Howe Dell Pupil premium strategy statement: 2025-2028

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	Howe Dell Primary School (with Nursery)
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	15.82%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2025 to July 2028
Date this statement was first published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Miss Prickett
Pupil premium leads	Miss Prickett (Executive Head Teacher) Mrs Bridges (Assistant Head Teacher for Inclusion)
Governor lead	Mrs Nicola Winch

Funding overview (2026-2027 Financial Year)

Detail	Amount
Pupil premium funding allocation this academic year	£89 000
Recovery premium funding allocation this academic year	£ 0
EYPP Grant	£2 624
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£91 624

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the barriers they face, make great progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress and provision for those who are already achieving curriculum expectations. We also consider the challenges faced by pupils who are experiencing other vulnerabilities, such as SEND, high mobility due to housing, young carers and those who have or have been known to a social worker. The activities we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

Howe Dell is committed to 'great' learning and teaching for all pupils however we are acutely aware of the importance of targeting bespoke support to disadvantaged pupils, so they are 'ready to learn' which enables us to support them to build great learning behaviours and provide the support to accelerate progress. This approach is proven to have the greatest impact on closing the disadvantage attainment gap. Concurrently, our non-disadvantaged pupils will also benefit.

Our approach will be responsive to common barriers and individual needs which are identified through robust diagnostic assessment and pastoral identification, not assumptions the impact of disadvantage. This strategy uses a range of approaches that complement each other to enable learners to excel.

To ensure the approaches are effective we will:

- Have a dedicated 'pupil premium' championer (Senior Leader) to act as a 'critical friend' and regularly review the provision for individual pupils in partnership with the wider leadership team
- Use our diagnostic assessment and pastoral identification to provide a bespoke package of early intervention
- Review and enhance our Curriculum to provide disadvantaged learners with the knowledge, skills and vocabulary to enable them to achieve in line with their peers
- Ensure the team (leaders, teachers and support staff) has the knowledge and skills to deliver the curriculum
- Ensure disadvantaged pupils are challenged in the work they are set to ensure high expectations for all pupils
- Ensure the whole school team take responsibility for the outcomes of disadvantage pupils

Challenges

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

Challenge number	Detail of challenge
1	Learners with multiple barriers to learning in particular those with SEND and those with Speech and Language difficulties and delay. This includes under-developed attention and oral language skills amongst many disadvantaged learners from Nursery through to Key Stage 2
2	The impact of SEMH, low self-esteem and learner resilience which impacts upon the attainment of our disadvantaged pupils.
3	Early Reading and Early Maths to be a priority focus for our disadvantaged learners to reduce the attainment gap and to develop them as fluent readers.
4	High mobility of pupils within the context of our school (falling rolls, availability of social housing in London Boroughs and transient pupils)
5	Purposeful parental partnership to enable parents to value learning and the importance of regular attendance.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2028**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oracy and vocabulary among disadvantaged learners	Assessments (formative, summative and specific assessments eg WellComm, Literacy Gold) and end of year outcomes indicates significantly improved oracy and vocabulary amongst disadvantaged learners. **Evidence:** participation in lessons and assemblies, pupil book studies and work scrutiny.
Provide specialist provision to support pupils with SEMH enabling them to achieve and sustain improved well-being.	Provision for individuals / groups of learners will enable learners to regulate and express themselves through their emotional literacy skills. Learners 'ready to learn'. Inclusion Hub to deliver individual and group programmes. Learners effectively engaging with Curriculum through adaptive teaching. Increase in participation in extra-curricular / enrichment activities through targeted approach. **Evidence**: Reduction of difficult behaviour in class incidents, Boxhall profile data, Therapeutic Thinking, anxiety mapping, VSEND, book studies, pupil voice, termly club participation analysis

Improved reading and maths attainment among disadvantaged pupils.	End of KS2 disadvantaged outcomes in 2027/2028 at least in line with National disadvantaged outcomes. Over the years, improved outcomes in Communication, Reading and Maths for disadvantaged learners at the end of Reception, Phonics screening and end of KS2. **Evidence**: end of year outcomes data, phonics assessments, pupil outcome meetings, diagnostic assessments, moderation, internal data tracking and analysis
Disadvantaged learners make strong progress from their starting point through quality first teaching and bespoke precision support.	Curriculum model is cyclical and offers over learning opportunities enabling disadvantaged learners to make accelerated progress. Gap in attainment narrowed. Teaching and support team demonstrate 'expert' knowledge and are able to identify and plug gaps in knowledge, skills and vocabulary for learners joining the school as in-year admissions. High quality 'in the moment' feedback. PD programme providing all staff with skills and knowledge to adapt teaching. Suite of training to support vulnerable learners with SEND and SEMH **Evidence:** POMs, termly PD overview, PD evaluations, 'intervention' impact reports, Boxhall Profile, TT electronic toolkit, Literacy gold, attendance statistic
To provide high quality TA targeted support including dialogue time with teachers to support disadvantaged learners make strong progress	Targeted support provision in place to meet bespoke needs. Provision is precise and based upon formative and summative assessments. Disadvantaged learners making year on year accelerated progress. Attainment gap narrowed. **Evidence**: Leuven, Boxhall, WellComm, Learning Walks, book studies, POMs, end of year attainment outcomes
To increase parental engagement and aspiration for disadvantaged pupils	Purposeful parental engagement sessions that are low threat and have high impact modelling to parents how to support their child to thrive. **Evidence:** parental attendance in targeted events, parent workshops, SEND coffee mornings, school events such as plays / assemblies, attendance to enrichment activities, parents engaging with google classroom and 'stay and play' activities, attendance data

Activity in this academic year (2026-2027)

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

High Quality Teaching (for example, PD, recruitment and retention)

Budgeted cost: £ 32 321

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership of standards and pupil premium (Pupil Premium Championer) 25% of FTE	Evidence from high-performing primary schools, regardless of socio-economic context, have prioritised: • Strong and visionary school leadership • Shared sense of purpose • Engaging parents and carers • High-quality teaching School leaders focus upon a small number of priorities that will have the biggest impact. Leaders need to focus upon the 'learner experience' and regularly evaluate and review the impact making changes as required. Schools need to invest in their teachers and support staff to ensure that the quality of teaching remains consistently high. This is achieved by implementing a well-designed professional development programme that is tailored to the needs of the team and the needs of the disadvantaged learners. All staff are responsible for disadvantaged pupils. High-quality PD improves quality first teaching https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy September 2026 https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching	1,2,3,4,5
A committed programme of professional development for teachers and support staff		
Purchase of Curriculum resources including SSP, Early Reading and Early Maths linked resources	Curriculum resources that explicitly teach vocabulary has a strong evidence base that indicates a positive impact on communication and reading. Phonics approaches (with fidelity to the SSP) indicates a positive impact on the accuracy of word reading. Learner voice is positive with resources within CUSP Curriculum. For 2026-2027 the school is implementing The Code (CUSP's Oracy Strategy) and the revised Essential Writing. The school is embedding HFL's Maths Essentials Vs2 and investigating CUSP Maths. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1,2,3,4,5

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/early-years/more-than-just-phonics	
Recruitment, retention and PD for qualified teachers and support team for Nursery learners. (EYPP)	It is well evidenced that high-quality interactions where adults talk with learners enable children to develop language acquisition. Adults within early years play a vital role in modelling effective language and communication. The school is advised by an external Early Years adviser providing bespoke support and professional development for the team. PD focuses upon the strands within the EEF toolkit. https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education https://educationendowmentfoundation.org.uk/early-years/toolkit	1,2,3,4,5
Improve the quality of social and emotional learning. Therapeutic approaches reviewed and embedded into practice that includes regular PD opportunities for staff	There is extensive evidence that disadvantaged learners have weaker SEL skills at all ages than their peers. Effective SEL can lead to 4 months of learning gains over an academic year. For learners within the Early Years 3 months of learning gains can be made where children are able to self-regulate. Therapeutic approaches effectively implemented by the whole school team. PD led by accredited Therapeutic Thinking Approach leaders. Vulnerable learners effectively supported and monitored through new Therapeutic online resource. For 2026- 2027 the school is introducing 'Meeting the Generational Needs' which is a relational practice approach where all staff have unconditional positive regard. This will complement our current suite of therapeutic resources. PD to have a cyclical ‘drip’ approach to develop the knowledge and skills of the whole school team. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://positiveregard.co.uk/training-events/inclusion-culture/meeting-the-generational-need/	1,2,4,5

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

Budgeted cost: £ 37 944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech, language & communication WellComm screening across EYs and KS1. Bespoke SaLT support for individuals. Curriculum includes oracy strategies. Learner leadership to develop communication	Speech, language and communication interventions can have a positive impact on pupils' language skills. Teaching communication and Oracy through the Curriculum is enhancing in 2026-2027. School has developed young leader roles which include club leadership. Disadvantaged learners are prioritised. The CUSP Curriculum enrichment programme includes an oracy festival and oracy strategies are embedded within the teaching sequences (using resources and evidence from the Voice 21 project). Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21 https://info.unity-curriculum.co.uk/the-code-by-cusp	1,2,3,4,5
'Keep up' provision for targeted children in KS2	Small group intervention has an average impact of four months' additional progress over a year. Using qualified teachers and providing training to the staff that deliver small group intervention is likely to increase impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,4
Delivery of phonics-based interventions enabling teacher-led and TA led targeted small groups across EYs, KS1 and as appropriate in KS2	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged learners. Following the implementation of Little Wandle (SSP) in November 2021, priorities for 2026-2027 focus on high-quality delivery of Little Wandle interventions to ensure that learners 'keep up', ensuring those who deliver interventions have current knowledge, assessing and swiftly assessing our in-year admissions to ensure they access the stage of learning they require and supporting parents with phonics practise at home. In 2026-2027 the school is investing in physical books for KS1 and KS2 to support regular practise at home. This invested has been funded by the PSA. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4,5

Targeted teaching assistant support & PD to deliver high-quality individual and small group targeted support	This use of teaching assistants shows a consistent impact on attainment of approximately three to four additional months' progress. Pupil outcome meetings have driven the focus for the vulnerable learners. For 2026-2027 TAs are streamlined to work across classes when delivering time specific interventions and targeted support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4

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

Budgeted cost: £ 30 508

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purposeful Parent Partnerships and Family Support Worker Service Purposeful parental partnership created through high impact, low threat activities FSW service who provide a wide range of support to vulnerable families; DDSL, attendance and family engagement	The average impact of the parental engagement approaches is about an additional four month' progress over the course of the year. There are also higher impacts for pupils with low prior attainment. 2026-2027 Senior Leaders allocated to vulnerable families to build a positive relationship underpinned by the schools' values. Leaders champion children to support smooth transition into school. Member of the SLT role now includes baseline assessments to identify the individual needs of in-year admissions (majority are PPG). Following a suite of activities for parents in 2025-2026, a suite of low threat, and high impact first-hand events for parents to attend where parents can see their children thrive and see the value of education have been planned for 2026-2027. Inclusion Hub leader and FSW service to continue to support families. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	2,4,5
Pastoral work Bespoke support led by Inclusion Hub leader and TAs within Hub.	High-quality therapeutic intervention targeted at children with emotional, behavioural or learning difficulties https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2,5
Attendance Bespoke approach to raising awareness of attendance through effective learner and parent partnerships Use of transparent communication systems.	In 2025-2026, attendance systems were reviewed by providing parents the number of days as well as percentage missed in advance of a school holiday. MIS system also enables parents to see their child's daily attendance. The teaching team have been advised of the children that had been identified as 'persistently absent' in 2025-2026 for them to build positive relationships and encourage improved attendance. Building on this in 2026-2027, the school continues to clarify and support parents with the importance of attendance (in particular those who have relocated to Hertfordshire) and using the DfE attendance documentation is supporting leaders analyse attendance rates of our vulnerable groups.	2,4,5

	https://educationendowmentfoundation.org.uk/news/evaluation-report-release-pupil-absence?utm_source=/news/evaluation-report-release-pupil-absence&utm_medium=search&utm_campaign=site_search&search_term=attendance	
Inclusion support (Inclusion Hub Leader) Additional professional and administrative support to Inclusion lead in relation to disadvantaged pupils with SEND and inclusion needs	Pupils with identified SEND are approximately twice as likely to be eligible for FSM as their peers without identified SEND. Recommendations are made that SEND learners make the greatest progress when schools: • Create a positive and supportive environment for all pupils without exception • Build an ongoing, holistic understanding of pupils and their needs • Ensure all pupils have access to high-quality teaching • Compliment high-quality teaching with carefully selected small group / 1:1 intervention • Work effectively with TAs • Understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3,4,5
Curriculum entitlement enrichment Fund disadvantaged learners to enable them to access curriculum enrichment and extra-curricular activities	Participating in the Arts facilities three months progress. Such programmes needs to be effectively implemented. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,3,4,5

Total budgeted cost: £ 100 773. As per the reserves policy, school will use reserves to cover the additional spend for disadvantaged learners.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2025 to 2026 academic year**.

In 2025-2026, PPG and vulnerable learners continued to be at the forefront of monitoring and discussions with class teachers, support staff and external professionals with the focus on pupil outcomes. Raising the individual profiles of disadvantaged learners meant that provision aligns with need.

In Early Years, 75% of the cohort achieved a Good Level of Development (76.4% in 2025, 71.7% in 2024 and 45% in 2021). The 'Best start in life' document (October 2026) did not identify any ELGs or groups that required further enquiry. The actual GLD is at the predicted level and the contextual GLD is 1.4 points above. In areas such as speaking and listening, the school was above National by over 8 points. This shows the impact of the Wellcomm screening and Oracy work. When comparing Pupil Premium Eligible children with other averages, our FSM data shows we are 16.6 points above National and 21.9 points above Local averages.

71.4% of Pupil Premium Eligible learners achieved GLD. 100% of PPG eligible learners met the expected standard in Communication and Language, 85.7% Comprehension, 71.4% Word Reading, Writing and Maths. For children who did not achieve GLD, a bespoke and robust handover occurred to enable targeted support in Year 1.

Little Wandle SSP was implemented in November 2021. 85% of all learners met the phonics screening expected standard (an increase of 2% from 2025) in 2026 with 70% of the disadvantaged learners meeting the standard. Little Wandle targeted support packages have had impact for the Year 1 cohort where PP eligible learners did not have multiple barriers to accessing learning.

The vast majority of learners who did not meet the standard have multiple barriers to learning and are on the inclusion register with EHCPs / bespoke learning plans with external advice. For these learners the Little Wandle SEND programme is in place as well as other reading strategies. For these learners with multiple barriers, PSED required securing in advance of the SEND programme having the required impact. School also worked closely with parents around the importance of regular attendance and punctuality as this has been identified as another barrier for their child's achievement.

Strategy spend for 2026-2027 will continue to focus on foundational skills to support disadvantaged learners with additional barriers and for our in-year admissions who are new to Howe Dell and new to UK schools.

At the end of KS1, 74.6% of the cohort achieved the expected standard in Reading (increased from 69% in 2024/25), with 62.5% of disadvantaged learners meeting the expected standard. 59.3% of the cohort met the expected standard in writing with 50% (42.9% in 2024/25) of disadvantaged learners meeting the expected standard. 71.2% of the cohort achieved the expected standard in Maths, with 50% of disadvantaged learners meeting the expected standard. 12.5% of disadvantaged learners are working at Greater Depth in Maths.

This cohort had high mobility throughout the year with many learners joining significantly below Year 2 expectations. Of the 7 disadvantaged learners, four were in-year admissions to Howe Dell in Year 2.

Application of Reading to Writing with Oracy continues to be a priority for the school. The school has a dedicated reading and writing leaders. These leaders are driving the securing of Foundational skills and

knowledge across the school. The Deputy Head is the Oracy lead and the teaching of Oracy was implemented through the Core Plan in summer 2026. To enhance the PD package the school is working with English, Maths and Early Years advisers from external sources to support us with scaffolding and purposeful practise.

In KS2, many of our vulnerable learners have multiple barriers to learning and the actual impact on mental health and well-being of lived experiences (including the pandemic) is evident. There has been high mobility across the year with many overseas learners joining the school. Many of these young learners are not entitled to access public funds. First quality teaching and targeted support has been paramount to plug the gaps and build the knowledge, skills and vocabulary over the year and years for our vulnerable learners. Our Curriculum model enables disadvantaged learners to be effectively 'scaffolded' to access the curriculum and apply knowledge, skills and vocabulary across the subjects. Scaffolding and consistent modelling across the year groups continues to be a focus which is actioned through high quality PD.

The Multiplication Tables Check (MTC) average attainment score has had a three year upward trend with the attainment at 22.3 in 2026 (from 20.01 in 2024 (2026 Year 6 cohort)).

End of KS2 2026 outcomes saw a dip in the combined outcomes. This was caused in the attainment in writing. The school, in partnership with external moderation, identified that learners had gaps in their foundational knowledge from earlier in their learning. This cohort has had high mobility with only 50% of the cohort completing their learning journey across KS2 with 15% joining the cohort in Year 6. 5.1% of the cohort achieved the higher expected standard. 33% of disadvantaged learners achieved the combined expected standard.

End of KS2 2026 outcomes saw a dip in the combined outcomes. This was caused in the attainment in writing. The school, in partnership with external moderation, identified that learners had gaps in their foundational knowledge from earlier in their learning. This cohort has had high mobility with only 22% of pupils joining in Year 4 or above and 44% of pupils joining after reception. 5% joined the cohort in Year 6. 5.1% of the cohort achieved the higher expected standard. 33% of disadvantaged learners achieved the combined expected standard.

Attainment 2026	Reading		Writing		Maths		GAPS	
	Expected+	Higher	Expected+	Higher	Expected+	Higher	Expected+	Higher
All	81.4%	35.6%	59.3%	6.8%	71.2%	30.5%	79.7%	37.3%
Disadvantaged	66.7%	22.2%	44.4%	0%	55.6%	11.1%	55.6%	11.1%

Attainment scores for Reading (106.1) were above the National average. For disadvantaged learners, the attainment scores were lower than 2025.

Progress outcomes for 2026 were strong in Reading (4.29) and Maths (2.74). Progress for the disadvantaged learners was also strong with Reading 1.16 (National -0.68) and Maths 1.10 (National -0.87). Writing is a priority area, with a focus on application of foundational knowledge and skills as it was clear from this cohort they had the knowledge as this was reflected in their GAPs outcomes, they just weren't secure enough in their application to writing.

The disadvantaged learners are benefiting from the wider strategies available and are becoming more resilient and are 'ready to learn'. As part of the provision, the school has an Inclusion Hub leader and has invested in the Family Support Worker Service to enable the school to focus on learning and teaching and the wider family support to be met through these internal and external services.

Chosen approach	Evaluated impact	Lessons learned	Impact RAG
Leadership of standards and PP EHT and AHT for Inclusion PP Champions to ensure vulnerable learners are at the forefront of provision	Profile of most vulnerable children high across the school with strategic leadership. • Continue to Improve high-quality first teaching, learning and assessment for disadvantaged through robust practice and PD • Securing targeted and specialist support for disadvantaged learners with complex vulnerabilities e.g. attendance, child protection, family support, SEND • Early intervention – vulnerable learners prioritised • Continual provision review, mapping provision to meet need and monitoring impact of implementation • Detailed tracking of outcomes of disadvantaged learners, including through pupil outcome meetings	Maintain Introduce the 'Howe Dell way' Current provision map and ILPs to be reviewed Accountability: disadvantaged through POMs	G
PD for teachers and support staff A committed programme of professional development for teachers and support staff	Professional dialogue for vulnerable learners occur during directed time ensuring these strategic conversations are valued. Programme of PD outlined following data analysis of 2025 outcomes. Programme of PD outlined for 2025-2026. A significant amount of PD focused on SEND and vulnerable learners (including SEMH) as well as providing staff with tools to deliver high quality learning and teaching (scaffolding). Budget overspend in this area to ensure individual needs are met. All Pupil outcome meetings discuss the PPG learners in depth and their 'next steps' written targets agreed.	Maintain PD to develop, Foundational skills and MTGN. Planned programme of professional reading	G
Purchase of Curriculum resources including SSP, Early Reading and Early Maths linked resources	Little Wandle for phonics (EYs / Year 1 and Year 2 data outcomes measure impact) CUSP Curriculum annual subscription for 2025-2026: Guided Reading and Securing Reading, Early Years CUSP, History, Geography, Art, Design Technology, and Science. Base deck slides for CUSP subjects HFL Essential Writing and HFL Essential Maths Vs2. With the purchase of Maths Essentials, the school has purchased additional Maths resources to enable all children to access manipulatives to support the CPA approach. JIGSAW (for RE), Kapow (for PSHE new for 2025-2026) Getset4PE, Charanga and Language Angels subscriptions renewed.	Review All curriculum resources reviewed Following review maintain or update. How are our resources supporting at home? Digital vs physical Investment in The Code	G

	In addition, school has renewed Curriculum Visions, Digi Maps, TTRS and Numbots (maths) and MyMaths to support learning at home. Bespoke resources purchased such as WellComm screening and Literacy Gold to support foundational skills. School has a comprehensive curriculum that is designed for all. PD is essential for effective implementation. Book studies have shown the positive impact of this curriculum. This is the fourth year of the curriculum and diagonal schemata is more evident through the pupil voice. Investment in the Curriculum has ensured that the school offers the full Curriculum and PPG funding is used to ensure that PPG learners are prioritised where the curriculum is enriched / additionally resourced.	(CUSP and Oracy)	
Recruitment, Retention and PD for qualified teachers and support team for Nursery learners **(EYPPG)**	High quality PD opportunities for EYs team members to ensure high quality practice commencing in Nursery. Implementation of CUSP Curriculum into Nursery. Dedicated strategic time for teachers to collaborate enabled vulnerable learners in Nursery to make strong progress and achieve end of year expectations.	Maintain Continue EYs adviser support. EYPP numbers lower in 2026	G
Improve the quality of SEL. Improve the quality of social and emotional learning. Therapeutic approaches reviewed and embedded into practice that includes regular PD opportunities for staff	SEL continues to be the priority for the school. 'Well-being' club was reviewed with learners and provision updated for 2025-2026. As part of 'learner leadership' development, many of our vulnerable learners were encouraged to lead clubs (with adult supervision) and attend clubs. Impact: increased confidence, reduced anxiety and improved attendance. Bespoke support in place for learners to regulate their emotions and to turn take / share resources. Play therapy (in-house) from September 2025. To avoid suspensions and permanent exclusion, individual support plans that focus on SEL strategies have been implemented. These also include external support from the Behaviour Outreach Service. These have supported learners and reduced the need to use suspensions. For 2025 - 2026, there were three suspensions. There have been no permanent exclusions, and this is the impact of the SEL packages. November 2025 INSET used for Therapeutic Thinking (STEPs). Therapeutic thinking 'top ups' as part of staff PD. All TT trainers have had their annual PD updates. School continues to significantly invest in SEL PD. Reading was a barrier for some learners with SEL. TA who supported individuals primarily with SEL delivering reading programmes. Positive impact as learners accessing the	Maintain SEL needs high with more learners (in-year) requiring strategies above OAP. MTGN PD Autumn 2026 with behaviour practice review to a Relational Approach.	G

	curriculum and learners self-regulating / identifying when they needed a supervised movement break. SEL support included bespoke packages for groups and individuals, work within classrooms and playgrounds to support emotional regulation and resilience. The introduction of 'wonder play' at lunchtimes has also had a significant positive impact for learners. The Curriculum continues to have a positive impact of SEL as scaffolds in place, environments are more conducive to learning with individual learning plans providing the learning breaks required. Inclusion room space used purposefully.		
'Keep up' provision for targeted learners in KS2	High quality provision in place, which is bespoke to individual need following set up / POM meetings. Autumn Spring and Summer term Pupil Summaries show impact of progress. Higher number of PPG learners within upper KS2 so provision was targeted there. Senior leaders' part of the team undertaking 'catch up / keep up' support' in Summer 2025, Spring 2026 (after school) and Summer 2026 term. Outcomes for 2026 PPG learners show the impact of the support in place although not all gaps had been plugged to achieve EXS.	Maintain Foundational skills a priority across the school. Interventions to commence Autumn 2026 with tighter reviews re impact.	G
Speech, language and communication WellComm screening across EYs and KS1. Bespoke SaLT support for individuals. Curriculum includes oracy strategies. Learner leadership to develop communication	SaLT provision in place for our youngest learners. School has invested in digital WellComm screening (subscription). TA within the setting has received PD and is delivering the programme. WellComm Screening on arrival and programmes in place to support individual 1:1 needs. GLD outcomes strong in Communication & Language for SALT support continues throughout KS1 and KS2. From September 2025, this was delivered by members within the Inclusion Hub. A SEN TA was recruited with significant SaLT experience. Team member increased hours to work specifically with learners who are awaiting support from NHS. Oracy strategy was implemented in January 2026. Oracy festival was completed in November 2025 (CUSP) and staff are embedded strategies across the school. Impact is evident in assemblies, book studies and at 'wonder lunch'. Support also includes Reading Revival programmes where external advice identifies that phonics is not having the intended impact.	Maintain WellComm screening effective. Oracy as part of key priorities. Internal SaLT expertise review.	G

Delivery of phonics-based interventions enabling teacher-led and TA led targeted small groups across EYs, KS1 and as appropriate in KS2	All teachers and TAs are Little Wandle trained. LW interventions embedded within practice (all Teachers and TAs have undertaken PD for these). Consistent approach to phonics with dedicated time for direct phonics teaching and reading practice (where TAs from Phase 3 support Phase 1 and Phase 2 learners). KS1 team have an additional TA (3 mornings a week) to deliver LW catch up programme. Pre-COVID levels maintained for the third year. 2026 outcomes 85%. High-quality delivery evidenced through regular monitoring and half termly data review (undertaken by teachers). Phonics testing outcomes show progress made and assessments clearly identify gaps that are addressed through interventions.	Maintain Reading at home is through an online resource. How effective is this for disadvantaged learners? Cost of cover for teacher led assessments for all.	G
Targeted teaching assistant support & PD – to deliver high quality individual and small group targeted support	See above as the support team deliver a significant amount of the chosen approaches. Following POMs, TAs support 'keep up / interventions' reviewed and implemented to accelerate the progress of disadvantaged learners. Provision is regularly reviewed to ensure provision is having impact for learners. Targeted learning support has clear timescales for implementation. Following the increase of disadvantaged learners from local primary schools through in-year admissions, a significant amount of time has been allocated to enable them to effectively access learning.	Maintain Review allocation % of TAs. Member of SLT to undertake baselines for quicker identification of gaps FiF funding applications.	G
Purposeful Parent Partnerships and Family Support Worker Service Purposeful parental partnership created through high impact, low threat activities FSW service who provide a wide range of support to vulnerable families; DDSL, attendance and family engagement	Vulnerable families are supported and able to access a range of resources that are school and non-school based. The FSW service (bought in from September 2022) has had significant impact for our vulnerable learners. Direct work has been successfully undertaken with vulnerable families and all families have been signposted to the wide range of PD available for parents. The FSW service relocated schools in April 2026 and are looking to create a more bespoke approach for 'buy-in schools'. School leaders have built effective partnerships with their dedicated families and this has extended to younger siblings joining Day Care. The school has delivered a series of 'low threat, high impact' parental events that occur across the year which has improved parental trust and engagement. Outcomes from this have been captured through Ofsted Parent View (December 2025 and April 2026). Inclusion Hub leader / SEND TA have continued provisions such as 'well-being' club along with undertaking 'stretchy play' to enable vulnerable learners to be supported at break and lunchtimes.	Maintain Review of bespoke support and engagement from families. Unconditional positive regard to be embedded across the school for strong relational practice.	

Pastoral work Bespoke support led by Inclusion Hub leader and TAs within Hub.	Pastoral well-being TA positive impact on vulnerable learners with focus on self-regulation so able to access learning within class and manage anxieties. Once ready to learn, TA supports specific learners with Reading Revival packages as often the SEL stems from not being able to read. As a trusted adult, learners enjoy this programme. Team member supports children to reintegrate successfully onto the playground and positive interact with other children. All learners supported by the non-class based TA are either vulnerable or entitled to PPG funding. The work has prevented further suspensions / permanent exclusions. There were no permanent exclusions in 2025-2026. Suspensions in 2025-2026 required to enable school to review provision. Successful integration for suspended learners with bespoke support plans in place. In addition, Play Therapy has been in place (1 day per week) for 2025-2026 Executive Head Teacher, Inclusion Leader and SEMH TA all attended MtGN suite of PD Summer 2026. To be expanded to the wider team.	Review and update Review timetables for team to avoid 'sticky' TA models Difficult to review impact of play therapy. Discontinue 2026-2027 PD: Meeting the generational needs for all teachers and TAs	G
Attendance Bespoke approach to raising awareness of attendance through effective learner and parent partnerships Use of transparent communication systems.	Parents have improved clarity regarding their child's absence (using percentage and days). Central display shows daily attendance statistics. Vulnerable daily learner checks by leaders and office team to enable link adults to contact parents / undertake home visits if no contact from parent. Dedicated team member in school office for attendance. Teaching team have 'persistently absent' list from 2024-2025 academic year and have taken a proactive approach with monitoring and logging attendance on CPOMs. School regularly uses the DfE attendance data and leaders have sharpened their monitoring to all FSM learners.	Maintain DfE monitoring has proved invaluable 2025-2026 to be created for teaching team Expand 'daily check' list based on individual attendance outcomes Attendance policy reviewed	G
Inclusion support (Inclusion Hub Leader) Additional professional and administrative support to Inclusion lead in relation to disadvantaged pupils with SEND and inclusion needs	Inclusion AHT 'PPG Championer' so this role provides the time for Inclusion lead to focus on bespoke learning support packages required for disadvantaged learners with SEND. The Inclusion Hub leader has supported a significant number of vulnerable learners through SEL packages as this builds the holistic understanding of learners and their needs. The number of learners requiring this support has increased through in-year admissions. Inclusion Hub leader is now a DDSL as a significant amount of their work is working with our most vulnerable families. Therapeutic Thinking online resources are supporting the team to understand learners and their needs	Maintain Review funding % following increase of need through in-year admission Increase use of online tools (TT and VSEND)	G

	Development of: • EHCP applications • Single Service Requests • Medical need care plans • PEEPs • RAMPs • SEL support	PD around DDSL role to be explored. Allergy Policy. School to write and implement September 2026.	
Curriculum entitlement enrichment. Fund disadvantaged learners to enable them to access curriculum enrichment and extra-curricular activities	All disadvantaged learners had full curriculum entitlement (swimming, school journeys / visits, First Access (Music) in 2025-2026. All enrichment activities for 2025-2026 linked to the Curriculum and were purposeful therefore enhance learning opportunities. Extra-curricular provision specifically targeted vulnerable learners to access activities that parents would not prioritise spend due to financial constraints. All external providers offered a PPG place. The use of Sports Premium has enabled a wider offer for both funded and non-funded vulnerable learners to participate in extracurricular sporting activities. Maintain spending levels in this area for the 2026-2027 financial year due to the increased financial pressures on families.	Maintain Enrichment guidance provided by DfE. SLT member to lead on this from September 2026.	G
The Pupil Premium evaluation and impact report May 2026 is a more detailed review and outlines spending priorities for 2026-2027 Financial and Academic Year.			

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
NA	

Further information (optional)

This strategy is based on attainment outcomes and ensuring provision ‘wraps around’ the child.

External factors are impacting on all learners and therefore early intervention (Communication, language and Early Reading) is crucial to enable disadvantaged learners to achieve in line with their non-disadvantaged peers. Hence why foundational skills and knowledge has been prioritised in the 2025-2028 Strategy.

The impact of the curriculum (implemented in September 2022) is evident through monitoring. The design of this curriculum enables all learners to take a fully active role as scaffolding and modelling is key. This curriculum continues to evolve with the introduction of ‘The Code’ for Oracy.

The school continues to invest significantly in professional development for teachers and the support team to understand the pedagogy on how learners learn and how to remove barriers to learning. This enables them to deliver high-quality learning, teaching and intervention sessions.

From the 2026 RAG evaluation, it was clear that the pastoral and well-being support had had a positive impact on our vulnerable learners. They have been applying their strategies and are far more resilient in the classroom. This has enabled the school to refine the strategy to build on SEL and include wider academic support.

The school is aware that all vulnerable learners have bespoke needs so common challenges and individual needs were at the forefront of the writing of our 2025-2028 strategy.