

# 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	428
Proportion (%) of pupil premium eligible pupils	14%
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	July 2026
Statement authorised by	Miss Prickett
Pupil premium leads	Miss Prickett (Executive Head Teacher) Mrs Wall (Assistant Head Teacher for Inclusion)
Governor lead	Mrs Nicola Winch

## Funding overview (2025-2026 Financial Year)

Detail	Amount
Pupil premium funding allocation this academic year	£80 295
Recovery premium funding allocation this academic year	£ 0
EYPP Grant	£2 280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£82 575</b>

# 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. <b>Evidence:</b> 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. <b>Evidence:</b> Reduction of difficult behaviour in class incidents, Boxhall profile data, Therapeutic Thinking, anxiety mapping, VSEND, book studies, pupil voice, termly club participation analysis

<p>Improved reading and maths attainment among disadvantaged pupils.</p>	<p>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.</p> <p><b>Evidence:</b> end of year outcomes data, phonics assessments, pupil outcome meetings, diagnostic assessments, moderation, internal data tracking and analysis</p>
<p>Disadvantaged learners make strong progress from their starting point through quality first teaching and bespoke precision support.</p>	<p>Curriculum model is cyclical and offers over learning opportunities enabling disadvantaged learners to make accelerated progress. Gap in attainment narrowed.</p> <p>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.</p> <p>PD programme providing all staff with skills and knowledge to adapt teaching. Suite of training to support vulnerable learners with SEND and SEMH</p> <p><b>Evidence:</b> POMs, termly PD overview, PD evaluations, 'intervention' impact reports, Boxhall Profile, TT electronic toolkit, Literacy gold, attendance statistic</p>
<p>To provide high quality TA targeted support including dialogue time with teachers to support disadvantaged learners make strong progress</p>	<p>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.</p> <p><b>Evidence:</b> Leuven, Boxhall, WellComm, Learning Walks, book studies, POMs, end of year attainment outcomes</p>
<p>To increase parental engagement and aspiration for disadvantaged pupils</p>	<p>Purposeful parental engagement sessions that are low threat and have high impact modelling to parents how to support their child to thrive.</p> <p><b>Evidence:</b> 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</p>

## Activity in this academic year (2025-2026)

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: £ 30 258

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership of standards and pupil premium (Pupil Premium Championer) 25% of FTE</p>	<p>Evidence from high-performing primary schools, regardless of socio-economic context, have prioritised:</p> <ul style="list-style-type: none"> <li>• Strong and visionary school leadership</li> <li>• Shared sense of purpose</li> <li>• Engaging parents and carers</li> <li>• High quality teaching</li> </ul>	<p>1,2,3,4,5</p>
<p>A committed programme of professional development for teachers and support staff</p>	<p>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.</p> <p>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.</p> <p>All staff are responsible for disadvantaged pupils. High quality PD improves quality first teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium">https://educationendowmentfoundation.org.uk/using-pupil-premium</a> September 2025</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</a></p>	
<p>Purchase of Curriculum resources including SSP, Early Reading and Early Maths linked resources</p>	<p>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.</p> <p>For 2025-2026 the school is implementing HFL ESSENTIALs Maths Vs2.0 (with PD for implementation from Maths Advisers)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	<p>1,2,3,4,5</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	
Recruitment, retention and PD for qualified teachers and support team for Nursery learners. (EYPP)	<p>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.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit">https://educationendowmentfoundation.org.uk/early-years/toolkit</a></p>	1,2,3,4,5
<p>Improve the quality of social and emotional learning.</p> <p>Therapeutic approaches reviewed and embedded into practice that includes regular PD opportunities for staff</p>	<p>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.</p> <p>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. Unconditional positive regard to be embedded within the therapeutic suite of resources. PD to have a cyclical 'drip' approach to develop the knowledge and skills of the whole school team.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	1,2,4,5

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

Budgeted cost: £ 39 630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Speech, language &amp; communication</b></p> <p>WellComm screening across EYs and KS1. Bespoke SaLT support for individuals.</p> <p>Curriculum includes oracy strategies.</p>	<p>Speech, language and communication interventions can have a positive impact on pupils' language skills. Teaching communication and Oracy through the Curriculum is embedding in 2025-2026.</p> <p>School is developing young leader roles which include club leadership. Disadvantaged learners are being prioritised in phase 1 of the project.</p> <p>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).</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment</p>	1,2,3,4,5

Learner leadership to develop communication	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/projects-and-evaluation/projects/voice-21-pilot&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=oracy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/projects-and-evaluation/projects/voice-21-pilot&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=oracy</a>	
<b>'Keep up' provision</b> for targeted children in KS2	<p>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</p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,3,4
<b>Delivery of phonics based interventions</b> enabling teacher-led and TA led targeted small groups across EYs, KS1 and as appropriate in KS2	<p>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 2025-2026 are around 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.</p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2,3,4,5
<b>Targeted teaching assistant support &amp; PD</b> – to deliver high quality individual and small group targeted support	<p>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 2025-2026 TAs have been streamlined to work across classes when delivering interventions and targeted support. Significant investment in PD including: writing intervention, using manipulatives in maths</p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1,2,3,4

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

Budgeted cost: £ 29 796

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Purposeful Parent Partnerships and Family Support Worker Service</b></p> <p>Purposeful parental partnership created through high impact, low threat activities FSW service who provide a wide range of support to</p>	<p>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.</p> <p>2025-2026 Senior Leaders allocated to vulnerable families to build a positive relationships underpinned by the schools' values. Leaders champion children to support smooth transition into school.</p> <p>Following a suite of activities for parents in 2024-2025, 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 2025-2026.</p> <p>Inclusion Hub leader and FSW service to continue to support families.</p>	2,4,5

vulnerable families; DDSL, attendance and family engagement	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
<b>Pastoral work</b> Bespoke support led by Inclusion Hub leader and TAs within Hub.	High quality therapeutic intervention targeted at children with emotional, behavioural or learning difficulties <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1,2,5
<b>Attendance</b> Bespoke approach to raising awareness of attendance through effective learner and parent partnerships  Use of transparent communication systems.	For 2025-2026, attendance systems have been 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 attendance on a daily basis. Teaching team advised of the children that had been identified as 'persistently absent' in the previous academic year for them to build positive relationships and encourage improved attendance.  <a href="https://educationendowmentfoundation.org.uk/news/evaluation-report-release-pupil-absence?utm_source=/news/evaluation-report-release-pupil-absence&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/news/evaluation-report-release-pupil-absence?utm_source=/news/evaluation-report-release-pupil-absence&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a>	2,5
<b>Inclusion support</b> (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: <ul style="list-style-type: none"> <li>• Create a positive and supportive environment for all pupils without exception</li> <li>• Build an ongoing, holistic understanding of pupils and their needs</li> <li>• Ensure all pupils have access to high quality teaching</li> <li>• Compliment high quality teaching with carefully selected small group / 1:1 interventions</li> <li>• Work effectively with TAs</li> <li>• Understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review'</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1,2,3,4,5
<b>Curriculum entitlement enrichment</b>  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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2,3,4,5

**Total budgeted cost: £ 99 684.** 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 **2024 to 2025 academic year**.

In 2024-2025, 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, 76.4% of the cohort achieved a Good Level of Development (71.7% in 2024 and 45% in 2021). 79% of Pupil Premium Eligible learners achieved GLD. 79% of PPG eligible learners met the expected standard in PSED, Reading, Writing and Maths. For children who did not achieve GLD, a bespoke handover occurred to enable targeted support in Year 1.

Little Wandle SSP was implemented in November 2021. 83.1% of all learners met the phonics screening expected standard (an increase of 8% from 2023) with 85.7% of the disadvantaged learners meeting the standard. Little Wandle targeted support packages have had impact for the Year 1 cohort. Strategy spend for the 2025-2028 strategy will continue to focus on Communication and Early Reading to support the in-year admissions who are new to UK schools.

At the end of KS1, 69% of the cohort achieved the expected standard in Reading with 57.2% of disadvantaged learners meeting the expected standard. 58% of the cohort met the expected standard in writing with 42.9% of disadvantaged learners meeting the expected standard. 73% of the cohort achieved the expected standard in Maths (increase of 2% from 2024) with 42.9% of disadvantaged learners meeting the expected standard. 14.3% of disadvantaged learners are working at Greater Depth in Maths.

This cohort had extremely high mobility throughout the year with many learners joining significantly below Year 2 expectations. Of the 7 disadvantaged learners in Year 2, 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 through the embedding of the HFL ESSENTIAL writing. To enhance the PD package the school is working with English and Maths advisers from external sources to support us with scaffolding and purposeful practise.

In 2025 the number of learners met the phonics screening was sustained from 2024. The 2025 cohort had lower GLD outcomes than the previous cohort. PSED was a significant area for development in advance of implementing Little Wandle 'rapid catch up' programme. 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. Early Reading for disadvantaged learners with additional barriers continues to be a priority and will remain part of the strategy for 2025-2028.

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.

End of KS2 2025 outcomes increased again from 2024 with 69.5% of the cohort achieving the combined expected standard. This continues the upward trend. This is 7% above National. 11.9% of the cohort achieved the higher expected standard (3% above National). 50% of disadvantaged learners achieved the combined expected standard with 14.3% of disadvantaged learners achieving the combined higher expected standard (a 6% increase from 2024).

Attainment scores for Reading (106.6) and Maths (105.3) are above the National average. For disadvantaged learners, the average score for Reading:106 (108 in 2024, 102 in 2023 and 99.9 2022) and Maths 102 (102 in 2024, 100 in 2023 and 96.1 in 2022) is the impact of this three-year strategy of targeted support, high quality first teaching and curriculum.

Attainment 2025	Reading		Writing		Maths	
	Expected	Higher	Expected	Higher	Expected	Higher
All	79.7%	39%	74.6%	13.6%	79.7%	30.5%
Disadvantaged	71.4%	35.7%	64.3%	14.3%	64.3%	28.6%

This practice will continue in 2025-2026. The impact of 2024-2025 Maths priorities is evidenced in the data outcomes with an increase of 9% for all and 14% increase for disadvantaged. The school is above National outcomes in all assessed areas.

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 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 this service.

Chosen approach	Evaluated impact	Lessons learned	Impact RAG
<b>Leadership of standards and PP</b>  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. <ul style="list-style-type: none"> <li>Continue to Improve high quality first teaching, learning and assessment for disadvantaged through robust performance appraisal</li> <li>Securing targeted and specialist support for disadvantaged learners with complex vulnerabilities e.g. attendance, child protection, family support</li> <li>Early intervention – vulnerable learners prioritised</li> <li>Continual provision review, mapping provision to meet need and monitoring impact of implementation</li> <li>Detailed tracking of outcomes of disadvantaged learners, including through pupil outcome meetings</li> </ul>	Maintain	G
<b>Professional development for teachers and support staff</b>	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. CUSP resources are embedding into practice with robust monitoring (through book studies). CUSP Curriculum	Maintain  PD to develop purposeful practise,	G

<b>(Including purchase of curriculum resources)</b>	includes PD. Embedding of CUSP Reading and CUSP Early Years. SSP continues to embed with 'catch up' and SEND resources implemented.	scaffolding and professional reading	
<b>Recruitment, Retention and PD for qualified teachers and support team for Nursery learners (EYPPG)</b>	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	G
<b>Improve the quality of SEL.</b>  <b>Therapeutic approaches embedded into practice including ongoing PD for staff</b>	Due to the high numbers of learners requiring a therapeutic approach, PD delivered to the whole school team to ensure consistency across the school. A 'chill club' was established for lunchtimes to support learners self-regulate during lunchtime periods and to teach them how to play and take turns with others. Reintegration onto the playground through a 'stretchy play' approached where learners are supported by an adult. This was an intense adult model which reduced suspensions and avoided permanent exclusions.  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 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 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.	Maintain  SEL needs remain high with more learners requiring a therapeutic approach and strategies above ordinarily available provision.  Positive Regard to be embedded.	G
<b>'Keep up' provision for targeted children across the school</b>	Pupil set up meetings (September 2024) and pupil outcome meetings (December 2024) enabled priorities to be identified and impact of Autumn term provision effectively evaluated. From this meeting, provision was reviewed to ensure the gaps in components are swiftly addressed.  Impact of provision reviewed termly at POMs ensuring that disadvantaged learners received targeted academic support.  Small group support during the school day and additional focus groups (led by teachers) targeted specific gaps enabling strong progress to be made, especially for Year 6 learners.  TAs (2 hours per week) delivering programmes bespoke to need. This included 'Catch up' and 'SEND' phonics. Data	Maintain  Higher numbers of vulnerable learners are in KS2.  Streamline intervention strategies for precision intervention  Review TA hours following	G

	evidence shows that disadvantaged learners benefited from this bespoke support.	intervention review	
<b>Speech, language and communication</b>	<p>SALT provision in place for Nursery and Reception learners using WellComm Screening. Intense package of support in place across the year as significant SaLT identified by school.</p> <p>S&amp;L support across the school for learners who have advice from SaLT therapists and for those awaiting NHS SaLT assessments.</p> <p>Support also includes Reading Revival programmes where external advice identifies that phonics is not having the intended impact.</p>	<p>Maintain</p> <p>Dedicated staff member for EYs. Inclusion Hub team members to be trained in programme</p>	G
<b>Inclusion support</b> (Inclusion Hub leader) Additional professional and administrative support to Inclusion lead in relation to disadvantaged pupils with SEND and inclusion needs	<p>Development of:</p> <ul style="list-style-type: none"> <li>• EHCP applications</li> <li>• Single Service Requests</li> <li>• Medical need care plans</li> <li>• PEEPs</li> <li>• SEL support</li> </ul>	<p>Maintain</p> <p>Review funding % following increase of need through in-year admission</p>	G
<b>Partnership and Community manager and Family support worker service</b>	<p>Priority focus:</p> <ul style="list-style-type: none"> <li>• 'Team around the family meetings'</li> <li>• Analysis of vulnerable children data</li> <li>• Child Protection conferences / core group meetings</li> <li>• CIN meetings</li> <li>• Funding grants for vulnerable families</li> <li>• Lead co-ordinator for S17 / S47 requests</li> <li>• Parental liaison (FSW) providing additional resources for vulnerable families</li> </ul> <p>FSW team having positive impact with children and their families.</p>	<p>Revise</p> <p>FSW contract to continue. P&amp;C post redundant. Work deployed to senior leaders / inclusion hub.</p>	A
<b>Curriculum entitlement enrichment.</b>  Funds to enable disadvantaged learners have full access to the curriculum and extra-curricular activities.	<p>All disadvantaged learners had full curriculum entitlement (swimming, school journeys, First Access (Music) in 2024-2025.</p> <p>All enrichment activities for 2024-2025 linked to the Curriculum and were purposeful therefore enhance learning opportunities.</p> <p>Extra-curricular provision specifically targeted vulnerable learners to access activities that parents would not prioritise spend due to financial constraints.</p>	<p>Maintain</p> <p>Purposeful learning curriculum enrichment opportunities</p>	G
The Pupil Premium evaluation and impact report June 2025 is a more detailed review and outlines spending priorities for 2025-2026 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)

The current PPG strategy was written by the Head Teacher and Deputy Head teacher in September 2022 enabling the new Head Teacher to undertake a thorough review of previous spend priorities.

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 Early Reading has been prioritised along with Communication and Language in the 2022-2025 Strategy.

The new curriculum was fully implemented in September 2022. The design of this curriculum enables all learners to take a fully active role as scaffolding and modelling is key. There are many practical and investigative aspects to this Curriculum which is capturing enthusiasm and improving engagement. In September 2023, the school implemented the CUSP Reading Curriculum which has significantly improved the quality of teaching of Reading which can be evidenced through the 2024 and 2025 end of KS2 outcomes. The school has invested significantly in professional development for teachers to understand the pedagogy on how learners learn enabling them to deliver high quality learning and teaching sessions. This professional development is widening to the support team to enable them to enhance their skills.

From the June 2025 review, 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 are taken into account when writing the 2022-2025 strategy.

This three year strategy has now concluded with improved attainment outcomes and behaviours for learning. Ofsted, June 2025 also recognised the work of the school “children thrive on the encouragement and targeted support that adults provide”.

Using a wide evidence base, the school is now writing the 2025 – 2028 strategy.