

Pupil Premium strategy statement: Benjamin Adlard Primary School

EVERY STUDENT, EVERY LESSON, ALL THE TIME

“I see challenge as a temporary barrier, preparing me for something bigger!” *Alfie, age 5*

Detail	Data
School name	Benjamin Adlard Primary School
Number of pupils in school	224
Proportion (%) of Pupil Premium-eligible pupils	65% (146)
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	3 years
Date this statement was published	30 th September 2025
Date on which it will be reviewed	30 th September 2026
Statement authorised by	<i>Elma Lawson</i>
Pupil Premium lead	Luke Lovelidge

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£213,615
Recovery Premium funding allocation this academic year	£0
Total budget for this academic year	£213,615

Current Attainment 2025	PP 2025 (20 pupils)	Non-PP 2025 (6 pupils)	PP nat ave
Proportion attaining expected standard in Reading	57%	83%	63%
Proportion attaining expected standard in Writing	67%	83%	59%
Proportion attaining expected standard in Maths	52%	83%	61%
Proportion attaining expected standard in Combined	48%	67%	47%

We have reviewed thoroughly outcomes for our disadvantaged students and have identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

Reflections on 2024-25 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.

Intended outcomes	Impact
1. All teaching staff deliver consistent high-quality lessons in line with Trust and school agreed pedagogical approaches.	Quality of teaching and learning is consistently high. The principles of the Anthem Way are embedded into everyday teaching practice. As a result, disadvantaged students achieve well in school. KS2 outcomes show disadvantaged pupils (48%) were in line with national results for disadvantaged pupils (47%).
2. Reduction in PA for those children who are PP and an increase in their overall attendance.	End of year statistics in 2024/2025 showed that PP persistent absentees for children who are of school age was 14.4%. This was in line with national average and 5.8% lower than the median of similar schools (20.2%).
3. Disadvantaged pupils in Year 1 are well prepared for the next stage of their education by achieving the expected standard in the phonics screening check and developing the fluency and confidence to read with understanding.	100% of disadvantaged children achieved a pass mark in their phonics screening.

Review of the previous academic year

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

Overall Outcomes

Good progress Average progress Minimal progress

KS2 outcomes for disadvantaged pupils in the school are above national disadvantaged averages. However, the attainment gap between disadvantaged and non-disadvantaged pupils widened in the 2024 data, largely due to the complexity of the cohort. Within the disadvantaged group, 15 pupils were also identified as having SEND, including six with significant learning difficulties. Despite this, combined attainment for SEND and disadvantaged pupils was




47%, which is substantially above the national combined outcome of 18%. Closing the attainment gap between disadvantaged and non-disadvantaged pupils remains a key strategic priority.

Disadvantaged pupils performed strongly in the Year 4 Multiplication Tables Check, achieving an average score of 23.2. This significantly outperformed the national non-disadvantaged average of 21.7 and reflects the impact of focused teaching of mathematical fluency.

Early reading outcomes are a notable strength. At the end of Year 1, 100% of disadvantaged pupils achieved the phonics standard. This is well above the national average and exceeds national non-disadvantaged outcomes of 85%, demonstrating the effectiveness of systematic phonics teaching and early intervention.

In the Early Years, 57% of disadvantaged pupils achieved a Good Level of Development. This represents strong progress from very low starting points, as baseline assessment showed that none of these pupils were working at age-related expectations on entry to Nursery. Targeted support for communication, language and early learning has contributed to these positive outcomes.

Teaching

Good progress  Average progress  Minimal progress 

There has been strong progress in the development of teaching across the school. The majority of teaching drop-ins indicate that teachers are consistently effective or expert in ambitious lesson planning, behaviour management, building positive relationships, scaffolding and challenge, literacy and oracy development, guided practice, independent application and deliberate questioning. This is supporting pupils to engage confidently with learning and make secure progress across the curriculum.

A focused programme of professional development has strengthened staff expertise in making significant adaptations within the curriculum. As a result, teachers ensure that potential barriers, particularly reading and writing demands, do not limit pupils' progress in the wider curriculum. Learning is increasingly accessible for all pupils, including those with additional needs.

Targeted support continues to be identified through summative assessment processes, with strategy plans and provision maps implemented for pupils requiring targeted keep-up support or catch-up interventions. This ensures additional support is precisely matched to need and contributes to improved outcomes over time.

Overall, teaching approaches across the school are enabling pupils to build knowledge securely, apply skills confidently and develop independence as learners.

Targeted Academic Support

Good progress Average progress Minimal progress

There is growing evidence to show that pupils accessing phonics intervention support are making good progress and using skills learned to support their access to the curriculum. This is reflected in the outcomes as 100% of PP children passed the phonics check. Pupils engagement with times tables focused work is high and this is reflected in the outcomes – PP pupils MTC was 23.2, which was significantly above national non-disadvantage pupils (21.7%)

Wider Strategies (Personal Development and Pastoral Support)

Good progress Average progress Minimal progress

Focused and sustained support is provided for pupils and families experiencing social, emotional and mental health challenges. This work has a positive impact on pupils' wellbeing, engagement and readiness to learn.

A family support worker, who is also a Designated Safeguarding Lead, works closely with families who are currently open or previously open to children's services. The family support worker liaises with local mental health professionals to ensure that pupils and families who require additional support receive timely and appropriate intervention.

A full-time ELSA lead practitioner provides targeted emotional and social support for pupils who have wellbeing needs that present a barrier to learning. This ensures pupils are better able to regulate emotions, build resilience and access classroom learning.

An extensive personal development programme ensures that 100% of pupils participate in enrichment opportunities. This enhances pupils' confidence, social skills and sense of belonging.

A full-time SENDCo, who is also the Inclusion Lead, ensures that identification of need is robust through regular review of data and pupil progress. Support and provision are monitored closely, and external services are engaged where specialist input is required.

Attendance is prioritised. The attendance lead works closely with the DSL team to ensure the most vulnerable pupils are carefully tracked. Strong relationships with families support high levels of attendance. Disadvantaged pupils' attendance remains well above the median for schools with similar levels of deprivation.

Current Challenges: *key challenges to achievement that we have identified among our vulnerable pupils*

Many pupils eligible for Pupil Premium enter our Early Years Foundation Stage (EYFS) with skills and knowledge significantly below age-related expectations, particularly in communication, language, and personal, social and emotional development. On entry to Nursery, only 2 children are borderline on track for age-related expectations across the EYFS curriculum profile. We are also finding that a significant majority of pupils are not school ready when they join us; many are still in nappies, have poor expressive and receptive language, and lack basic self-care skills such as brushing their teeth or getting dressed independently. This impacts their ability to access the wider curriculum and means that fewer children achieve a Good Level of Development (GLD) by the end of Reception. Addressing these gaps early remains a key priority to ensure all children build a strong foundation for future learning, with an ambitious target of at least 75% of children being school ready by the end of EYFS by 2028.

A key barrier to improving outcomes for vulnerable pupils is the limited capacity of some parents and carers to support their children's learning at home. Many of our families have low levels of literacy themselves, often as a result of their own negative or disrupted experiences of education. A proportion of parents also have additional needs, including SEND, which can make it difficult for them to engage confidently with their child's education and navigate the expectations of school. This contributes to lower levels of parental engagement with reading, homework, and enrichment opportunities, particularly among families of pupils eligible for Pupil Premium who are underperforming. This lack of consistent support at home, combined with low confidence in interacting with school, has become a key barrier to narrowing attainment gaps and enabling children to make the best possible progress. Addressing this challenge requires building trust, raising parental aspirations, and equipping families with the tools and confidence to support their children effectively.

Vulnerable pupils in our school often have limited opportunities to develop their cultural capital, which affects their confidence, aspirations, and ability to fully engage with the wider curriculum. A significant number of parents are third-generation unemployed, and even those who are employed are often on minimum wage and unable to provide experiences for their children beyond meeting basic needs such as rent and food. Many families face financial hardship that restricts their ability to afford enrichment activities, travel, or cultural experiences beyond their immediate home environment. In addition, a high proportion of parents suffer from mental health issues, including anxiety, which impacts their confidence and willingness to engage in activities outside of their daily routine. For many, the cost and lack of transport to travel beyond Gainsborough further limit their children's access to broader opportunities. This results in a gap in cultural experiences and aspirations, which can hinder pupils' academic and personal development. Added to this, many parents themselves had negative or disrupted experiences of education, leaving them with low confidence, limited ambition and little aspiration for academic achievement for their children. There are few affordable opportunities locally for children to attend clubs, pursue hobbies, and develop their talents and interests. Where clubs or activities are available, they are often prohibitively expensive for families, further restricting pupil's ability to explore and nurture their potential beyond the basic home and school environment. Together, these factors contribute to a gap in cultural experiences, aspiration and ambition, which can hinder pupil's academic, social and personal development.

A number of vulnerable pupils in our school struggle to self-regulate, which affects their ability to engage positively with learning, manage relationships, and respond appropriately to challenges. Many of these pupils have experienced trauma or adverse childhood experiences (ACEs), which have disrupted their emotional and neurological development. As a result, some pupils' brains have not formed the strong neural connections needed to process emotional

changes, cope with stress, and respond flexibly to difficulties. This can manifest as heightened anxiety, emotional outbursts, withdrawal, or oppositional behaviour, all of which create barriers to learning and social development. Supporting these pupils to develop the skills and strategies to regulate their emotions and behaviour is a key priority in helping them access the curriculum and thrive at school.

Intended outcomes & how we will measure success

Intended outcome	Success criteria
By 2028, at least 75% of children (68% in 2026 and 72% by 2027), including those eligible for pupil premium, will be EYFS 'school ready' having achieved a Good Level of Development.	<ul style="list-style-type: none"> -The proportion of children achieving GLD by the end of Reception increases year on year, reaching at least 68% by 2026, 72% by 2027 and 75% by 2028. -Observations and assessments show improved communication and language across the cohort. -Early identification and support for the most vulnerable learners ensures the gaps are narrowed from the earliest point. -Parental engagement and support for readiness routines improves.
Outcomes for disadvantaged pupils improve across the school so that they make strong progress from their starting points and achieve in line with or above national published outcomes.	<ul style="list-style-type: none"> -Outcomes for disadvantaged pupils across the school continue to improve. -Published outcomes show that the gap is narrowing between disadvantaged and non-disadvantaged pupils. -All pupils have access to consistently high-quality teaching every day. -Appropriate adaptations and adjustments are embedded into classroom practice to remove barriers and ensure all pupils can access the curriculum. -Targeted interventions are implemented effectively for those at risk of falling behind. -Specialist provision and external expertise are utilised to support pupils with more complex needs, and these pupils make measurable gains in line with their individual targets. -Tracking and assessment systems, including tools such as Smart Grade and Provision Map, are used effectively to identify gaps in learning forensically and to inform timely, targeted interventions and support.
All disadvantaged pupils continue to have access to enhanced rich, broad and purposeful programme of personal development opportunities in line with the Anthem personal development strategy.	<ul style="list-style-type: none"> -All disadvantaged pupils access a wide range of enriched opportunities, enabling them to experience activities beyond the academic curriculum. -Pupils are well supported to develop their individual talents and interests, with increased participation in extracurricular activities, competition and events. -Evidence from pupil voice, engagement rates and participation tracking demonstrates that the cultural capital gap is closing, with disadvantaged pupils accessing and benefiting from the same breadth of experiences as their peers.
Disadvantaged pupils develop the emotional literacy, resilience and self-regulation skills they need to engage	<ul style="list-style-type: none"> -Disadvantaged pupils demonstrate improved ability to recognise, express and regulate their emotions. -Incidents of emotional dysregulation reduce over time as pupils learn and apply coping strategies. -Staff consistently implement trauma-informed practices and respond appropriately to pupils emotional needs.

positively with learning, build healthy relationships and manage challenges effectively.

-The Thrive approach is fully embedded across school, with clear assessment, planning and targeted support for pupils identified as needing additional help with their social and emotional development.
 -Pupils report feeling safe, supported, understood and parents note improvements in their child's ability to manage their emotions and behaviours.
 -A positive impact is seen on attendance, engagement and academic outcomes as pupils' self-regulation improves.

Access for All: Our Approach to Closing the Gap for Vulnerable Pupils

Identification of Vulnerable Pupils

- All pupils are mapped onto the Class Vulnerable Children Identifier.
- This record highlights key groups – Pupil Premium, SEND, EHCP, Looked After, Previously Looked After, open to Children's Social Care, previously open to Children's Social Care, Young Carers, Kingship Care & SGO, Mental Health and wellbeing support, mobility
- Those pupils who fall into three or more categories are identified as our most vulnerable pupils.
- The identifier is reviewed and updated half-termly to ensure accuracy and responsiveness.

At our school, we are deeply committed to ensuring that all pupils, regardless of their starting points or circumstances, have access to the highest quality education and the rich, broad experiences they need to thrive. Guided by the Education Endowment Foundation's (EEF) tiered model and its evidence on what makes the greatest difference for vulnerable pupils, we have developed a robust Access for All approach. This approach recognises that equity does not mean giving everyone the same, but ensuring that every child gets what they need to succeed. Our strategy is structured around four interlinked tiers: Universal Offer, Adaptive Teaching, Targeted Intervention & Support, and Specialist Support & Significant Adaptations and Adjustments.

Universal Offer

We believe that excellence in teaching and a well-planned, inspiring curriculum is the foundation of equity and attainment for all pupils. The EEF identifies high-quality teaching as the single most important lever schools have to improve outcomes for vulnerable pupils. Therefore, our universal offer ensures that every child benefits from expertly planned lessons, delivered by skilled and reflective practitioners who hold the highest expectations for every learner. Alongside this, we provide a rich programme of personal development opportunities to nurture character, cultural capital, and confidence, ensuring that all pupils are inspired to aim high and achieve their full potential.

Adaptive Teaching

A place to thrive

We recognise, in line with EEF guidance, that great teaching is responsive to pupils' needs and builds upon their prior knowledge. At our school, teachers are relentless in their focus on every child, every lesson, every day, embedding adaptive teaching strategies that remove barriers to learning while maintaining ambition. This involves skilful use of assessment for learning, scaffolding, and targeted questioning to address misconceptions, support independence, and stretch all pupils. Through ongoing professional development, staff are equipped with evidence-based strategies to ensure lessons are accessible yet challenging for all learners, particularly those who are vulnerable.

Targeted Intervention & Support

For pupils at risk of falling behind, we provide timely and precise interventions, informed by forensic assessment and delivered by trained staff, which the EEF notes can add significant additional progress when carefully targeted and monitored. These interventions are tailored to individual needs, complementing—not replacing—high-quality classroom teaching. Recognising that the home environment plays a vital role in pupil outcomes, we also work proactively with families who may find it hard to engage, offering support, signposting, and enriching experiences to build trust, raise aspirations, and strengthen the home–school partnership.

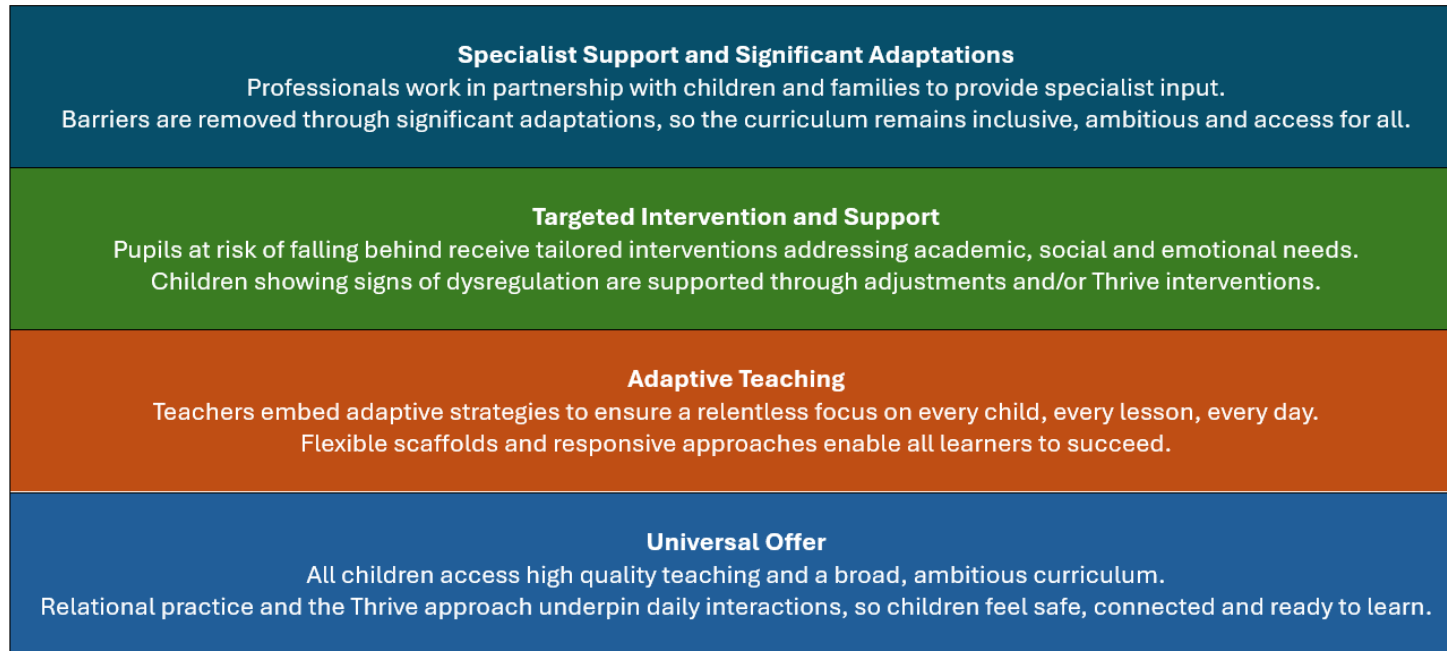
Specialist Support & Significant Adaptations

For pupils with more complex needs, we work in partnership with a range of professionals to provide specialist support for both children and families. Drawing on external expertise—including educational psychologists, speech and language therapists, and social care professionals—we ensure that no child is left behind. Where necessary, we make significant adaptations and adjustments to provision, recognising that some pupils require a highly individualised approach to access their learning and to flourish. This tier aligns with the EEF's recognition that, for some children, bespoke approaches and collaboration with external agencies are essential to secure progress and wellbeing.

How the model works?

This is not a hierarchy where staff move children up or down through each stage, nor is it a checklist to be “ticked off.” Instead, the model shows how different layers of provision are intertwined and complementary. Think of it like a woven net of support: the strength comes from the way the layers interconnect. The model helps us stay focused on ensuring that no child falls through, and that each child receives what they need to thrive.

Our Access for All approach is ambitious, inclusive, and underpinned by research. It ensures that high-quality teaching is at the heart of our practice, complemented by targeted support and tailored adaptations and adjustments where needed, so that every child—particularly those facing disadvantage—can succeed academically, socially, and personally.



Universal Offer Budgeted cost: £50,000

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
<p>Ensure all staff receive high quality, evidence informed CPD and coaching to develop and sustain consistent excellence in teaching and learning, enabling all pupils to access an ambitious and engaging curriculum. “High quality teaching is the most important factor in improving outcomes for disadvantaged pupils” <i>(EEF Pupil Premium Guide 2024)</i></p>	<p>LL SH CRG SM</p>	<p>Progress teaching evidences that teachers are experts in applying the Anthem Way principles. Lesson observations, drop ins, book looks and feedback confirms that these principles are embedded in daily practice and have raised the standard of classroom delivery all pupils, particularly those most vulnerable.</p>	<p>Termly – SLT to review progress teaching and Smart Grade data</p>

		Assessment tools such as Smart Grade indicate that outcomes for disadvantaged pupils have improved the school.	
In line with the Anthem Personal Development strategy, disadvantaged pupils have equitable access to high-quality personal development opportunities. “Disadvantaged pupils are less likely to have access to opportunities or experiences that help them develop essential knowledge, skills and character traits.” <i>(EEF Pupil Premium Guide 2024)</i>	LL SM	Monitoring data such as participation records, pupil voice and case studies show that disadvantaged pupils who take part in a wide range of enrichment activities demonstrate improved self-esteem, stronger social skills and greater engagement in lessons. Monitoring data shows these pupils exhibit fewer behaviour incidents and higher rates of attendance.	Termly – SLT to review monitoring data such as participation records, behaviour incidents and attendance data
In line with the Anthem Personal Development Strategy, provide disadvantaged pupils with enhanced opportunities to discover, nurture, develop their individual talents and interests and a sense of responsibility through a wide range of extra-curricular opportunities. “Schools can play a crucial role in closing this gap by deliberately building pupil’s wider experiences and cultural capital alongside their academic learning”. <i>(EEF Pupil Premium Guide 2024)</i>	LL SM	Tracking data and pupil voice demonstrates pupils who regularly take part in extra curricular opportunities develop a strong sense of belonging, improved attitudes to learning and display a greater perseverance when facing challenges.	Termly – SLT to review monitoring data such as participation records, behaviour incidents and attendance data
Provide all adults in Early Years with high quality CPD on the SHREC principles (Sustained Shared Thinking, Respect, Emotional Support and Conversations) and the Little Wandle FOundations to develop their expertise in having purpose, high quality interactions with all children. “High quality interactions between adults and children are crucial for developing language, thinking and self-regulation skills”. <i>(The EFF Preparing for Literacy Guidance Report 2018)</i> <i>(The DFE Strong Foundations in the First Year of School Report)</i>	SN EYFS staff	Observations and drop ins show that EYFS staff are consistently using the SHREC and LW foundations principles and children participate more, use complex language and sustain attention longer. Assessment data shows children’s early language outcomes improves over time. The proportion of children achieving GLD by the end of Reception increases year on year, reaching at least 75% by 2028.	Regular review from HT and EYFS lead – monitoring the impact of high quality interactions with support staff.

Adaptive teaching: Budgeted cost: £25,000

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (<i>IMPACT – data, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
<p>Embed adaptive teaching consistently across the school by providing all staff with high-quality, ongoing professional development, delivered by in school experts and Trust wide specialists.</p> <p>“All pupils, including those most disadvantaged, benefit from teaching that is carefully adapted to build on what they know and can do”. (EEF: <i>Special Educational Needs in Mainstream Schools 2020</i>)</p>	<p>LL SH CRG DG SM</p>	<p>Monitoring data such as progress teaching and book looks show that teachers consistently use adaptive strategies to reduce gaps in understanding more quickly, enabling pupils to build cumulative fluency – with an emphasis on early years and key stage one and building strong foundations. Assessment tools such as Smart Grade indicate that outcomes for disadvantaged pupils have improved the school.</p>	<p>Termly – SLT to review progress teaching and Smart Grade data</p>
<p>Subject experts lead on making thoughtful, evidence-informed adaptations to their curriculum areas to ensure all disadvantaged pupils can access and succeed in an ambitious curriculum.</p> <p>“An ambitious, well structured curriculum – carefully sequenced and adapted to remove barriers – is essential for closing the attainment gap and ensuring all pupils succeed.” (EEF <i>Pupil Premium Guide 2024</i>)</p>	<p>LL Subject Leads</p>	<p>Formative and summative assessments show disadvantaged pupils’ outcomes have improved. Disadvantaged pupils’ workbooks and retrieval activities demonstrate that pupils retain core knowledge more securely and can articulate key concepts and vocabulary confidently. Classroom drop ins and pupil voice evidence pupils can apply their knowledge independently, engaging with high-order tasks.</p>	<p>Termly – SLT to review progress teaching and Smart Grade data</p>
<p>Strengthen subject expertise further by facilitating collaborative professional development enabling subject leaders to work with and across schools to share effective practice and co-develop curriculum improvements in school and Trust Sector Wide.</p> <p>“An ambitious, well structured curriculum – carefully sequenced and adapted to remove barriers – is essential for closing the attainment gap and ensuring all pupils succeed.” (EEF <i>Pupil Premium Guide 2024</i>)</p>	<p>LL Subject Leads</p>	<p>Curriculum documents show there is a greater coherence, ambition and clarity in sequencing. Leaders demonstrate increased confidence and knowledge when articulating and driving curriculum improvement. Teachers implement more consistent, evidence-informed approaches, supported by subject leaders guidance and coaching.</p>	<p>Termly - SLT to review progress teaching, Smart Grade data and discussions with Subject Communities of Practice Leads.</p>

		<p>Assessment and monitoring data show improved attainment and retention of knowledge among vulnerable pupils.</p> <p>Internal Trust evidence shows that expertise shared through the Subject Communities of Practice improves curriculum design, delivery and outcomes in other schools, particularly benefiting vulnerable pupils Trust wide.</p>	
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Targeted Intervention and Specialist Support: Budgeted cost: £138,615

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
<p>Strengthen engagement and raise aspirations with all families, including those hard to reach, by building trust through the Family Support Worker and specialist led workshops.</p> <p>“Parents’ engagement in their child’s learning is consistently associated with better academic outcomes.” <i>(EFF Parental Engagement Guidance Report 2018)</i></p>	JR LL	<p>Persistent absence and overall absence rates decrease as families feel more connected and supported.</p> <p>Tracking shows fewer behaviour incidents of identified children.</p> <p>Formative and summative assessments show disadvantaged pupils outcomes have improved.</p> <p>Workshop attendance, participation in consultations and engagement in enrichment activities continues to rise.</p> <p>Parent and carer surveys show increased confidence in supporting their child’s learning and wellbeing at home.</p>	Termly – SLT to review assessment, behaviour and attendance data
<p>Implement effective assessment systems to identify disadvantaged pupils at risk of falling behind and deliver high quality, evidence-informed interventions to ensure they catch up and keep up with their peers.</p>	LL SH CRG DG	<p>Smart Grade and Little Wandle assessment data shows that pupils receiving intervention make accelerated progress over the period of time, reducing the gap between vulnerable pupils and their peers.</p>	Termly – SLT to review Provision Mapping and Smart Grade data

<p>“Small group interventions linked to classroom learning are effective in helping pupils catch up, particularly when sessions are frequent, brief and precisely targeted.” (<i>EFF Teaching and Learning Toolkit</i>)</p>		<p>Provision map tracking provides clear, forensic evidence of which pupils received – enabling leaders to monitor both provision and impact over time.</p> <p>Assessment and monitoring data show improved attainment and retention of knowledge among vulnerable pupils.</p>	
<p>Identify and support pupils in EYFS with delayed communication and language development through targeted support and intervention.</p> <p>“On average, children who are involved in communication and languages approaches make approximately six months additional progress.” (<i>The DFE Strong Foundations in the First Year of School Report</i>)</p>	<p>SN CC</p>	<p>Higher proportion of disadvantaged pupils achieve age-related expectations in Communication and Language.</p> <p>Assessments show pupils contribute more readily to class discussions and peer interactions, showing improved self-esteem.</p> <p>The proportion of children achieving GLD by the end of Reception increases year on year, reaching at least 75%.</p>	<p>Termly – SLT to review assessment data</p>
<p>Identify and support disadvantaged pupils in KS1 who did not reach GLD through targeted support and intervention to catch up and keep up with their peers.</p> <p>(<i>The DFE Strong Foundations in the First Year of School Report</i>)</p>	<p>FS SH LL</p>	<p>Higher proportion of children who did not achieve GLD to make accelerated progress and achieve EXS by the end of KS1.</p> <p>Children with complex SEND needs make good progress from their starting points.</p> <p>Data analysis shows that interventions are effective and supporting targeted pupils to catch up quickly.</p>	<p>Termly – SLT to review assessment data</p>
<p>Embed the Thrive approach across the school to support pupils’ social, emotional and mental health, ensuring that all staff use the Thrive principles to create emotionally safe, nurturing environments where pupils can develop self-regulation, resilience and readiness to learn.</p> <p>“The Thrive Approach has a positive impact on pupil’s social and emotional wellbeing, engagement with learning</p>	<p>LL DG SN SM</p>	<p>Monitoring data shows a reduction in behaviour incidents for vulnerable pupils.</p> <p>Monitoring data shows an improvement in attendance of vulnerable pupils.</p> <p>Classroom observations show improved focus, resilience and willingness to engage with challenging tasks from vulnerable pupils.</p>	<p>Termly – SLT to review behaviour tracking and attendance data</p>

and relationship with peers and staff”. (<i>University of Exeter and Thrive Evaluation</i>)			
<p>Work in partnership with specialist external services, such as NeedBright Solutions, to provide tailored assessments and guidance for pupils with complex needs, ensuring pupils and their families receive the expert support required to overcome barriers and thrive academically, socially and emotionally.</p> <p>“Some pupils with SEND and complex needs may benefit from targeted, specialist support, beyond what can typically be provided in the classroom.” (<i>EEF – Special Education Needs in Mainstream Schools 2020</i>)</p>	LL DG	<p>Monitoring data shows a reduction in behaviour incidents for vulnerable pupils.</p> <p>Specialist advice enables staff to create precise and impactful strategies, recorded clearly on Provision Map.</p> <p>Classroom monitoring shows that pupils with complex needs make measurable progress.</p> <p>Staff report greater confidence in supporting these pupils as a result of guidance and modelling.</p> <p>Parent surveys show they feel supported when external professionals are involved, increasing trust and cooperation.</p>	Termly – SLT to review behaviour tracking and provision mapping data
<p>Provide a specialist and nurturing small-classroom provision with a high adult to pupil ratio to support pupils with complex SEHM needs in accessing a full, ambitious curriculum.</p> <p>“Smaller group sizes and higher adult support enables pupils with the most significant needs to engage with the curriculum, regulate emotions and build skills more effectively than in larger, mainstream classrooms” (<i>EEF: Small Classroom Provision 2022</i>)</p>	DG	<p>Classroom observations show pupils remain on task for longer periods and participate more actively in lessons.</p> <p>Assessment data shows pupils make measurable progress from their starting points.</p> <p>Behaviour tracking data shows fewer incidents are behaviour are recorded.</p>	Termly – SLT to review behaviour and assessment data

Total budgeted cost: £213,615

EVIDENCE SOURCE

[NFER – Deploying staff effectively](#)

[NFER – High quality teaching for all](#)

[EEF – Teaching and Learning toolkit](#)

[EEF- Teacher feedback to improve learning](#)

[EEF – Improving mathematics in KS2 & 3](#)

[NFER- Meeting individual learning needs](#)

[EEF – Effective Professional Development](#)

[EEF – Using digital technology to improve learning](#)



[EEF – Teaching and Learning toolkit](#)
[EEF – Metacognition & Self-regulated learning](#)
[EEF – Covid Catch up](#)
[Sutton Trust ‘Engaging Parents Effectively’](#)
[NFER- Addressing behaviour and attendance](#)

[EEF – Effective Professional Development](#)
[EEF – Putting evidence into work](#)
[EEF – Pupil Premium guide](#)
[EEF – Improving behaviour in schools](#)
[EEF – SEND in mainstream schools](#)