

Pupil premium strategy statement 2026_27

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Birch Hill Primary and Nursery School
Number of pupils in school	343 (including 13 Nursery children)
Proportion (%) of pupil premium eligible pupils	68 children
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	Oct 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mr Michael Dillon – Headteacher
Pupil premium lead	Mrs Sukh Sidhu – Deputy Headteacher
Governor / Trustee lead	Mr Steve Weeks – PPG lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,904
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£80,210
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,904

Part A: Pupil premium strategy plan

Statement of intent

At Birch Hill Primary and Nursery School, **we have a clear and ambitious commitment** to ensuring that every child—regardless of background, starting point or need—makes strong progress and achieves highly across all areas of the curriculum. We have designed our Pupil Premium strategy to ensure that disadvantaged pupils receive the highest-quality teaching, targeted academic support and rich wider experiences that enable them to thrive both now and in the future.

We have grounded our approach in our school motto:

- **LEARN** – We have prioritised academic achievement as a gateway to future opportunity. We have ensured that disadvantaged pupils access high-quality teaching, carefully sequenced curriculum content and precise intervention that builds secure foundations in reading, writing, mathematics and wider subjects. We have embedded Rosenshine’s Principles of Instruction, the Birch Hill 4, metacognitive strategies and rigorous assessment systems (PiXL, GL, formative and summative diagnostics) to ensure teaching is responsive, adaptive and ambitious for all.
- **BELIEVE** – We have committed to developing pupils’ confidence, resilience and aspiration. We have ensured that disadvantaged pupils access experiences beyond their current life opportunities, including enrichment, leadership roles, cultural capital events and wider curriculum experiences. We have invested in social, emotional and mental health support, recognising that wellbeing and self-belief are essential for academic success.
- **ACHIEVE** - We ensure that disadvantaged pupils make strong progress and achieve well across all phases. Achievement is measured through improved attainment, accelerated progress, strengthened readiness to learn and increased participation in wider school life. Our strategy focuses on closing gaps at key transition points—EYFS to Year 1, KS1 to KS2—and ensuring that disadvantaged pupils leave Birch Hill with secure academic foundations, strong emotional wellbeing and the skills needed for future success. Achievement is not limited to academic outcomes; it includes personal development, character, resilience and the ability to thrive in new and challenging contexts.

We have also recognised the additional challenges faced by vulnerable pupils, including those with social workers, those experiencing trauma, those with SEND and young carers. We have designed our strategy to be **inclusive, preventative and responsive**, ensuring that barriers are identified early and addressed through high-quality teaching, targeted intervention and wider pastoral support.

We have adopted the EEF's tiered model to ensure funding is used effectively and efficiently:

Tier 1: Teaching and Whole-School Strategies

We have prioritised high-quality teaching for all pupils, including disadvantaged learners.

This includes:

- High-quality teaching
- Rosenshine's Principles of Instruction and the Birch Hill Way
- Metacognition and self-regulated learning (BLP)
- Reading, Rigour and Routines
- High-quality CPD (WalkThrus, coaching, mentoring)
- Effective diagnostic assessment (PiXL, GL, PLCs)
- Adaptive teaching and SEND-aligned planning
- Colourful semantics to strengthen oral language and sentence structure
- Consistent application of RWI phonics.

Tier 2: Targeted Academic Support

- High-quality small-group and 1:1 interventions
- Structured PiXL therapies
- Third Space Learning interventions Year 3 to 5
- Year 6 boosters
- Pre-teach sessions
- RWI Phonics 1:1
- Guided reading and targeted fluency groups
- Precision teaching cycles
- Targeted multiplication fluency routines.

Tier 3: Wider Strategies

- We have strengthened:
- Jigsaw/PSHE curriculum
- SEMH provision (Zones of Regulation, MHSW, Read2Dogs, Nurture, AP pathways)
- Attendance systems and Trust DV strategy
- Family Support Advisor (FSA) work
- Support with uniform, trips, clubs and enrichment
- Early Help referrals and family learning

Our intent is to ensure that disadvantaged pupils learn well, believe in themselves and achieve highly, leaving Birch Hill prepared for future success. We have designed this strategy to be **data-driven, evidence-based and rigorously monitored**, ensuring that every action contributes meaningfully to closing gaps and improving outcomes.

Challenges

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

Challenge number	Detail of challenge
1	SEMH needs continue to affect a small number of disadvantaged pupils. Although incidents reduced significantly in 2025–26 and systems are now more preventative, the challenge is sustaining stability, embedding self-regulation strategies and preventing escalation rather than responding to crisis.
2	Oral language remains a significant barrier in KS1 and KS2. EYFS disadvantaged pupils achieve strongly, but gaps widen rapidly in Year 1 and lower KS2. Vocabulary depth, decoding accuracy, reading fluency and sentence structure continue to limit progress across reading and writing.
3	Basic skills remain significantly lower for disadvantaged pupils. Year 1 phonics outcomes dropped sharply, KS2 maths gaps remain substantial and writing accuracy continues to lag. These gaps affect reading fluency, writing stamina and mathematical reasoning across the school.
4	Enrichment access has improved but remains a challenge. Disadvantaged pupils still require sustained financial, practical and pastoral support to ensure equitable participation in trips, clubs, leadership roles and cultural capital experiences.
5	Attendance for disadvantaged pupils remains below expectations. PPG attendance for 2025–26 was 91.07 percent (FFT National 91.85%), with persistent absence (39.7%, FFT National 27.6%) continuing to limit progress, readiness to learn and engagement with intervention and wider opportunities.

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	Review
Disadvantaged pupils with SEMH needs maintain stability, regulate emotions	Serious behaviour incidents continue to reduce across the year	

effectively and engage positively with learning, reducing escalation and improving classroom consistency.	Fewer suspensions and fewer pupils reaching escalation thresholds Zones of Regulation embedded across phases to strengthen emotional literacy and self-regulation Internal AP pathways (KS1 Nurture, KS2 Drop-Ins) used preventatively and consistently Staff demonstrate consistent trauma-informed practice and adaptive strategies Improved readiness to learn observed through lesson visits, behaviour logs and pupil voice Explore opportunities with Trust wide provision – Horizons. How we will measure it • Monthly behaviour analytics • AP placement impact reviews • Zones of Regulation implementation monitoring • Trust DV and behaviour QA • Pupil voice and classroom observation evidence	
Disadvantaged pupils develop strong oral language, vocabulary and decoding skills, enabling improved reading fluency, comprehension and early writing.	EYFS disadvantaged pupils maintain strong GLD outcomes ($\geq 70\%$) Year 1 disadvantaged phonics improves significantly from 20% to at least 60% Colourful Semantics embedded across EYFS–KS2 to strengthen sentence construction and oral language RWI phonics implemented consistently by all staff NESSY used to support decoding and fluency Oracy guidelines relaunched and consistently applied	

	Daily Tier 2 vocabulary pre-teaching embedded How we will measure it • EYFS GLD outcomes • PSC outcomes (Y1 and Y2 recheck) • GL reading and spelling standardised scores • Reading fluency assessments • Writing samples and sentence structure analysis	
Disadvantaged pupils close gaps in core basic skills, enabling stronger progress in reading, writing and mathematics across all phases.	Year 1 phonics gap reduces significantly Year 2 PSC disadvantaged outcomes rise from 50% to at least 75% Year 4 MTC APS for disadvantaged pupils rises from 17.64 to 20.0 KS2 disadvantaged maths outcomes improve, reducing the gap from -53% to -20% Writing improves through structured scaffolds, conferencing and explicit instruction Daily fluency routines embedded (reading and multiplication) Precision teaching cycles used consistently with clear entry/exit criteria How we will measure it • PSC, MTC, KS1/KS2 outcomes • GL standardised scores • PiXL therapies impact • Writing moderation evidence • Multiplication fluency checks	
Disadvantaged pupils access a broad range of enrichment, leadership and cultural capital experiences that widen opportunity	Majority of PPG pupils attend trips, visits and enrichment activities Increased participation in breakfast/after-school clubs	

and strengthen aspiration.	Leadership roles continue to prioritise PPG pupils ($\geq 80\%$) PPG funding request system used consistently and without stigma External charity funding continues to widen access Cultural capital experiences embedded across the curriculum How we will measure it • Participation logs • Club attendance records • Leadership role allocation • Parent engagement data • PPG funding request tracking	
Disadvantaged pupils attend school regularly, reducing persistent absence and improving engagement with learning and intervention.	Work with the Trust's Attendance and PPG attendance improves from 91.07% to at least 95% Persistent absence for PPG pupils reduces to 10% or below Daily attendance monitoring embedded WPA involvement continues to support home visits and rapid follow-up Attendance plans implemented for pupils at risk Improved readiness to learn and improved progress linked to attendance gains How we will measure it • Daily attendance data • PA tracking • WPA reports • Trust DV attendance QA	

	Progress and engagement data	
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Activity in this academic year (2025-26)

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

Teaching (CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed high-quality teaching through Rosenshine, Birch Hill Way and WalkThrus	The EEF Teaching and Learning Toolkit identifies high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils. Rosenshine's Principles support modelling, scaffolding, retrieval, guided practice and independent practice, all of which improve retention and reduce cognitive load. WalkThrus provide bite-sized, evidence-based routines that improve consistency across classrooms. Last year's evaluation shows improved consistency in teaching routines last year, but DA pupils still struggle with vocabulary, decoding, fluency and reasoning — all areas strengthened by Rosenshine's approach. Key EEF evidence strands: - Feedback (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback - Metacognition (+7 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation - Explicit instruction (high impact) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 - Cognitive load theory (DfE)	2,3

	https://assets.publishing.service.gov.uk/media/5f8d9cc0d3bf540a7fcbf0b7/Principles_of_instruction_-_Barak_Rosenshine.pdf	
Whole-school implementation of RWI phonics	The EEF Early Literacy Guidance Report states that systematic synthetic phonics is the most effective approach for teaching early reading. RWI provides structured progression, fidelity and daily practice. Last year's evaluation showed disadvantaged phonics outcomes dropped sharply to 20 percent, making this the most urgent whole-school gap. RWI directly addresses decoding, blending and fluency weaknesses. EEF strands: - Phonics (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics - Reading comprehension (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3
Embed Colourful Semantics across EYFS–KS2	The EEF Oral Language Interventions strand shows an average impact of +5 months progress. Colourful Semantics improves vocabulary, grammar, sentence construction and comprehension. Last year's evaluation highlighted persistent gaps in vocabulary depth, decoding accuracy and sentence structure, particularly in KS1 and lower KS2. Colourful Semantics directly supports these areas. EEF strands: - Oral language interventions (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions - Reading comprehension (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3

Strengthen maths teaching through Mastery Hub CPD and reasoning scaffolds	The EEF Improving Mathematics in KS2 and KS3 guidance recommends manipulatives, representations, structured reasoning and explicit instruction. The DfE Maths Guidance (2020) supports mastery approaches that build conceptual understanding and fluency. Last year's evaluation showed disadvantaged maths outcomes were significantly below national (–53 percent), with reasoning and fluency identified as key weaknesses. EEF strands: • Mastery learning (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning • Feedback (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback • Small-group tuition (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition • DfE Maths guidance https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools • Mobius Maths Hub https://www.mobiusmathshub.org.uk/	3
Diagnostic assessment (GL, PiXL, PLCs) to identify precise gaps	The EEF Assessment Guidance states that diagnostic assessment is essential for identifying misconceptions and targeting intervention. GL provides standardised scores that allow comparison with national benchmarks. PiXL therapies provide structured, evidence-based interventions aligned to diagnostic gaps. Last year's evaluation highlighted the need for more precise identification of gaps in phonics, fluency, writing accuracy and maths reasoning. EEF strands: • Feedback (+6 months) • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2, 3

	- Diagnostic assessment (high impact when used well) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/assessment	
Whole-school training on Zones of Regulation	The EEF Social and Emotional Learning (SEL) strand shows SEL interventions improve behaviour, emotional regulation and academic outcomes. Zones of Regulation provides a structured, whole-school approach to emotional literacy and self-regulation. Last year's evaluation showed SEMH incidents reduced by 82 percent, but pupils still required support with regulation, readiness to learn and consistent emotional vocabulary. EEF strands: - SEL interventions (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning - Behaviour interventions (moderate impact) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1

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

Targeted academic support is one of the highest-impact approaches for disadvantaged pupils. The EEF consistently shows that structured tutoring, small-group intervention, and diagnostic assessment accelerate progress when delivered with fidelity.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily DA phonics tutoring for those that are falling behind (10 minutes)	EEF phonics interventions show high impact for early reading. This directly addresses the sharp DA phonics decline. EEF Strand: Phonics (+5 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3

	• Small-group tuition (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition • One-to-one tutoring (+5 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
NESSI and reading fluency groups (echo reading, repeated reading)	EEF fluency interventions improve decoding, accuracy and comprehension. EEF Strand: • Reading comprehension strategies (+6 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies • Oral language interventions (+5 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions • Small-group tuition (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Structured writing scaffolds and twice-weekly conferencing	EEF writing guidance emphasises modelling, sentence stems and feedback. This supports DA pupils with sentence structure and stamina. EEF Strand: • Feedback (+6 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback • Explicit instruction (EEF Literacy KS2 guidance): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 • Writing interventions (moderate impact): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/writing	3
<i>PiXL therapies and precision teaching cycles</i>	Targeted, time-bound interventions with clear entry and exit criteria improve progress for disadvantaged pupils. EEF Strand: • Small-group tuition (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3

<i>(10-day cycles)</i>	• Feedback (+6 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback • Mastery learning (+5 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
<i>Daily multiplication fluency routines (2×10 minutes)</i>	Automaticity supports reasoning and problem-solving. EEF maths guidance highlights fluency as foundational. EEF Strand: • Mastery learning (+5 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning • Explicit instruction (EEF Maths KS2 guidance): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks2-3 • Small-group tuition (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
<i>Third Space Learning tutoring (Years 3–5)</i>	Evidence shows structured tutoring accelerates progress in maths, particularly for disadvantaged pupils. EEF Strand: • One-to-one tutoring (+5 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition • Small-group tuition (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition • Feedback (+6 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2, 3
<i>SENCo and SLT monitoring of intervention quality</i>	Ensures fidelity, consistency and impact of targeted support. EEF Strand: • Feedback (+6 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback • Diagnostic assessment (EEF Assessment guidance): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/assessment	2, 3

	Small-group tuition (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation rolled out across the school	EEF SEL interventions improve emotional regulation, behaviour and academic outcomes. Supports readiness to learn and reduces escalation. Last year's evaluation showed SEMH incidents reduced by 82 percent, but pupils still required support with regulation, emotional vocabulary and readiness to learn. SEL approaches improve emotional regulation, behaviour and academic outcomes. Zones of Regulation provides a structured, whole-school framework for self-regulation. EEF Strand: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Strengthen AP pathways (KS1 Nurture, KS2 Drop-Ins)	Last year's evaluation shows AP placements significantly reduced high-level incidents. Early intervention prevents escalation. Last year's evaluation showed AP placements significantly reduced high-level incidents and prevented escalation. Early intervention is more effective than reactive behaviour management. AP pathways support regulation, reintegration and classroom stability.	1

	EEF Strand: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Whole-staff behaviour training (restorative approaches, consistency)	EEF behaviour interventions show positive impact when approaches are whole-school and consistently applied. Last year's evaluation showed improved consistency in adult response, but further training is needed to sustain stability and reduce escalation. Whole-school behaviour approaches have greater impact than isolated strategies. Restorative practice improves relationships, regulation and engagement. EEF Strand: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1
FSA support for Early Help, CiN, CP and family learning	Last year's evaluation showed disadvantaged families required sustained support with routines, attendance, wellbeing and home learning. Strong family engagement improves attendance, wellbeing and academic outcomes. Early Help reduces escalation and improves stability. Family Support Advisor (FSA) to continue to monitor children and follow up quickly on absences (4 days a week). Continue with external Education Welfare Service (WPA) 1 day x fortnight to support attendance and home-visits. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	4, 5

	EEF Strand: Parental engagement (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Subsidised trips, clubs and leadership roles for PPG pupils	Cultural capital and enrichment improve aspiration, engagement and attendance. Last year's evaluation showed enrichment access improved, but disadvantaged pupils still required financial and practical support to sustain participation. Cultural capital improves aspiration, engagement and attendance. Leadership roles strengthen confidence, belonging and motivation. EEF Strand: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4
Work with the Trust on Attendance and DV strategies	DfE Improving School Attendance guidance emphasises rapid follow-up, home visits and consistent monitoring. Last year's evaluation showed PPG attendance was 91.07 percent (FFT National 91.85%). DfE guidance emphasises rapid follow-up, home visits and consistent monitoring. WPA support strengthens early identification and intervention. EEF Strand: DfE Improving School Attendance guidance (2022): https://www.gov.uk/government/publications/improving-school-attendance	5
Daily attendance monitoring and attendance	Early identification and intervention reduce persistent absence.	5

plans for PA pupils	Last year's evaluation showed persistent absence remained high for disadvantaged pupils (39.7% compared to 27.6%: -12.1%) Daily monitoring identifies patterns early and prevents escalation. Attendance plans provide structured support for families. EEF Strand: DfE Improving School Attendance guidance: https://www.gov.uk/government/publications/improving-school-attendance	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Last year's evaluation showed disadvantaged pupils often require rapid support with uniform, transport, resources or emergency needs. Immediate intervention prevents missed learning and improves attendance and engagement. Ensures equity and access across all phases. EEF Strand: No single strand — but EEF emphasises removing barriers to learning and ensuring equitable access to provision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	All

Part B: Review of outcomes in the previous academic year – 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022/23 academic year.

Assessments during 2025/26 highlight the performance of disadvantaged pupils

Assessments during 2025/26 show that while many pupils made strong progress, disadvantaged pupils (PPG) continue to face barriers that affect their attainment. In several key areas of the curriculum, outcomes for disadvantaged pupils were lower than in previous years, and the gap with 'others' widened. This means the outcomes we aimed to achieve in our previous strategy were not fully realised, and we have carefully reviewed our approach to ensure we respond effectively.

Despite this, there were notable strengths. EYFS outcomes for disadvantaged pupils remain high, and many pupils made positive gains in reading fluency, multiplication recall and writing stamina. Staff expertise in early intervention, nurture provision and targeted support has also strengthened.

Our assessment of these outcomes

Our assessment shows that disadvantaged pupils continue to enter school with significant early barriers, and these early differences have a lasting impact as pupils move through the school. This year, we saw:

- High levels of speech and language delay
- Limited vocabulary
- Weaker readiness-to-learn behaviours
- A number of children still in nappies on entry
- Low attendance patterns forming early
- Increasing levels of neurodiversity, sensory needs and SEMH needs
- Mobility and trauma affecting stability for some pupils

Although EYFS provision continues to close early gaps well, pupils often enter Year 1 more fragile than their peers. This year's data shows that the transition into Year 1 remains a critical point, particularly in phonics and early reading.

We also know that pupil wellbeing and mental health continue to play a significant role. A small number of pupils required personalised timetables, sensory circuits, OT plans and multi-agency support. These needs were particularly acute for some disadvantaged pupils.

Throughout the year, pupil premium funding was used to strengthen wellbeing support, enhance Quality First Teaching, and provide targeted interventions through PiXL therapies, Blossom provision and early reading support. These approaches have had positive impact, and we are building on them further in this plan.

Lessons Learned

Accelerating progress for disadvantaged pupils will continue to be a key priority, especially for those who are not also SEND. This year's data shows that non-SEND disadvantaged pupils are the group most affected by gaps in phonics, reading fluency, writing accuracy and maths reasoning.

We will continue to strengthen:

- Pedagogy, particularly adaptive teaching and subject knowledge
- TA expertise, ensuring interventions are high-quality and consistent
- Early identification of pupils with emerging SEN, SEMH or speech and language needs
- Regulation and readiness-to-learn, including Zones of Regulation and sensory support

There will be a strong focus on ensuring children leave EYFS ready for Year 1, with secure foundations in communication, vocabulary, early reading and self-regulation. This includes strengthening provision in Nursery and ensuring early intervention is timely and effective.

We will also continue to develop positive learning attitudes and skills, including metacognition, self-regulation and self-efficacy, which this year's data shows are essential for disadvantaged pupils.

The teaching of oracy and vocabulary is now embedded across the school. The next step is ensuring pupils confidently apply sentence structures and high-quality vocabulary in their writing. CPD for teachers and TAs will focus on subject knowledge and practice to support this.

EYFS provision will continue to be refined so that more children achieve the ELGs in Communication & Language, Word Reading and Comprehension, giving them the strongest possible start.

We recognise that some actions in the previous strategic plan were too broad. This year's plan is more precise, targeted and responsive to the needs identified in 2025/26.

We will continue to prioritise pupils' social, emotional and mental health, while also developing metacognition, self-regulation, self-efficacy and opportunities to build cultural, social and economic capital.

Attendance will remain a key focus for the 2024–27 strategic plan. This year's data shows that persistent absence continues to limit progress for disadvantaged pupils. The use of an external EWO has been effective and will continue.

Externally provided programmes

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

Programme	Provider
Read Write Inc	https://www.ruthmiskin.com/phonics/
Pixl	https://www.pixl.org.uk/
Maths/Mobius Hub	https://www.mobiusmathshub.org.uk/
English Hub	http://www.englishhubs.org/
Colourful semantics	https://www.blacksheeppress.co.uk/product/colourful-semantics/
Third Space Learning	https://thirdspacelearning.com/
Nurture and Boxall Profile	Nurture UK https://www.nurtureuk.org/
NESSY	https://www.nessy.com/uk/
Zones of regulation	https://zonesofregulation.com/
Building Learning Power	Guy Claxton – BLP https://www.buildinglearningpower.com/

WPA	WPA Education Welfare Services - Welcome
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Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.