

Pupil premium strategy 2026-2029

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils in 2026-2029

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged¹ pupils last academic year.

School overview

Detail	Data
School name	Springfield Community Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sian Davies PA Executive Principal
Pupil premium lead	Jack Sloan Headteacher
Governor / Trustee lead	Janet Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,505
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£101,505
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

¹ The term "disadvantaged" is problematic, but used in this document as defined by the DfE: For Pupil Premium in the UK, "disadvantaged students" specifically means those eligible for Free School Meals (FSM) in the last 6 years (Ever 6 FSM), children Looked After (LAC) by the local authority, or those previously Looked After (adopted, special guardianship, etc.), plus children of armed forces personnel. This funding helps schools narrow the achievement gap by supporting these students who face barriers to learning due to economic or social disadvantage.

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

Learn together, grow together is our school motto. We view our curriculum as our children's opportunity and we aim to provide the knowledge, skills, and opportunities to improve the life chances for all our educationally disadvantaged pupils.

Our school ethos is underpinned by the highest expectations of all children and there is a school-wide commitment to securing and raising achievement for disadvantaged pupils; this includes securing progress for those who are already high attainers. Our intention is that all pupils, irrespective of their background or challenges they may face, make strong progress and attain highly across all subject areas.

High-quality teaching is at the heart of our approach. Research evidence proves that this will have the greatest impact on closing any attainment gaps and will also benefit non-disadvantaged pupils at our school. A strategic and personalised approach to professional development ensures that all pupils have access to the best teachers and are supported by well-trained additional adults.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our strategy for all our educationally disadvantaged pupils is based on four key principles:

- Quality-first teaching by excellent teachers, supported by our leadership and support staff teams
- High expectations for children's progress and wellbeing
- Responsive and personalised provision
- Partnership with families and outside agencies

Challenges

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

#	Challenge	Detail of challenge
1	Language and vocabulary gaps	Underdeveloped receptive and expressive language skills among many disadvantaged pupils, particularly evident in Reception on-entry assessments. 41.1% of our pupils are eligible for FSM (compared to 24.3% nationally) and 66.3% have EAL (compared to 22.8% nationally). The vocabulary gap persists from KS1 through to KS2, particularly among disadvantaged, SEND and EAL pupils.
2	Lower outcomes in EYFS prime areas	On entry to Reception, between 35-50% of disadvantaged pupils arrive below age-related expectations in PSED, Communication and Language, and Physical Development, compared to 4-18% of other pupils. This gap narrows but remains significant through to KS2.

3	Phonics to reading transition	While 100% of disadvantaged pupils achieved the expected standard in the Year 1 phonics screening check in 2024-25, we recognise that given our small cohorts and significant EAL/SEND needs, there will be year-on-year variance. Our key focus is ensuring pupils who learn to decode using phonics successfully transition to becoming fluent, comprehending readers in KS1 and KS2, using Christopher Such's approach including the 3 lesson structures (close read, extended read, fluency lesson) and the 5-day reading cycle.
4	Support for pupils with overlapping vulnerabilities (PP + EAL + SEND)	Rigorous analysis of 2024-25 outcomes shows that disadvantaged pupils with English as an Additional Language, particularly those at early stages of English language acquisition, face the highest risk of not achieving expected outcomes. All 3 disadvantaged pupils who didn't achieve expected standard at KS2 in 2024-25 had EAL. While pupil mobility can compound these challenges, our data shows that stable cohort pupils with overlapping vulnerabilities (PP + EAL, or PP + EAL + SEND) require intensive, targeted support to achieve expected outcomes, particularly in writing.
5	Attainment at greater depth in KS1	Analysis of 2024-25 data identified KS1 Greater Depth as a significant area for development, with 0% of disadvantaged pupils achieving GDS in reading, writing or mathematics. This affects our most able disadvantaged pupils' progress and ambition. Currently 10% of children entitled to pupil premium are projected to be at the higher standard in reading, writing and maths combined at the end of current Year 2.
6	Writing attainment, particularly for pupils with EAL	Analysis of 2024-25 KS2 outcomes revealed that writing was the primary barrier to achieving expected standard in combined RWM. All 3 disadvantaged pupils who didn't achieve expected standard were assessed as Working Towards Standard in writing. This pattern is particularly evident among disadvantaged pupils with EAL, who require targeted support in both composition and transcription.
7	Parental confidence in supporting learning	Surveys and discussions with families have identified a lack of confidence among some parents/carers in supporting pupils with learning at home, particularly in reading and mathematics.
8	Limited cultural capital	Discussions with pupils and families have identified limited opportunities for social, cultural or educational experiences beyond their immediate home environment for some disadvantaged pupils.
9	Social and emotional needs	Our assessments (including wellbeing surveys) and discussions with pupils and families have identified social and emotional issues for some disadvantaged pupils, requiring targeted pastoral support.

10	Attendance variance	While persistent absence has improved from 27% (2022-23) to 17.6% (2024-25) for disadvantaged pupils, significant variance exists across year groups. Reception (84.4%), Year 3 (85.5%) and Year 6 (85.7%) attendance for PP pupils requires attention.
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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
Improved oral language and vocabulary	<ol style="list-style-type: none"> Assessments and observations show significant improvements in oral language for disadvantaged pupils Evidence triangulated through lesson observations, book scrutiny, pupil book study and formative assessments Pupils confidently use Tier 2 vocabulary through the SEEC model (Select, Explain, Explore, Consolidate)
Sustained excellence in early reading	<ol style="list-style-type: none"> Year 1 Phonics: 90%+ of disadvantaged pupils pass (maintaining 2024-25 achievement of 100%) KS1 Reading: 80%+ meet expected standard (in line with or above national for disadvantaged pupils) Successful transition from phonics to fluent reading using the 3 lesson structures and 5-day reading cycle FFT fluency assessments show 80%+ of children decoding at age-appropriate levels by Year 3
Strong reading and writing attainment at KS1 & KS2	<ol style="list-style-type: none"> KS2 Reading: 80%+ of disadvantaged pupils meet expected standard (aspirational target) KS2 Writing: 80%+ of disadvantaged pupils meet expected standard (aspirational target) Internal tracking shows accelerated progress from starting points Specific focus on writing for PP + EAL pupils, with targeted intervention reducing the proportion assessed as WTS
Mathematics attainment at KS1 & KS2	<ol style="list-style-type: none"> KS2 Mathematics: 85%+ of disadvantaged pupils meet expected standard (aspirational target) Outcomes consistently above national average for disadvantaged pupils Mastery approach with responsive teaching successfully closes gaps
Greater Depth attainment in KS1	<ol style="list-style-type: none"> 10% of PP pupils achieve higher standard in RWM combined by end of Year 2 Most able disadvantaged pupils make accelerated progress towards higher standards Consistent moderation ensures accurate assessment Actions linked to dialogic teaching, adaptive approaches and reading implementation plans
Enhanced support for pupils with EAL	<ol style="list-style-type: none"> All disadvantaged pupils with EAL have their stage of English language acquisition accurately assessed using Bell Foundation framework Targeted language intervention for PP + EAL pupils at early stages of English acquisition Systematic vocabulary instruction embedded across all subjects

	<ol style="list-style-type: none"> PP + EAL pupils make accelerated progress in writing from their starting points
Improved wellbeing	<ol style="list-style-type: none"> Qualitative data from pupil voice, surveys and observations shows sustained high wellbeing Significant reduction in behaviour incidents among disadvantaged pupils Increased participation in enrichment activities, particularly among disadvantaged pupils Effective use of WAMHS support and therapeutic services
Access to enrichment and cultural capital	<ol style="list-style-type: none"> All children access carefully mapped rich learning experiences across all classes Disadvantaged pupils receive free/subsidised access to extracurricular activities Curriculum reflects diversity and provides representation for all pupils
Improved attendance	<p>Overall targets (2025-26):</p> <ol style="list-style-type: none"> Whole school attendance: 95%+ PP pupil attendance: 94%+ Persistent absence (all pupils): below 10% PP persistent absence: below 15% <p>Year group specific targets for PP pupils:</p> <ol style="list-style-type: none"> Reception: 92%+ (currently 84.4%) Year 3: 90%+ (currently 85.5%) Year 6: 90%+ (currently 85.7%) Years 1, 2, 5: 93%+ (currently 90-92%) <p>Three-year aspirational targets (by 2027-28):</p> <ol style="list-style-type: none"> Close gap between PP and non-PP attendance to within 2 percentage points Reduce PP persistent absence to below 12% No year group below 93% attendance for PP pupils

Activity in this academic year

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

Teaching (CPD, resources and subscriptions)

Budgeted cost: **£38,827**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Responsive and adaptive teaching <ul style="list-style-type: none"> Training on diagnostic assessment 	EEF: Diagnostic assessments help identify areas for development and isolate specific misconceptions	1, 2, 3, 4, 5, 6, 8

<ul style="list-style-type: none"> • Strengthen formative/summative assessment use to monitor understanding and direct feedback • Insight subscription for data tracking 		
Reading curriculum development <ul style="list-style-type: none"> • Staff PD using Christopher Such's <i>Primary Reading Simplified</i> • Implement 3 lesson structures (close read, extended read, fluency lesson) and 5-day reading cycle • FFT fluency assessments (termly) • RWI portal subscription • Release time for Reading Lead 	<p>Evidence-informed practice improves teacher subject knowledge in reading fluency and comprehension. Background knowledge + reading comprehension strategies = skilled reading (Alex Quigley)</p>	1, 3, 4, 5, 6, 7, 8
Vocabulary development <ul style="list-style-type: none"> • Embed SEEC model (Select, Explain, Explore, Consolidate) for Tier 2 vocabulary • Dialogic and generative learning tasks across all subjects 	<p>Alex Quigley: <i>Closing the Vocabulary Gap</i> - explicit vocabulary teaching develops breadth and depth</p>	1, 3, 4, 5, 6, 8
Incremental Coaching <ul style="list-style-type: none"> • Release time for teachers and TAs to work with mentors • Bespoke Steplab pathways for reading lessons • Coaching underpinned by cognitive science 	<p>EEF: High quality teaching can narrow the disadvantage gap. Incremental Coaching ensures effective knowledge building and embedded practice</p>	1, 2, 3, 4, 5, 6, 8
Mathematics mastery <ul style="list-style-type: none"> • Maths Hub CPD (Sustaining Mastery TRG, Mastering Early Number) • Release time for Maths Lead 	<p>DfE/NCETM guidance and EEF: Improving Mathematics in Key Stages 2 and 3</p>	4, 5, 7
Pupil Book Study	<p>Unity Research School: Provides window into pupils' lived experience and supports iterative curriculum development</p>	1, 2, 3, 5, 6, 8

<ul style="list-style-type: none"> • Implement as tool for curriculum evaluation • Use Springfield's 'Enquire and Explore' approach 		
Oracy and language-rich environment <ul style="list-style-type: none"> • Additional TA for speech and language intervention • Whole-school play strategy to support dialogue and negotiation 	EEF: Communication and language approaches emphasise spoken language and verbal interaction, particularly benefiting disadvantaged pupils	1, 2, 4, 9
Homework club <ul style="list-style-type: none"> • Weekly sessions for targeted disadvantaged pupils • Focus on reading and maths fluency 	EEF: Digital technologies improve quantity and quality of practice. NCETM: Fluent computational skills depend on rapid recall	4, 5, 6, 7
KS1 Greater Depth provision <ul style="list-style-type: none"> • Additional resources for stretch and challenge • Training on adaptive teaching for higher attainers • Targeted support for most able disadvantaged pupils 	EEF: Effective teaching strategies that challenge all pupils, including the most able, can narrow attainment gaps	5
Enhanced EAL pedagogy and assessment <ul style="list-style-type: none"> • Training on Bell Foundation EAL assessment framework • Professional development on teaching writing to EAL learners • Subject-specific vocabulary pre-teaching strategies 	Bell Foundation and EEF: Pupils with EAL benefit from explicit vocabulary teaching, scaffolding, and opportunities for talk. Teachers should not lower expectations and should recognise that EAL pupils already speak at least one language	1, 4, 6

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

Budgeted cost: £44,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tutoring <ul style="list-style-type: none"> • Daily tutoring for pupils at risk of falling behind • RWI training for staff • English Hub engagement 	EEF: Pupils eligible for FSM receive similar or greater benefit from phonics interventions due to explicit instruction and intensive support	1, 2, 3, 4, 6
Reading and writing interventions <ul style="list-style-type: none"> • Small group tuition (KS1 & KS2) • Project Reader intervention • Enhanced staff expertise through training • Rigorous monitoring of outcomes 	EEF: Small group interventions provide opportunity to apply effective teaching strategies with intense focus on fewer learning goals	1, 2, 3, 4, 7
NELI (Nuffield Early Language Intervention) <ul style="list-style-type: none"> • Targeted pupils in Reception • Funded TA release time <p>Ongoing monitoring:</p> <ul style="list-style-type: none"> • Termly review of NELI delivery and impact with SENDCo and EYFS Lead • Half-termly monitoring of staffing stability in Nursery to ensure consistent delivery for PP pupils • Annual review of EYFS prime areas outcomes for PP pupils to assess whether NELI and other 	<p>EEF evaluation: NELI had positive impact on language skills, still evident 6 months after intervention</p> <p>Termly reviews will assess:</p> <ul style="list-style-type: none"> • Fidelity of NELI delivery • Progress of PP pupils receiving NELI • Staffing stability in EYFS • Whether additional support is needed <p>Annual review will assess:</p> <ul style="list-style-type: none"> • % of PP pupils achieving GLD vs. non-PP pupils • Gap in prime areas (PSED, C&L, PD) between PP and non-PP pupils on entry vs. end of EYFS • Whether NELI is having sustained impact (tracking into KS1) 	1, 2, 3

early interventions are closing the gap		
Mathematics intervention <ul style="list-style-type: none">• Small group tuition for targeted pupils• Focus on fluency and reasoning	Teacher assessment and SATs analysis shows pupils attending small group tuition make significant progress from starting points	4, 5
New Arrivals Protocol <ul style="list-style-type: none">• Rapid assessment within first 2 weeks• Accelerated intervention deployment for pupils with overlapping vulnerabilities (PP + EAL + SEND)• Enhanced assessment resources and intervention capacity	EEF: Early identification and targeted support for pupils at risk of falling behind can significantly improve outcomes	4

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

Budgeted cost: £33,826

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact measures
Provision of therapeutic services and funded places at after school clubs to support vulnerable pupils and their families with their wellbeing	EEF guidance: The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on	6, 7, 8, 9, 10	<p>Short-term:</p> <ul style="list-style-type: none"> • 80%+ of PP pupils accessing therapeutic services report improved wellbeing • 60%+ of PP pupils participate in at least one after-school club per term <p>Medium-term:</p> <ul style="list-style-type: none"> • Reduction in behaviour incidents among PP pupils accessing therapeutic support

	<p>attainment than those that are solely academic in focus.</p> <p>EEF Extending School Time</p>		<ul style="list-style-type: none"> Increased engagement in learning for PP pupils participating in clubs <p>Long-term:</p> <ul style="list-style-type: none"> Sustained improvement in wellbeing measures Correlation between club participation and improved attendance/outcomes
<p>Further embedding principles of good practice set out in EEF's Parental Engagement guidance</p> <p>This will involve release time for class-based leaders and teaching staff to plan and develop workshop resources and deliver training.</p> <p>Impact tracking:</p> <ul style="list-style-type: none"> Pre- and post-workshop parent confidence surveys Home reading frequency monitoring (via reading records) Attendance at workshops tracked by PP/non-PP Follow-up surveys 6-8 weeks after workshops to assess sustained impact Pupil progress data for children whose parents attended 	<p>The <i>Working with Parents to Support Children's Learning</i> guidance from the EEF provides the following recommendations: provide practical strategies to support learning at home and offer more sustained, intensive support where needed.</p> <p>EEF Parental Engagement</p>	6, 7, 8, 9, 10	<p>Short-term (by end of each term):</p> <ul style="list-style-type: none"> 80%+ of workshop attendees report increased confidence in supporting learning at home 60%+ of PP families attend at least one workshop per year <p>Medium-term (by end of academic year):</p> <ul style="list-style-type: none"> Home reading frequency increases for children whose parents attended phonics/reading workshops Parent confidence surveys show sustained improvement 6-8 weeks post-workshop <p>Long-term (by end of 3-year strategy):</p> <ul style="list-style-type: none"> Correlation between workshop attendance and pupil progress in reading/mathematics for PP pupils

workshops vs. those who didn't			<ul style="list-style-type: none"> Increased parental engagement in school life (attendance at parents' evenings, school events)
Embed the principles of good practice set out in the DfE's Improving School Attendance guidance, particularly to address persistent absence. See detailed Attendance Action Plan for full implementation strategy	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Improving School Attendance	10	Monitored through Attendance Action Plan: <ul style="list-style-type: none"> Weekly SLT review of attendance data Half-termly LA Attendance Officer meetings Year-group specific tracking against targets Reduction in PP persistent absence from 17.6% to below 15% Improvement in specific year groups (Reception, Year 3, Year 6)
Disadvantaged pupils access structured opportunities to address the gap in broader knowledge and experience bases through enrichment activities such as clubs and trips/visits	Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes. +3 months EEF Extending School Time		Short-term: 100% of PP pupils access at least one educational visit per year; PP pupils receive free/subsidised access to extracurricular activities Medium-term: PP pupils proportionally represented in all clubs/trips; Curriculum reflects diversity and provides representation Long-term: Pupil voice shows PP pupils feel included and valued; Cultural capital gaps reduced as evidenced through curriculum assessments

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Total budgeted cost: £101,505

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.

Summary of Outcomes

Our disadvantaged pupils achieved strong outcomes in 2024-25, significantly outperforming national averages for disadvantaged pupils in most key measures:

Assessment	Springfield PP Pupils 2024-2025	National PP Average 2024-2025	Performance vs National
EYFS Good Level of Development	67%	52%	+15 percentage points
Year 1 Phonics Screening	100%	62%	+38 percentage points
KS2 Combined (RWM)	67%	45%	+22 percentage points
KS2 Reading	67%	62%	+5 percentage points
KS2 Writing	67%	58%	+9 percentage points
KS2 Mathematics	78%	59%	+19 percentage points

Our Greatest Successes

1. Phonics and Early Reading - Outstanding Achievement

100% of our disadvantaged pupils passed the Year 1 phonics screening check, compared to 62% nationally for disadvantaged pupils. This represents a 38 percentage point gap above the national average and a significant improvement from 75% in 2023-24.

By the end of Year 2, 100% of disadvantaged pupils who retook the phonics screening check achieved the expected standard, demonstrating the effectiveness of our targeted intervention approach.

What made this successful:

- Continued investment in Read Write Inc systematic synthetic phonics programme
- Daily 1:1 tutoring for pupils at risk of falling behind
- High-quality professional development for teachers and support staff
- Engagement with the local English Hub
- RWI portal subscription providing ongoing resources and training

Impact: Our disadvantaged pupils are developing strong foundational reading skills, setting them up for success across the curriculum. This is our most cost-effective intervention and demonstrates that when we provide expert, systematic teaching with targeted support, all pupils can succeed.

2. Mathematics - Significantly Above National

78% of disadvantaged pupils achieved the expected standard in KS2 mathematics, which is 19 percentage points above the national average for disadvantaged pupils (59%). At the higher standard, 22% of disadvantaged pupils achieved greater depth.

What made this successful:

- Continued engagement with the Maths Hub through the Sustaining Mastery Teacher Research Group and Mastering Early Number programmes
- Mastery approach with responsive teaching that successfully closes gaps
- Release time for our Maths Lead to embed key elements of guidance and access high-quality CPD
- Small group mathematics interventions for targeted pupils

Impact: Our disadvantaged pupils are developing strong mathematical knowledge and reasoning skills, with outcomes consistently above national expectations.

3. Early Years - Strong Foundation Despite Challenges

67% of disadvantaged pupils achieved a Good Level of Development, which is 15 percentage points above the national average for disadvantaged pupils (52%).

This is particularly impressive given our context: between 35-50% of our disadvantaged pupils arrive in Reception below age-related expectations in the prime areas (Personal, Social and Emotional Development; Communication and Language; Physical Development).

What made this successful:

- Nuffield Early Language Intervention (NELI) programme for targeted pupils in Reception
- High adult-to-pupil ratios ensuring individualised support
- Weekly support from Primary Advantage EYFS specialist
- Strong EYFS leadership and curriculum design
- Focus on language development and oracy from the earliest stages

Impact: Our disadvantaged pupils are making strong progress from their starting points, with the gap to non-disadvantaged pupils narrowing significantly by the end of Reception.

4. KS2 Combined Outcomes - Well Above National

67% of disadvantaged pupils achieved the expected standard in combined reading, writing and mathematics, which is 22 percentage points above the national average for disadvantaged pupils (45%).

What made this successful:

- High-quality teaching supported by our incremental coaching programme
- Strategic professional development focusing on subject knowledge
- Small group tuition for reading and mathematics
- Rigorous monitoring and responsive intervention
- Strong pastoral support and wellbeing provision

Impact: Our disadvantaged pupils leave Springfield well-prepared for secondary school, with outcomes that significantly exceed national expectations.

Key Stage 1 Outcomes

At Key Stage 1, teacher assessment data shows:

- **Reading:** 73% of disadvantaged pupils achieved the expected standard
- **Writing:** 73% of disadvantaged pupils achieved the expected standard
- **Mathematics:** 82% of disadvantaged pupils achieved the expected standard

These outcomes demonstrate that our disadvantaged pupils are making good progress through Key Stage 1, building on the strong foundations established in Early Years and phonics.

Areas for Development

While we are proud of our disadvantaged pupils' achievements, we have identified key areas for improvement:

1. Greater Depth Attainment at KS1

0% of disadvantaged pupils achieved greater depth in reading, writing or mathematics at KS1. This also affected all pupils in the cohort and represents a clear area for development.

Our analysis identified that pupils who were on track for greater depth during Year 1 did not sustain this trajectory through Year 2, particularly in mathematics where 37% of pupils on track for greater depth only achieved the expected standard.

Actions for 2025-26:

- Implementing specific provision for most able disadvantaged pupils
- Enhanced training on adaptive teaching and stretch and challenge
- Strengthened moderation processes to ensure consistent assessment
- Close analysis of Year 2 curriculum and assessment to identify barriers
- **Current Year 2 target: 10% of PP pupils to achieve higher standard in combined RWM**

2. KS2 Reading and Writing - Below Our Ambitious Targets

While 67% of disadvantaged pupils achieved the expected standard in both reading and writing (above national averages of 62% and 58% respectively), this was below our ambitious target of 80%.

Detailed analysis revealed that:

- All 3 disadvantaged pupils who didn't achieve expected standard at KS2 had **English as an Additional Language**
- All 3 were assessed as **Working Towards Standard in writing**
- Writing was the single most significant barrier to achieving combined RWM

Actions for 2025-26:

- Full implementation of Christopher Such's evidence-informed reading approach, including three lesson structures (close read, extended read, fluency lesson) and five-day reading cycle
- Termly FFT fluency assessments to precisely identify and address gaps
- Enhanced professional development for all staff on teaching reading
- **Targeted writing intervention for disadvantaged pupils with EAL**, focusing on composition and transcription
- Systematic tracking of writing progress for pupils with overlapping vulnerabilities (PP + EAL)
- Professional development on teaching writing to EAL learners

3. Support for Pupils with English as an Additional Language

Our rigorous analysis of 2024-25 outcomes identified that **all 3 disadvantaged pupils who didn't achieve expected standard at KS2 had English as an Additional Language**. This represents a critical finding that has reshaped our strategy for 2025-26.

The pattern shows:

- Disadvantaged pupils with EAL who are at early stages of English language acquisition face the highest risk of not achieving expected outcomes
- Writing is the primary barrier for these pupils
- Reading comprehension (rather than decoding) is the secondary barrier

Actions for 2025-26:

- Enhanced EAL assessment using Bell Foundation framework to identify stage of English language acquisition
- Targeted language intervention for disadvantaged pupils with EAL
- Systematic vocabulary instruction using SEEC model (Select, Explain, Explore, Consolidate)
- Additional speech and language support
- New Arrivals Protocol for pupils joining mid-phase with overlapping vulnerabilities

4. Attendance - Continued Focus Required

Overall, disadvantaged pupils achieved 93% attendance in 2024-25, representing an improvement from 20% persistent absence in 2023-24 to 17.6% in 2024-25. However, this remains below our ambitious target of 94%+ attendance.

Specific year groups requiring targeted support included Reception (84.4%), Year 3 (85.5%) and Year 6 (85.7%) for disadvantaged pupils.

Actions for 2025-26:

- Comprehensive attendance action plan with four strands: Leadership & Management, Relationships & Communication, Systems & Data, and Interventions
- Weekly monitoring and analysis of attendance data
- Half-termly meetings with Local Authority Attendance Officer
- Targeted support for families, including attendance clinics
- Clear escalation procedures understood by all stakeholders
- Celebration systems to promote good attendance

How We Spent Our Pupil Premium Funding

Our total pupil premium budget for 2024-25 was **£103,160**, which we allocated across three key areas:

Teaching (£38,827 - 38% of budget)

High-quality teaching is at the heart of our approach. We invested in:

- **Incremental Coaching:** Release time for teachers and teaching assistants to work with mentors, developing teaching techniques through observation, rehearsal and feedback
- **Reading Curriculum Development:** Professional development using Christopher Such's *Primary Reading Simplified*, implementation of evidence-based lesson structures
- **Mathematics Mastery:** Maths Hub CPD and release time for our Maths Lead
- **Vocabulary Development:** Embedding the SEEC model (Select, Explain, Explore, Consolidate) for Tier 2 vocabulary teaching

- **Responsive Teaching:** Training on diagnostic assessment and formative assessment strategies
- **Subject Knowledge Development:** Pupil Book Study, subject-specific CPD
- **Oracy and Language:** Additional teaching assistant for speech and language intervention
- **Homework Club:** Weekly sessions for targeted disadvantaged pupils
- **KS1 Greater Depth Provision:** Resources and training for stretch and challenge

Targeted Academic Support (£44,424 - 44% of budget)

We provided intensive, evidence-based interventions for pupils who needed additional support:

- **1:1 Phonics Tutoring:** Daily tutoring for pupils at risk of falling behind, with RWI training for staff
- **Reading and Writing Interventions:** Small group tuition using Project Reader and other evidence-based programmes
- **NELI (Nuffield Early Language Intervention):** Targeted language intervention in Reception with ongoing monitoring of delivery and impact
- **Mathematics Intervention:** Small group tuition focusing on fluency and reasoning
- **New Arrivals Protocol:** Rapid assessment and intervention for pupils joining mid-phase with overlapping vulnerabilities (PP + EAL + SEND)

Wider Strategies (£33,826 - 33% of budget)

We invested in wellbeing, enrichment and attendance to remove barriers to learning:

- **Therapeutic Services:** Counselling and mental health support for vulnerable pupils and families
- **After-School Clubs:** Free or subsidised places for disadvantaged pupils in sports, arts, STEM, music and outdoor learning
- **Parental Engagement:** Workshops on phonics, early reading, mathematics and supporting learning at home, including the Jump into a Book Together programme
- **Attendance Support:** Implementation of DfE guidance on improving school attendance, including escalation procedures and targeted family support
- **Enrichment Activities:** Subsidised access to educational visits, cultural experiences and extracurricular opportunities

Impact of Key Strategies

What Worked Exceptionally Well:

Phonics Teaching Our systematic approach to phonics, including daily 1:1 tutoring and high-quality RWI training, resulted in 100% of disadvantaged pupils passing the phonics screening check. This represents a 38 percentage point gap above the national average and demonstrates that when we provide expert, systematic teaching with targeted support, all pupils can succeed.

Mathematics Mastery Our engagement with the Maths Hub and implementation of mastery approaches resulted in 78% of disadvantaged pupils achieving expected standard at KS2, significantly above the 59% national average. This shows that evidence-informed professional development has direct impact on pupil outcomes.

NELI in Early Years The Nuffield Early Language Intervention programme continued to show sustained positive outcomes, with 67% of disadvantaged pupils achieving GLD (vs 52% nationally). Tracking shows this impact is sustained as children transition through KS1.

Incremental Coaching Our whole-school approach to incremental coaching has ensured a teaching profile that is good or better in all phases. Teachers are equipped with evidence-based strategies for engaging all pupils, resulting in measurable improvements in classroom practice.

What Worked Well But Needs Strengthening:

Reading Comprehension While our disadvantaged pupils outperformed national averages in KS2 reading (67% vs 62%), we did not meet our ambitious 80% target. Our new evidence-informed approach to teaching reading fluency and comprehension (using Christopher Such's methodology) was not fully embedded in time for the 2024-25 cohort. This is now a key focus for 2025-26.

Writing - A Critical Priority Analysis revealed that writing was the primary barrier for disadvantaged pupils who didn't achieve expected standard at KS2. All pupils who didn't meet the expected standard were assessed as Working Towards Standard in writing. We are implementing targeted writing interventions, particularly for pupils with EAL, as a strategic priority for 2025-26.

Small Group Interventions Small group tuition for reading and mathematics provided targeted support, with rigorous monitoring ensuring interventions were matched to pupil needs. We are strengthening our tracking of intervention impact to ensure maximum effectiveness and will implement pre/post intervention assessments in 2025-26.

Attendance Strategies We made good progress in reducing persistent absence from 20% to 17.6%, but attendance for disadvantaged pupils (93%) remains below our 94%+ target. Specific year groups require intensive support, and we have implemented a comprehensive attendance action plan for 2025-26.

Evaluation Against Our Intended Outcomes

Intended Outcome	Target	Achievement	Status
Improved early reading (Phonics)	80%+ pass	100% pass	Exceeded

KS2 Mathematics	85%+ EXS	78% EXS (19pp above national)	Close to target
EYFS Good Level of Development	In line with or above national	67% (15pp above national)	Met
KS2 Combined	In line with or above national	67% (22pp above national)	Met
KS2 Reading & Writing	80%+ EXS	67% each (above national)	Partially met
Improved attendance	<4% absence, no gap	7% absence, gap exists	Not met
Access to enrichment	All access experiences; PP get free access	Implemented successfully	Met

Key Findings from Our Analysis

Understanding Barriers to Achievement

Our detailed analysis of pupils who didn't achieve expected outcomes revealed important insights that are shaping our future strategy:

English as an Additional Language (EAL) and Writing

- All disadvantaged pupils who didn't achieve expected standard at KS2 had English as an Additional Language
- All were assessed as Working Towards Standard in writing
- This pattern was also evident among non-disadvantaged pupils, indicating that supporting EAL learners in writing is a whole-school priority

The Importance of Early Language Development

- Our investment in NELI and speech/language intervention in Early Years is paying dividends, with 67% of disadvantaged pupils achieving GLD (vs 52% nationally)
- Sustained tracking shows this early intervention has lasting impact through KS1

Mathematics as a Strength

- 78% of disadvantaged pupils achieved expected standard in KS2 mathematics (vs 59% nationally)
- Even pupils who didn't achieve combined RWM often achieved expected standard in mathematics

- This demonstrates the effectiveness of our mastery approach and Maths Hub engagement

What Parents and Pupils Told Us

Our September 2025 Family Survey showed overwhelmingly positive feedback:

- **86% of families agreed their child enjoys learning (94% with outliers removed)

Further information (optional)

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.
- continuing to engage in the WAHMs project. This project now aims to improve mental health and wellbeing support for children and young people in schools, colleges, specialist and alternative provision education settings in City & Hackney. We will work with our CAHMs mental health practitioner to continue to develop our knowledge in supporting pupils' mental health.
- continued engagement with the Ogden Trust through Primary Advantage to further develop teacher subject knowledge and pupil learning in science.
- release ECT 1 and +1s for additional CPD [EEF: Effective Professional Development](#)
- Two class-based teachers and subject leads are currently completing NPQs in Leading Literacy and LTD [EEF: Effective Professional Development](#)
- 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 receive free access to 2 extracurricular activities, run weekly for 1 hour after school, each term.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we drew on data from multiple sources of data including assessments, pupil book study feedback, conversations with teachers and support staff and pupils in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly in planning the 'prepare' phase of the strategy. Drawing on the guidance we have developed a clear, logical, and well-specified implementation plan which:

- a. Specifies the active ingredients of the intervention clearly
- b. Develops a targeted, yet multi-stranded, package of implementation strategies.
- c. Defines clear implementation outcomes

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 strong outcomes for pupils.