

Pupil premium strategy statement – *Holy Cross Catholic Primary school 2025/26*

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year. If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	38 (10.2%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sam Dowdeswell Headteacher
Pupil premium lead	Matthew Toogood Deputy Headteacher
Governor / Trustee lead	Jo Vickers Clancio Barreto

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£63,630

Part A: Pupil premium strategy plan

Statement of intent

The school's strategic intention is to deploy Pupil Premium funding to strengthen, sustain, and accelerate progress and attainment for all pupils. Our aim is for all pupils to succeed including those who are disadvantaged and those at risk of falling behind.

This strategy has been informed by a rigorous analysis of the specific contextual challenges faced by our pupil cohort, which include a high proportion of pupils with English as an Additional Language (EAL); delays in the early identification and assessment of SEND; underdeveloped vocabulary and language acquisition; and reduced levels of independence. As such, the strategic deployment of resources is focused on addressing these priority areas, ensuring that provision is targeted, evidence-informed, and impactful for all pupils.

The overarching aim of this strategy is to address barriers to learning and ensure equitable access to high-quality education for all pupils. The school is committed to enabling all pupils, irrespective of background or circumstance, to realise their full potential and develop the confidence, resilience, and ambition necessary for success both within and beyond the school environment.

High-quality teaching is recognised as the single most effective means of diminishing the difference in attainment between disadvantaged and non-disadvantaged pupils. Consequently, a significant proportion of Pupil Premium funding will be allocated to ensuring that all pupils are taught by highly skilled, reflective practitioners who deliver an ambitious, knowledge-rich curriculum. These practitioners will be equipped to identify, diagnose, and address barriers to learning with precision, consistency and expediency.

In accordance with national research and internal diagnostic assessments, observations, and stakeholder feedback, the school recognises that pupils from disadvantaged backgrounds are often disproportionately affected by the educational and emotional consequences of socio-economic disadvantage. Targeted academic intervention will therefore form a central component of our strategy, ensuring that pupils most affected by disrupted learning receive tailored, high-quality tuition designed to accelerate progress and close attainment gaps. Furthermore, the continuation and enhancement of the school's Social, Emotional, and Mental Health (SEMH) provision remains a key priority. This work supports pupils in developing strategies for emotional regulation, resilience, and wellbeing, thereby promoting sustained engagement and readiness to learn. The school recognises the intrinsic link between wellbeing, attendance, and attainment and continues to promote positive physical and mental health as a cornerstone of effective learning.

The school also recognises that disadvantage does not necessarily equate to a lack of talent or aspiration, but can lead to an inequitable access to opportunity. Consequently, an essential element of the Pupil Premium strategy is to enhance pupils' cultural capital through broad and meaningful enrichment opportunities, both within and beyond the school context. Facilitating access to a diverse range of experiences enables pupils to develop curiosity, self-efficacy, and ambition, whilst broadening their understanding of the world and raising aspirations. The school's evidence indicates that the provision of such opportunities has a demonstrable positive impact on both academic attainment, personal development and aspirational desires.

This strategy is driven by a responsive and diagnostic approach that considers both common barriers and the unique needs of individual pupils whilst being underpinned by a commitment to address the source of the challenges rather than simply the outcomes. The selected approaches work collaboratively, ensuring coherence and cumulative impact. To secure the effectiveness of this strategy, the school will:

- Uphold consistently high expectations for all pupils, regardless of background or starting point.
- Intervene promptly and proactively at the earliest point of identified need.
- Embed a whole-school ethos of collective responsibility, ensuring all staff are accountable for the outcomes of all pupils and committed to maintaining the highest aspirations for their achievement.
- Employ evidence-based, innovative, and creative approaches to address disadvantage effectively.
- Work in close partnership with vulnerable families to strengthen engagement and collaboration between home and school.
- Promote and sustain pupils' physical and mental wellbeing to maximise their ability to access learning and participate across the curriculum.

Through the systematic implementation of this strategy, the school reaffirms its commitment to equity, excellence, and the highest standards of provision for all pupils with monies being strategically deployed to achieve maximum effect for all our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Cultural capital opportunities for all pupils</p> <p>A large proportion of our pupils—76% of whom are EAL, speaking 23 languages across 12 nationalities—come from families living in challenging socio-economic circumstances. Many reside in HMO properties, often with no access to gardens and, in many cases, sharing a single room. The school serves a broad and highly diverse catchment area that encompasses three recognised areas of high deprivation. As a result, many disadvantaged pupils have significantly fewer opportunities to access social, cultural, and educational experiences beyond their immediate environment.</p> <p>This lack of access to enriching experiences impacts pupils' background knowledge, vocabulary development, and their ability to connect new learning to real-world contexts. It can also reduce confidence, aspiration, and engagement, particularly in curriculum areas that rely on prior cultural or experiential understanding. Overall, these combined contextual factors limit the development of</p>

	cultural capital and widen the gap in academic and personal outcomes for disadvantaged pupils.
2	<p>Phonics and reading</p> <p>Many of our pupils begin school with little or no access to books at home, as consistently observed during EYFS home visits and through ongoing conversations with pupils. This lack of early reading exposure is compounded by limited cultural capital—families often have few opportunities to provide children with a broad range of social, cultural, and real-world experiences. As a result, children enter school with reduced vocabulary, limited background knowledge, and fewer early literacy experiences, all of which hinder both phonics acquisition and early comprehension.</p> <p>These barriers are exacerbated by our high levels of EAL. Evidence from Little Wandle assessments, annual reading assessments, classroom observations, teacher feedback and pupil discussions, shows that disadvantaged and EAL pupils often make slower progress in phonics; can struggle with early reading fluency; and often have weaker comprehension skills than their peers. Limited life experiences and restricted vocabulary make it harder for pupils to infer, visualise, and make connections within texts. Consequently, their ability to fully access the wider curriculum is reduced, affecting confidence, engagement, and long-term attainment in reading and across all subjects.</p>
3	<p>Writing</p> <p>The writing skills of pupils eligible for the PPG are, in some cases, less well developed than those of their peers. Many disadvantaged pupils have limited or no access to basic learning resources at home, including books, pens, paper, or other materials needed to practise writing. This is further compounded by overcrowded living conditions, making it difficult for pupils to complete homework, practise writing, or develop independent study habits.</p> <p>Limited cultural capital also plays a significant role. Many pupils have restricted opportunities to experience a broad range of social, cultural, and real-world activities, which reduces the background knowledge and vocabulary they can draw upon when writing. As a result, pupils often struggle to generate ideas, describe experiences, or write confidently and creatively because they have had minimal exposure to the topics or contexts they are expected to write about.</p> <p>Once again, these barriers are exacerbated by the school's high proportion of EAL learners where limited exposure to English at home can make it difficult for pupils to develop accurate spelling, grammar, and sentence structure. EAL pupils often find it challenging to apply grammatical rules correctly or to write coherently, which further affects the fluency and accuracy of their written work.</p> <p>Consequently, internal assessments show that disadvantaged and EAL pupils are less likely than their peers to achieve age-related expectations in writing. Difficulties with vocabulary, SPaG accuracy, sentence construction, and overall composition contribute to lower outcomes across multiple year groups.</p>
4	<p>Oracy and vocabulary development</p> <p>A significant proportion of disadvantaged pupils begin school with limited exposure to formal spoken English, as many speak a home language other than</p>

	<p>English during their early years. With 76% of pupils at the school being EAL, a large number start school without the English vocabulary, grammatical structures, or conversational experience needed to communicate confidently. This challenge has been further intensified by the effects of the COVID-19 pandemic, where prolonged periods of isolation reduced opportunities for young children to interact socially, hear rich language, or develop early communication skills within wider community settings.</p> <p>Limited cultural capital also contributes to gaps in oracy and vocabulary. Many pupils have fewer opportunities to participate in experiences that naturally promote spoken language development—for example, visiting different places, engaging in varied activities, or having exposure to a wide range of adults and peer conversations. As a result, pupils often lack the background knowledge needed to understand new concepts and the vocabulary required to express themselves clearly and confidently. This is most noticeable with tier two and tier three vocabulary as the semantic field experienced by our families is particularly limited for our families.</p> <p>Assessments, classroom observations, and pupil discussions indicate that a number of disadvantaged pupils demonstrate underdeveloped oral language skills and restricted vocabulary. These gaps are evident from Reception baseline assessments through to Key Stage 2 and remain more pronounced among disadvantaged and EAL pupils than their peers. Limited oral language proficiency impacts confidence, comprehension, language processing, and the ability to explain ideas, reason verbally, or participate fully in classroom dialogue. This in turn affects attainment across the curriculum, particularly in reading, writing, and subjects requiring higher-level reasoning or subject-specific vocabulary (tier three vocabulary).</p>
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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
<p>Cultural capital</p> <p>To significantly increase cultural capital for all pupils. Open their eyes to their world around them, develop understanding of their world and raise aspirations for the part that they could play within it.</p>	<ul style="list-style-type: none"> • Provide a rich programme of structured enrichment experiences. • Carefully plan educational visits. • Experiences and visitors planned for all pupils across the year. • Provision of a wide range of extra-curricular activities accessed by all pupils at subsidised cost to allow children to participate in experiences that are not provided within the home environment. • Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access. • Ensuring curriculum access to all through adaptive teaching, providing experiences

	to enrich understanding and provide equitable opportunities for all.
<p>Phonics and reading</p> <p>To ensure that all pupils become proficient readers as soon as possible.</p>	<ul style="list-style-type: none"> • Make accelerated progress in Year 1 phonics screening. • Develop decoding skills to read fluently. • Increased percentage of pupils reaching expected standard in comparison to other pupils nationally. • Achievement of all pupils across the school in comparison to all pupils nationally is increased. • Phonic interventions run including a SEND program and rapid catch up. • Phonics check data for disadvantaged pupils is above that of all pupils nationally. • All pupils will make progress in reading and the percentage of children at age related expectations will increase. • Develop a love of reading by being exposed to range of texts.
<p>Writing</p> <p>To ensure that all pupils make good levels of progress in writing and become confident and able writers for different purposes and audiences.</p>	<ul style="list-style-type: none"> • Targeted teaching on groups not at ARE. • High quality interventions based on vocabulary, sentence structure, grammar and spelling. • All pupils will make progress in writing and the percentage of children at age related expectations will increase. • Writing shows a more precise application of Grammar and spelling skills. • Interventions will run to support pupils to catch up with their peers. • Attainment of all pupils in writing will be in-line or above National averages
<p>Oracy and vocabulary development</p> <p>To ensure that all pupils develop strong oral language skills and a rich, varied vocabulary, enabling them to communicate confidently and effectively across a range of contexts.</p>	<ul style="list-style-type: none"> • Assessments, observations and written work indicating significant improvement in oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative and summative assessment. • Implementation of say it, read it, write mantra before writing. • Visits to other schools to see the implementation of oracy strategies. • Confident speakers when speaking at Mass, class assemblies or other performances such as nativities or

	productions. <ul style="list-style-type: none"> • Improved ability to speak before they write. • Have clear and precise language to express ideas with clarity.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide all teachers with high-quality training in the delivery of the Little Wandle SSP programme. Provide access to appropriate resources (including phonically decodable books) and ongoing professional development to secure consistent, high-quality phonics teaching.	<p>According to the EEF, “(there is a) strong evidence base for phonics as a highly effective approach to supporting early literacy development, and the importance of ensuring that all children receive high-quality phonics instruction.”</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4
Provide a dedicated teaching assistant with targeted training to deliver the Nuffield Early Language Intervention (NELI) programme to identified pupils, ensuring consistent, high-quality support that improves their communication, vocabulary, across the school.	<p>According to the EEF NELI, “Each impact evaluation has consistently shown that the children who received the programme made additional progress in their oral language skills than those who did not receive NELI”</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli</p>	4
Provide teachers and teaching assistants	The EEF state that, “The EEF’s Early Years	3,4

with comprehensive training to deliver the Squiggle While You Wiggle programme, ensuring consistent, high-quality support for early writing and gross motor skills development to build strong pre-writing foundations.	<p>Toolkit finds that physical development approaches may also benefit children's cognitive development."</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy?approach=interactive-writing</p> <p>"some children, may need more intentional, intensive support alongside teaching writing to develop the fine/gross motor skills that underpin writing."</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p>	
Provide identified children with targeted support through the SPARKEY programme to improve literacy skills enhancing gross and fine motor skills, engagement, confidence, and overall learning outcomes.	<p>"Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing."</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches</p> <p>"To support writing in reception, it is therefore important to support children to develop: gross and fine motor skills to develop strength, coordination and positional awareness."</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p>	3,4
Provide funded release time for subject leaders to develop their expertise, to improve teaching and learning within their subject for their subject, ensure a broad and balanced curriculum offer for all children and use this to design the curriculum, plan enrichment activities, and implement targeted interventions to raise pupil achievement.	<p>According to the EEF successful implementation of subject changes needs to "Develop systems and structures that support implementation, for example, time allocation. Ensure people who enable change can support, lead, and positively influence implementation"</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	1,2,3,4
Implement Drawing Club in EYFS to	A recent study by The contribution of narrative drawing in early literacy (2025) found that narrative	3,4

engage children with high-quality texts and imaginative storytelling, enriching vocabulary, developing fine-motor skills, and promoting shared learning through guided drawing and story activities.	<p>drawing — where children create drawings and simultaneously tell a story about them — can promote reading-readiness and early literacy. In their case study of a preschool child, qualitative analysis showed that drawings + spoken narratives helped link visual representation with symbolic language and meaning making. The study argues that through drawing + storytelling children begin to understand that visual marks (lines, shapes) can symbolize meaning, helping bridge their current expressive abilities toward later reading and writing</p> <p>https://www.canigoandplaynow.com/drawing-club.html</p> <p>“To support writing in reception, it is therefore important to support children to develop: gross and fine motor skills to develop strength, coordination and positional awareness.”</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p>	
Identify and implement an evidence-informed handwriting scheme across EYFS, KS1, and KS2 to ensure consistent practice, strengthen fine-motor and transcription skills, and improve handwriting fluency, legibility, and pupils’ writing confidence.	<p>“Teaching handwriting effectively reduces the cognitive load on pupils and ensures they become skilled writers who write fluently and legibly.”</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p>	3
Oral intervention and focus within lessons-flower.	<p>Research repeatedly shows a positive link between oral interventions and academic attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>High-quality classroom discussion, are inexpensive to implement with high impacts on reading, EEF, 2021. Within the school context, continued professional development focusing on improving the use of vocabulary and language.</p> <p>“Talk itself can help pupils to build their understanding of written language and how sentences are formed.”</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p>	4

<p>Target training for staff during TD days.</p> <ul style="list-style-type: none"> - SDP/ SEF - Adaptive teaching and QFT. - SEND provision. - Safeguarding training. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>According to the EEF, “Supporting high quality teaching is pivotal in improving children’s outcomes”</p>	1,2,3,4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,907.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide tailored support for identified pupils in the form of;</p> <ul style="list-style-type: none"> - Rapid catch up sessions (Phonics) - SEND program (phonics) - Small group interventions for reading (comprehension) writing and maths - Precision teaching. - Handwriting interventions. - Reading, fluency interventions including benchmarking. - Neli interventions 	<p><u>Small group tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>Providing targeted additional support tailored to individual pupil needs has a demonstrable impact on learning. Reducing the pupil-to-teacher ratio compared to a standard classroom allows for more focused interaction, enabling educators to address specific barriers to learning. The Education Endowment Foundation (EEF, 2021) reports that such interventions can lead to an average learning gain of four months over the course of a year. Within the school context, internal data further supports the effectiveness of targeted interventions delivered within a defined timeframe. Termly evaluation and analysis ensure that structures for success are continually refined, allowing interventions to be responsive to pupil progress and needs.</p>	1,2,3,4

<ul style="list-style-type: none"> - Squiggle while you wiggle. - Drawing club. - Writing/ Spelling/ grammar interventions. - Maths booster groups. 		
<p>Sustained and intensive support is provided where needed through a combination of approaches:</p> <ul style="list-style-type: none"> • Practical support and resources for home, ensuring families can actively engage in their child's learning. • Visiting professionals from outside agencies. • One-to-one support for all pupils with higher levels of need, offering tailored interventions to accelerate learning and address specific barriers. 	<p>Parents and other adults including external agencies play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1,2,3,4</p>

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

Budgeted cost: £15,907.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA</p> <ul style="list-style-type: none"> - Provide ELSA training to ELSA lead. - Provide dedicated time for ELSA practitioner to support all pupils who would benefit from this. - Provide ELSA resources to support high quality intervention. 	<p>Research indicates that addressing pupils' social and emotional needs enhances both their wellbeing and academic outcomes. Studies demonstrate that children who receive targeted emotional support, such as through the ELSA programme, show improved engagement, greater resilience, and higher achievement, highlighting the critical role of emotional literacy in effective learning.</p> <p>https://www.elsanetwork.org/about/</p>	1, 4
<p>Wraparound care</p> <ul style="list-style-type: none"> - Provide training to after school club/ breakfast club staff to support learning, well-being and support social development. - Provide a range of activities for children to take part in both before and after school. 	<p>High-quality wraparound childcare has a demonstrable positive impact on children's outcomes. Research conducted by NatCen indicates that participation in structured activities, such as organised sports and after-school clubs, can enhance both academic performance and social development among primary school pupils. For disadvantaged children, those who attended after-school clubs achieved, on average, a 2-point higher total score in their Key Stage 2 assessments in English, maths, and science compared to peers who did not participate. This evidence highlights the significant role that well-designed wraparound provision can play in supporting attainment and broader personal development.</p> <p>https://www.gov.uk/government/publications/wraparound-and-holiday-childcare-responding-to-requests</p>	1,2,3,4

<p>Parental engagement</p> <ul style="list-style-type: none"> - Provide time for staff to plan for and deliver workshops including RHE, reading (including phonics) Maths (including the MTC). - Provide resources for teachers to plan and deliver parental engagement activities within the classroom. 	<p>Research indicates that well-structured school communication strategies can positively influence student attainment and a range of educational outcomes. Effective communication should be reciprocal, actively consulting with parents to foster collaboration. Parents play a pivotal role in supporting their children's learning, and high levels of parental engagement are consistently linked to improved academic achievement.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Careers- related learning.</p> <ul style="list-style-type: none"> - Provide time for Careers lead to plan and deliver whole school careers week. - Resources for the week. - Invite people into school in order to talk about their chosen careers. 	<p>Research highlights the importance of introducing career-related learning at an early stage. Students begin to internalize stereotypes related to gender, ethnicity, and social background from a young age, which can subsequently influence their career and subject choices. By embedding career-related learning across the curriculum, schools can broaden students' aspirations, challenge limiting stereotypes, and positively shape their future educational and career decisions.</p> <p>Home page Primary Platform (careersandenterprise.co.uk)</p>	<p>1,2,3,4</p>
<p>School trips</p> <ul style="list-style-type: none"> - Provide support for families struggling with the cost of school trips. - Opportunities to visit the theatre. - Opportunities for swimming. - Provide support for families struggling with the cost of transport. - Provide families with support in 	<p>According to Ofsted's 2019 framework, personal development is a critical component of a high-quality education. The framework emphasizes that the curriculum should extend beyond academic, technical, or vocational learning to support learners' broader development. This includes enabling students to explore their interests and talents, fostering character development such as resilience, confidence, and independence, and promoting physical and mental well-being. Enrichment activities and the wider school provision play a key role in achieving these outcomes.</p> <p>https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework#provision-inspected</p>	<p>1,2,3,4</p>

funding Year 6 camp PGL visit.		
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Total budgeted cost: £ 63,630

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

What information has been collated re PPG spend?

Accurate diagnosis of needs allows us to ensure monies are targeted at addressing the source of need and not just the outcome. Our Pupil Premium Grant spending is evidence-informed. Consequently, we prioritise ensuring that all students receive high-quality, first-class teaching—a strategy recognised by the Education Endowment Foundation (EEF) as a key focus for Pupil Premium investment. We also emphasise the importance of triangulating evidence, including pupil feedback, assessment data, and work samples, to evaluate the effectiveness of our interventions.” A brief overview of the areas where the fund has been spent this year include:

Quality-first teaching – Staffing and Staff Training

- **Strengthening teacher confidence and subject knowledge** to deliver high-quality instruction aligned with the school’s chosen SSP, *Little Wandle*.
- **Utilising high-quality, evidence-based resources**—including phonically decodable word cards—to enhance the delivery of effective early reading and phonics teaching.
- **Enhancing pupils’ language acquisition** through the implementation of the NELI programme, drawing club, squiggle while you wiggle to support early oral language development, fine and gross motor skills.
- **Providing dedicated release time for subject leaders** to drive improvements in priority curriculum areas and ensure consistent, high-quality provision across all areas.
- **Promoting a culture of reading for pleasure** through the introduction of ERIC sessions, phonics workshops, and reading workshops for pupils and families. Exposure to a wide variety of texts.
- **Investing in mathematics development**, including staff participation in Mobius Maths training to strengthen mathematical fluency, pedagogy, and subject knowledge across the school.
- **Supporting leadership development**, A number of staff are completing NPQs including the Deputy Headteacher’s enrolment in the NPQH to enhance strategic capacity and whole-school leadership.
- **Providing targeted training for teaching assistants** to enable effective in-class interventions, ensuring appropriate challenge from individual starting points and rapid progress for those not at ARE.
- **Facilitating visits to other schools** for senior leaders to observe and adopt best practice in teaching and learning.
- **Allocating additional staff and leadership time** to plan, organise, and deliver parent workshops, assessment meetings, and weekly staff CPD sessions.
- **Delivering focused staff training** to support the implementation of specific 1:1 intervention strategies that accelerate pupil progress.

Quality-first teaching - Targeted academic support

- Maths and English interventions throughout the school.
- Oral intervention and focus within lessons but also within Sparkey.
- Little Wandle
- Precision Teaching
- Reading Interventions

Quality-first teaching - Resources

- Investment in updated word cards and SEND-specific vocabulary resources, prioritising the phonics phases in which the majority of PPG pupils are currently working.
- Investment in high-quality resources to support whole-class and targeted group interventions, including NELI.
- Investment in curriculum resources that enable subject leaders to deliver and model high-quality, evidence-based teaching across their areas of responsibility.

Parental support / engagement

- PPG Workshops
- Open days and afternoons – resources and time to put together the sessions
- SATs workshops (KS1 and KS2), Phonics screening workshops, Timetable check workshops., EYFS Workshops
- RHE Workshops
- Stay and play sessions.
- Glow and read session
- Variety of school events

Providing pupils with access to opportunities

Our school provides a broad range of opportunities to engage families and enrich pupils' experiences, ensuring inclusive access for PPG students:

- **Pastoral Support:** ELSA provision to support emotional well-being.
- **Wraparound Care:** Flexible childcare before and after school to support families.
- **After-School Enrichment:** Clubs including Indian dance, chess, gardening, and art.
- **Music Provision:** Recorder/ Ukulele lessons for PPG and Year 3 students, alongside workshops such as the Rock and Pop Roadshow and Woodwind Workshop.
- **Physical Education:** Swimming lessons for Years 4 and 5, with targeted support for PPG pupils.
- **Performing Arts:** Events at the Wyvern Theatre and participation in music and drama workshops.
- **Curriculum Enhancements:** Themed events such as Maths Week to promote learning beyond the classroom.
- **Community and Social Events:** School discos and other social activities to foster engagement and belonging.
- **Educational Visits:** Enrichment trips to STEAM Centre, Westonbirt Arboretum, Cotswold Wildlife Park, Living Rainforest, and PGL, ensuring PPG pupils have equitable access.

These initiatives are designed to foster holistic development, strengthen parental engagement, and ensure that all pupils—particularly those eligible for PPG—benefit from a rich and inclusive educational experience.

How have pupils been impacted?

Rigorous assessment of pupil progress is completed, both at an individual and cohort level, through precise and regular assessments, including termly Pupil Progress Meetings. Children eligible for Pupil Premium funding are monitored for progress and attainment; staff are fully aware of the specific needs, strengths, and aspirations of these pupils, and targeted support is planned to ensure each individual is supported and challenged to reach their full potential.

The school is committed to closing the attainment gap between disadvantaged pupils and their peers, ensuring that all children, regardless of background, have access to high-quality teaching and learning opportunities. While quantitative data provides one measure of progress, it does not always capture the full impact of our work. The true measure of success lies in pupils' lived experiences: the development of confidence, resilience, and aspiration; the growth of vocabulary and communication skills; the enhancement of behaviour for learning; and, importantly, a sustained love of learning. Through this holistic approach, PPG pupils are not only making measurable academic progress but are also developing the skills, motivation, and self-belief to thrive across the curriculum and in future learning.

During a recent PPG pupil voice survey the following results were observed:

Based on surveying 21 PPG children present in school.					
Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree.
I feel safe at school	62%	38%			
I feel supported by my teacher	57%	38%		5%	
I know who I can talk to if I need help	76%	14%		5%	
I enjoy my lessons in school.	81%	19%		5%	
I have access to resources to help me.	62%	38%			
My teachers know the challenges I face.	29%	43%	29%		
I feel included in	57%	43%	5%		

all school activities					
School helps me to believe in my future.	52%	43%	5%		

When asked about the different statements children commented that,

“Teachers prepare resources that help us in our learning, like displays of vocabulary, having the starts of sentences on the board that we can use, pictures and videos.”

“I love being in school because I like my teacher and I like seeing my friends.”

The pastoral wraparound care is vital to ensure that our children come into school ready to learn. The school provides a stable environment and supports with that transition from home to school.

Many of our PPG children lack first hand cultural experiences and attending a club or trip can often enrich their life aspirations.

KS2 outcomes 2024-2025

	All pupils		Our pupils eligible for PPG		National for all pupils.	
	% at expected standard	% at higher standard	% at expected standard	% at higher standard	% at expected standard	% at higher standard
Reading	62% (37/60)	27% (16/60)	67% (4/6)	50% (3/6)	75%	29%
Writing	52% (31/60)	10% (6/60)	67% (4/6)	0%	72%	13%
Maths	72% (43/60)	20% (12/60)	67% (4/6)	0%	74%	26%

KS2 results (% of PPG children achieving expected standard)

Subject	2022/23	2023/24	2024/2025
Reading	33 % (2/6)	50% (3/6)	67% (4/6)
Writing	50% (3/6)	50% (3/6)	67% (4/6)
Maths	17 % (1/6)	50% (3/6)	67% (4/6)

KS1 results 2024/25

	All pupils		Our PPG children		National average for all pupils	
	% at expected standard	% at higher standard	% at expected standard	% at higher standard	% at expected standard	% at higher standard
Reading	56% (31/55)	11% (6/55)	75% (6/8)	25% (2/8)	72%	19%
Writing	51% (28/55)	5% (3/55)	63% (5/8)	25% (2/8)	64%	9%
Maths	40% (22/55)	4/55 (7%)	50% (4/8)	25% (2/8)	73%	17%

Year 4 multiplication check 2024/25

	All Pupils	Pupils eligible for PPG
Pupils who scored 25 (% of year)	63% 37/59	50% (4/8)
Pupils who scored 20-24 (% of year)	25% 15/59	38% (3/8)
Pupils who scored below 20 (% of year group)	12% 7/59	13% (1/8)

Year 1 Phonics screening test

% of pupils meeting the standard	All Pupils	Pupils eligible for PPG
	88%	100%

Year 2 Phonics screening retake

% of pupils meeting the standard	All Pupils	Pupils eligible for PPG
	67%	0% (All PPG children passed it in year 1)

Whole school KS1-KS2 data (Taken from Term 1 2025-26)

Subject	% of Pupils at ARE	% of PP children at ARE
Reading	174/333 (52%)	At or above: 17/39 (44%)
Writing	At or Above: 153/ 333 (46%)	At or above: 14/ 39 (36%)
Maths	At or above 170/333 (51%)	At or above - 20/39 (51%)

