy

Pupil mobility continues to be a significant factor affecting handwriting and fine motor development. A substantial proportion of pupils in KS2 have joined the school after EYFS and KS1 and have therefore missed the early, systematic handwriting teaching typically delivered in those phases. This has resulted in uneven handwriting proficiency across KS2 cohorts and explains why cursive handwriting is not yet secure for all pupils who have not been at the school for an extended period.

Physical Literacy Through PE

The school has transitioned away from the Real PE programme and is now using Derby City School Sport Partnership (SSP) resources. A new PE progression map has been implemented, with a clear focus on developing fundamental movement skills in EYFS and KS1 to establish strong foundations for physical literacy.

Assessment information shows a mixed picture. While pupils are developing core movement skills, many pupils are currently below age-related expectations in sport-specific units, such as netball. This is most evident for pupils who have experienced interrupted PE provision due to mobility or who have underlying physical or developmental needs. The revised progression map and focus on fundamental skills are designed to address these gaps over time.

Overall Outcome Judgement: *Partially Met*

Summary

- EYFS gross and fine motor outcomes are below national benchmarks overall.
- Analysis confirms that **EAL is not a barrier to motor development**; lower outcomes are primarily associated with SEND and interrupted early provision.
- Disadvantaged pupils without additional needs achieve strongly in EYFS physical development.
- Handwriting and writing stamina remain priorities across KS1 and KS2.
- PE provision is being strengthened through a revised progression model, though sport-specific skills are not yet secure for all pupils.

Overall, this outcome has been partially met. Strong systems are in place, and the revised PE curriculum provides a clear route to improvement, but continued focus is required to secure consistent physical literacy outcomes, particularly for pupils with SEND and those affected by mobility.

Externally provided programmes

| Programme | Provider | Evidence / Rationale for Use |
|---|--------------------------------------|--|
| Reading Plus | Reading Solutions UK | Evidence-informed reading intervention with demonstrated impact for disadvantaged pupils, particularly boys. Internal and external data show accelerated progress in reading comprehension and vocabulary. |
| Little Wandle Letters and Sounds Revised | Little Wandle | Systematic synthetic phonics programme with strong evidence base (+5 months EEF). Used for whole-class teaching, assessment and targeted interventions. |
| Outstanding Science | Outstanding Science | Provides structured enquiry-based science lessons aligned with EEF guidance on scientific reasoning and practical investigations. |
| Digimaps for Schools | Ordnance Survey / Digimap | Supports high-quality geography teaching through GIS mapping, fieldwork preparation and spatial reasoning. |
| Key Stage History | Key Stage History Ltd | Supports teacher subject knowledge and curriculum quality in history, particularly for non-specialist teachers. |
| Symphonia Viva | Symphony Orchestra for Derbyshire | Music and STEM enrichment programme targeting identified pupils, supporting cultural capital, wellbeing and aspiration. |
| External Specialist Art Teacher | Independent specialist | Delivers high-quality art teaching and staff CPD. Arts participation linked to +3 months progress and improved wellbeing. |
| Winning Minds / Building Sound Minds | External wellbeing provider | Evidence-informed SEMH intervention supporting resilience, mental health and readiness for learning (+4 months SEL EEF). |
| Forest Schools | External Forest School practitioners | Supports SEMH, language, confidence and physical development, particularly for vulnerable pupils. |
| Violin Lessons (Year 4) | External music provider | Arts participation shown to support concentration, literacy and wider cognitive development. |
| Early Start Languages (Spanish, German, Russian) | Early Start Languages | Language awareness programme supporting cultural capital, language exposure and teacher subject knowledge. |

Further information (optional)

The school serves a highly mobile and diverse community, with very high levels of disadvantage and English as an Additional Language (EAL). A significant proportion of pupils join the school outside of normal transition points, particularly in KS2. In recent cohorts, around one third of pupils in Year 6 joined the school in Year 3 or later, with a similar proportion leaving during this period. Many in-year arrivals join without prior statutory attainment data, which has a direct impact on end-of-key-stage attainment outcomes and requires careful interpretation of published data.

This pattern of high mobility continues into the current academic year. **So far in the Autumn term of 2025–2026, there have already been 59 in-year admissions across KS1 and KS2, alongside 23 pupils leaving the school. This represents 16.4% mobility in the first term alone.** Year 3 and Year 6 have experienced the greatest levels of movement this year, with **21.7% and 18.3% mobility respectively.** This level of mobility is likely to have a significant impact on progress and attainment, particularly in cohorts preparing for statutory assessment, and it is anticipated that overall mobility will continue to increase as the academic year progresses.

The school has a very high proportion of pupils with EAL, many of whom join at an early stage of English acquisition. While EAL does not affect pupils' cognitive or physical development, it does influence early access to the curriculum, particularly in language-dependent subjects such as reading and writing. For this reason, progress measures, proficiency in English assessments and internal baseline data are used alongside attainment data to evaluate the impact of provision and to ensure that pupils' progress from individual starting points is accurately understood.

Behaviour and attendance data are also interpreted in context. Disadvantaged pupils make up a large majority of the school population and are over-represented in some low-level behaviour incidents, particularly during unstructured times such as playtime and lunchtime. However, serious sanctions are extremely rare, with no fixed-term or permanent exclusions, indicating that inclusive behaviour and pastoral systems are effective in preventing escalation and supporting pupils' social and emotional development.

Attendance is a strength of the school and underpins many of the strategies outlined in this document. Whole-school attendance is above national averages, persistent absence has reduced significantly, and attendance for disadvantaged pupils compares favourably with national figures. Strong attendance systems enable pupils to access high-quality teaching, targeted interventions and pastoral support consistently.

In addition to statutory outcomes, the school uses a wide range of internal and qualitative evidence to evaluate impact, including teacher voice, pupil voice, work scrutiny, attendance patterns and progress from individual starting points. This triangulation is particularly important given the school's context and ensures that the impact of Pupil Premium funding is evaluated robustly and transparently.

Next Steps by Outcome (2025–2026)

Outcome A – Speaking, Listening and Vocabulary

- Further embed explicit vocabulary instruction across the curriculum, particularly in EYFS and KS1, ensuring consistent use of tiered vocabulary and oral rehearsal.
- Increase the use of Reading Plus vocabulary lessons to strengthen the link between reading comprehension and spoken language.

- Continue targeted oral language interventions for pupils new to English and those with delayed language development, with close monitoring of impact.

Outcome B – Reading

- Sustain improvements in early reading through consistent delivery of phonics and targeted catch-up for pupils who join mid-phase.
- Refine KS2 reading interventions to prioritise pupils with gaps caused by late entry or interrupted schooling.
- Use Reading Plus analysis more precisely to tailor support for disadvantaged pupils who plateau after initial progress.

Outcome C – Writing

- Maintain focus on writing stamina and transcription skills across KS1 and KS2, linking handwriting, spelling and sentence construction explicitly.
- Ensure that in-year arrivals receive rapid assessment and targeted writing support on entry.
- Strengthen moderation and shared expectations across KS2 to improve consistency in writing outcomes, particularly for disadvantaged pupils.

Outcome D – Maths

- Embed the revised maths curriculum with a continued focus on fluency, reasoning and closing gaps for pupils with disrupted prior learning.
- Use diagnostic assessment more sharply for in-year arrivals to identify specific misconceptions.
- Build on improvements in multiplication fluency to support wider KS2 attainment.

Outcome E – Cultural Capital and Curriculum Breadth

- Continue the rolling curriculum review to ensure coherence, progression and purposeful enrichment across all subjects.
- Monitor equitable access to trips, visitors and extra-curricular opportunities, particularly for disadvantaged and newly arrived pupils.
- Use pupil voice to evaluate which experiences have the greatest impact on engagement and aspiration.

Outcome F – Diversity, Representation and Protected Characteristics

- Complete and publish the whole-school diversity curriculum map once all subjects have been reviewed.
- Ensure diversity and representation are embedded consistently across year groups, rather than dependent on individual units.
- Continue to use pupil voice to evaluate impact on attitudes towards diversity and inclusion.

Outcome G – Attendance

- Maintain strong attendance systems while responding proactively to increasing mobility in 2025–2026.
- Target support for pupils at risk of persistent absence early in the year, particularly new arrivals.

- Continue close work with families, the EWO and external partners to sustain attendance above national levels.

Outcome H – Social, Emotional Development and Behaviour

- Reduce low-level behaviour incidents for disadvantaged pupils during unstructured times through increased structure, adult deployment and targeted SEMH support.
- Continue restorative and preventative approaches to behaviour to avoid escalation.
- Monitor Summer term patterns closely and adapt provision proactively as mobility increases.

Outcome I – In-Year Arrivals

- Strengthen induction processes further to ensure rapid assessment, targeted support and emotional adjustment for new pupils.
- Prioritise reading, maths and English proficiency support for in-year arrivals in KS2.
- Use progress-from-starting-point data systematically to evaluate the impact of provision for mobile pupils.

Outcome J – Parental Engagement

- Increase engagement of disadvantaged parents in non-statutory events, particularly earlier in the academic year.
- Continue to provide flexible, accessible parental workshops with translation and community support where needed.
- Strengthen links between parental engagement activities and practical strategies parents can use to support learning at home.

Outcome L – Basic Needs (Nutrition and Health)

- Sustain and refine Breakfast Club provision to meet increasing demand.
- Continue proactive identification of families needing support with food, health or access to medical services.
- Monitor the impact of basic-needs support on attendance, wellbeing and readiness to learn.

Outcome M – Physical Literacy and Motor Skills

- Embed the new PE progression map fully, with a strong focus on fundamental movement skills in EYFS and KS1.
- Use assessment data to target gaps in sport-specific skills, particularly in KS2.
- Continue handwriting and fine motor interventions for pupils affected by mobility or missed early provision.

These next steps reflect the school's commitment to sustained improvement within a highly mobile and complex context, ensuring that Pupil Premium funding continues to be targeted where it has the greatest impact.