

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	218
Proportion (%) of Pupil Premium-eligible pupils	62% (136)
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 2026
Date on which it will be reviewed	30 th September 2027
Statement authorised by	<i>Elma Lawson</i>
Pupil Premium lead	Luke Lovelidge

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£226,930
Recovery Premium funding allocation this academic year	£0
Total budget for this academic year	£226,930

Current Attainment 2025	PP 2025 (20 pupils)	Non-PP 2025 (6 pupils)	PP nat ave
Proportion attaining expected standard in Reading	73%	75%	63%
Proportion attaining expected standard in Writing	69%	75%	60%
Proportion attaining expected standard in Maths	69%	75%	62%
Proportion attaining expected standard in Combined	65%	75%	48.5%
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.			

Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in 2025 2026

Overall Outcomes

Good progress 

Average progress 

Minimal progress 

- KS2 outcomes for disadvantaged pupils remain a significant strength of the school. In **2026**, 65% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics combined. This is substantially above the national disadvantaged figure of 48.5% and in line with the national outcome for all pupils of 65%. These outcomes demonstrate the positive impact of targeted support, high-quality teaching and consistently high expectations for disadvantaged learners.
- While outcomes for disadvantaged pupils are strong, the school remains committed to further reducing the attainment gap between disadvantaged and non-disadvantaged pupils. Closing this gap continues to be a key strategic priority to ensure that all pupils are able to achieve their full potential.
- Disadvantaged pupils also performed exceptionally well in the Year 4 Multiplication Tables Check, achieving an average score of 22.9 compared with the national disadvantaged average of 19.3. This reflects the effectiveness of the school's approach to developing mathematical fluency and securing key number knowledge.
- Early reading outcomes are another notable strength. In Year 1, 92% of disadvantaged pupils achieved the expected standard in the Phonics Screening Check. This exceeds the national average for all pupils of 80% and demonstrates the success of the school's systematic approach to phonics teaching, alongside timely and effective intervention for those requiring additional support.
- In the Early Years Foundation Stage, 76% of disadvantaged pupils achieved a Good Level of Development, compared with 68.8% nationally for all pupils. These outcomes reflect strong progress from pupils' starting points and highlight the effectiveness of the provision, particularly the targeted support for communication, language and early learning skills. Collectively, these outcomes demonstrate that disadvantaged pupils are well supported throughout their educational journey and achieve outcomes that compare very favourably with national benchmarks.

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. Pupils engagement with times tables focused work is high and this is reflected in the outcomes.

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

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. Attendance also remains a significant challenge for a proportion of vulnerable pupils. Some families struggle to establish consistent routines and recognise the impact of absence on learning, while others face complex social, emotional or mental health challenges that affect regular attendance. Lower attendance reduces pupils' access to high-quality teaching, intervention programmes and wider enrichment opportunities, making it more difficult for them to keep pace with their peers and achieve their full potential. This lack of consistent support at home, combined with lower attendance rates and 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, improving attendance, 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
Outcomes for disadvantaged pupils remain consistently above national averages across the school so that they make strong progress from their starting points and achieve in line with or above national published outcomes.	-Outcomes for disadvantaged pupils across the school continue to improve. (Stretch the 100%, secure the 70%, support the 30%) -Published outcomes show that the gap continues to narrow 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.	-All disadvantaged pupils access a wide range of enriched opportunities, enabling them to experience activities beyond the academic curriculum, in line with the Trust strategy 'Ambition without Limits'. -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 positively with learning, build healthy relationships and manage challenges effectively.	-Disadvantaged pupils demonstrate an improved ability to recognise, express and regulate their emotions. -Incidents of emotional dysregulation reduce over time as pupils learn and apply effective coping strategies. -Staff consistently implement trauma-informed practices and respond appropriately to pupils' emotional needs. -The Thrive approach is further strengthened through increased Lead Practitioner capacity, enabling enhanced staff training, coaching and quality assurance. This ensures that trauma-informed and Thrive-informed practices are consistently implemented across the school, leading to improved outcomes for disadvantaged pupils' emotional wellbeing, self-regulation and engagement. -The Launchpad Inclusion Base for Years 2 to 6 continues to develop and enhance its provision under the leadership of dedicated teachers, ensuring that pupils with extreme social, emotional, mental health and behavioural needs receive highly effective, targeted support that enables successful reintegration and engagement in learning. -The newly established Inclusion Base for Nursery to Year 1 pupils is fully embedded and led by an expert room lead, providing early intervention and specialist support that strengthens pupils' emotional development, self-regulation and readiness to learn. -Pupils report feeling safe, supported and understood, and parents note improvements in their child's ability to manage emotions and behaviours. -A positive impact is seen on attendance, engagement, behaviour and academic outcomes as pupils' self-regulation skills improve.

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, EAL, Kinship Care & SGO, Mental Health external support
- 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

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.

A place to thrive

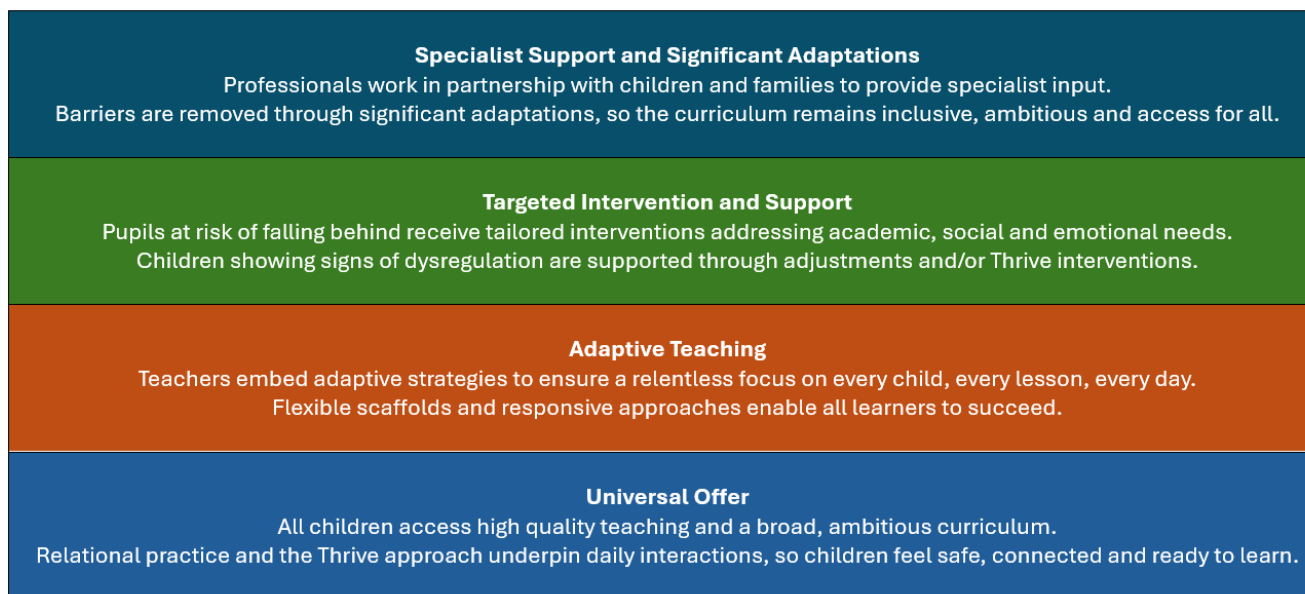
Specialist Support & Significant Adaptations

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</i> – <u>data</u> , outcomes, what will students do/know/behave differently)	Implementation review (when/what/who)
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. <i>“High quality teaching is the most important factor in improving outcomes for disadvantaged pupils” (EEF Pupil Premium Guide 2024)</i>	LL SH CRG SM	Monitoring, coaching records and Steplab evidence demonstrate that teachers are increasingly confident and skilled in applying evidence-informed teaching strategies that secure strong outcomes for all pupils, particularly those who are disadvantaged. Lesson observations, drop-ins, book scrutinies and pupil voice activities confirm that high-quality teaching approaches are embedded consistently across the school and are having a positive impact on pupil engagement, progress and attainment. Steplab coaching cycles show that teachers successfully implement and sustain agreed development targets, leading to continual improvement in classroom practice. Staff engage fully with high-quality CPD and instructional coaching, resulting in increased expertise, greater consistency and stronger adaptive teaching for disadvantaged pupils and those with additional needs. Assessment information, including Smart Grade and internal monitoring systems, demonstrates that outcomes for disadvantaged pupils continue to improve and that attainment gaps are narrowing over time. Pupils across all year groups successfully access an ambitious and engaging curriculum because teaching is consistently effective and responsive to pupils' needs. Leaders' monitoring evidences a culture of continuous professional development, where coaching, feedback and deliberate practice contribute to sustained improvements in teaching and learning.	Termly – SLT to review progress teaching and Smart Grade data
In line with the Anthem Personal Development strategy, disadvantaged pupils have equitable access to high-	LL SM	Registers, participation data and pupil voice evidence demonstrate that disadvantaged pupils have equitable access to, and actively participate in, a	Termly – SLT to review monitoring data

quality personal development opportunities. <i>“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)		wide range of high-quality personal development opportunities, including clubs, educational visits, leadership roles and enrichment activities. Monitoring confirms that barriers to participation, including financial disadvantage, are identified and removed, ensuring disadvantaged pupils are fully included in the wider life of the school. Pupil surveys and discussions show that disadvantaged pupils have increased confidence, resilience, aspirations and awareness of future education and career pathways. Participation in personal development opportunities enhances pupils’ cultural capital, providing experiences beyond their immediate environment and broadening their knowledge of the wider world. Attendance, behaviour and engagement data indicate that disadvantaged pupils are increasingly engaged in school life and demonstrate positive attitudes towards learning. Parents report increased confidence, independence and ambition in their children as a result of their participation in personal development opportunities. Assessment, monitoring and pupil voice evidence demonstrate that disadvantaged pupils develop the knowledge, skills and character traits needed to be successful learners and responsible citizens, in line with the Anthem Personal Development Strategy.	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. <i>“Schools can play a crucial role in closing this gap by deliberately building pupil’s wider</i>	LL SM	Participation data demonstrates that disadvantaged pupils access and engage in a wide range of extra-curricular activities, clubs, educational visits, residential experiences and leadership opportunities. Monitoring evidences that financial barriers to participation are removed, ensuring disadvantaged pupils have equitable access to personal development opportunities in line with the Anthem Personal Development Strategy. Pupil voice demonstrates that disadvantaged pupils have increased confidence, self-belief and willingness to participate in new experiences beyond their immediate environment. Disadvantaged pupils are able to	Termly – SLT to review monitoring data such as participation records, behaviour incidents and attendance data

<i>experiences and cultural capital alongside their academic learning”.</i> (EEF Pupil Premium Guide 2024)		identify and develop their individual talents, interests and strengths through sustained participation in enrichment opportunities. Pupils demonstrate increased responsibility, leadership and contribution to the school community through roles such as ambassadors, school council representatives, sports leaders and peer mentors. Participation in enrichment activities broadens pupils' cultural capital, aspirations and understanding of the wider world, preparing them well for future education and employment. Parents report that their children are more engaged, motivated and confident as a result of participating in a wider range of experiences and opportunities. Attendance, behaviour and engagement data indicate improved attitudes to learning amongst disadvantaged pupils, contributing to stronger academic and personal outcomes. Leaders' monitoring shows that disadvantaged pupils participate in extra-curricular opportunities at rates comparable to, or exceeding, those of their peers.	
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Adaptive teaching: Budgeted cost: £25,000

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (<i>IMPACT – <u>data</u>, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
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. <i>“All pupils, including those most disadvantaged, benefit from teaching that is carefully adapted to build on what they know and can do”.</i> (EEF: Special Educational Needs in Mainstream Schools 2020)	LL SH CRG DG SM	Learning walks, lesson observations, book scrutinies and pupil voice demonstrate that adaptive teaching strategies are consistently embedded across the school and enable all pupils, including disadvantaged pupils and those with SEND, to access the full curriculum. Staff participate in a programme of high-quality professional development delivered by in-school experts and Trust-wide specialists, resulting in increased confidence and expertise in adapting teaching to meet the needs of all learners.	Termly – SLT to review progress teaching and Smart Grade data

		Monitoring evidences that teachers routinely use assessment information to identify barriers to learning and adapt planning, explanations, questioning, scaffolding and resources effectively. Coaching records, professional development evaluations and quality assurance activities demonstrate that adaptive teaching is consistently applied across classes and year groups. Pupils, particularly those who are disadvantaged and/or have SEND, demonstrate increased engagement, independence and success in learning because teaching is carefully matched to their needs. Assessment data shows improved progress and attainment for disadvantaged pupils and pupils with SEND, with gaps diminishing over time. Teacher confidence in meeting a diverse range of learning needs continues to strengthen through ongoing CPD, collaboration and support from specialist practitioners. Leaders' monitoring confirms that adaptive teaching is a consistent feature of high-quality classroom practice and contributes to strong outcomes for all pupils.	
Curriculum leaders lead on making thoughtful, evidence-informed adaptations to their curriculum areas to ensure all disadvantaged pupils can access and succeed in an ambitious curriculum. <i>“An ambitious, well structured curriculum – carefully sequenced and adapted to remove barriers – is essential for closing the attainment gap and ensuring all pupils succeed.”</i> (EEF Pupil Premium Guide 2024)	LL SH	Curriculum leaders routinely review and refine their curriculum areas using evidence-informed approaches to ensure that barriers to learning for disadvantaged pupils are identified and effectively addressed. Curriculum monitoring, pupil voice and work scrutiny demonstrate that disadvantaged pupils can successfully access, engage with and achieve across an ambitious curriculum. Subject leaders make purposeful adaptations to curriculum design, sequencing, resources and delivery without reducing curriculum ambition or expectations. Assessment information is used effectively by curriculum leaders to identify gaps in knowledge, target support and ensure disadvantaged pupils make strong progress through the curriculum.	Termly – SLT to review progress teaching and Smart Grade data

		Staff are supported by curriculum leaders to implement adaptive teaching strategies that enable disadvantaged pupils to build on prior learning and achieve well in all subjects. Book looks, learning walks and lesson observations evidence that curriculum adaptations are consistently applied and support disadvantaged pupils to achieve outcomes in line with, or above, their peers. Disadvantaged pupils demonstrate secure knowledge retention and are able to recall and apply learning effectively across the curriculum. Leaders' monitoring shows that attainment gaps are narrowing across subjects as a result of strategic curriculum development and targeted adaptations. Curriculum leaders evaluate the impact of adaptations regularly and use research, assessment information and best practice to continually improve curriculum access and outcomes for disadvantaged pupils. Disadvantaged pupils develop the knowledge, skills and cultural capital necessary to succeed in the next stage of their education and beyond. Classroom drop ins and pupil voice evidence pupils can apply their knowledge independently, engaging with high-order tasks.	
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 sector wide. <i>“An ambitious, well structured curriculum – carefully sequenced and adapted to remove barriers – is essential for closing the attainment gap and ensuring all pupils succeed.”</i> (EEF Pupil Premium Guide 2024)	LL Subject Leads	Subject leaders engage in collaborative professional development within the Trust and across partner schools, strengthening subject expertise and ensuring curriculum leadership is informed by current research, evidence and best practice. Opportunities to work alongside colleagues from other schools enable subject leaders to share effective practice, evaluate impact and co-develop high-quality curriculum improvements that benefit all pupils, particularly those who are disadvantaged. Curriculum reviews, action plans and monitoring evidence demonstrate that subject leaders make informed improvements to curriculum design, sequencing and implementation based on collaboration and professional learning. Subject leaders demonstrate increased confidence and expertise in leading curriculum development, supporting colleagues and driving improvements in teaching and learning within their subject areas.	Termly - SLT to review progress teaching, Smart Grade data and discussions with Subject Communities of Practice Leads.

		Professional networks facilitate the sharing of successful strategies for improving outcomes for disadvantaged pupils, leading to greater consistency and effectiveness across curriculum areas. Teachers benefit from subject leaders' enhanced expertise through high-quality training, coaching and curriculum guidance, resulting in stronger classroom practice. Pupils access a broad, ambitious and well-sequenced curriculum that has been refined through evidence-informed collaboration and continuous improvement. Monitoring, assessment and pupil voice demonstrate improved engagement, knowledge retention and attainment for disadvantaged pupils across the curriculum. Leaders evaluate the impact of curriculum developments regularly, ensuring that collaborative work leads to sustained improvements in teaching, curriculum quality and pupil outcomes. Disadvantaged pupils are increasingly successful in accessing and achieving within an ambitious curriculum because barriers to learning have been identified and removed through strategic curriculum leadership.	
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Targeted Intervention and Specialist Support: Budgeted cost: £151,960

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (IMPACT – <i>data, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
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. <i>“Parents’ engagement in their child’s learning is consistently associated with better academic outcomes.”</i>	JR LL	Attendance records, workshop participation data and engagement logs demonstrate increased parental involvement in school events, learning workshops, curriculum information sessions and family support programmes. The Family Support Worker successfully builds positive relationships with vulnerable and hard-to-reach families, resulting in increased trust, improved communication and stronger home-school partnerships. Parental engagement with reading, home learning and school communication increases, particularly amongst disadvantaged families.	Termly – SLT to review assessment, behaviour and attendance data

(EFF Parental Engagement Guidance Report 2018		Parents report greater confidence in supporting their child's learning, wellbeing and attendance as a result of targeted support and specialist-led workshops. Monitoring shows improved attendance and punctuality for disadvantaged pupils, reducing a key barrier to academic success. Families access early help, specialist services and external support more readily due to effective guidance and signposting from the Family Support Worker. Pupil voice demonstrates increased aspirations, confidence and engagement in learning as a result of stronger parental support and encouragement. Parents engage positively with workshops focused on areas such as reading, phonics, maths, wellbeing, online safety and transition, leading to improved outcomes for pupils. Disadvantaged pupils demonstrate improved attitudes to learning, attendance and attainment as home-school relationships strengthen. Leaders' monitoring evidences that hard-to-reach families are increasingly engaged with school life and that parental engagement contributes positively to narrowing attainment and attendance gaps for disadvantaged pupils.	
Implement a targeted attendance strategy to reduce persistent absence amongst disadvantaged pupils by providing proactive support, early intervention and tailored family engagement. <i>"Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind."</i> Department for Education, Working Together to Improve School Attendance (2024).	HA JR	Attendance data demonstrates a sustained increase in attendance rates for disadvantaged pupils, with the attendance gap between disadvantaged and non-disadvantaged pupils reducing over time. Persistent absence among disadvantaged pupils decreases year on year, with a greater proportion of pupils attending school regularly and benefitting from full access to the curriculum. Attendance monitoring evidences that concerns are identified early and that intervention strategies lead to measurable improvements in attendance for targeted pupils.	Termly – SLT to review assessment, behaviour and attendance data

		Individual attendance plans, family support and multi-agency working result in improved attendance outcomes for pupils experiencing the greatest barriers to school attendance. Parents engage positively with attendance support, demonstrating an increased understanding of the link between attendance, achievement and future life chances. The Family Support Worker successfully builds positive relationships with identified families, leading to improved communication, trust and engagement with school. Disadvantaged pupils access a greater proportion of teaching, interventions, enrichment activities and wider school opportunities as attendance improves. Behaviour, engagement and pupil wellbeing indicators improve for targeted pupils as attendance becomes more consistent. Assessment information demonstrates improved progress and attainment for disadvantaged pupils whose attendance has improved. Leaders' monitoring confirms that attendance is no longer a significant barrier to learning for an increasing number of disadvantaged pupils, contributing to improved academic outcomes and narrowing achievement gaps.	
Provide a free, high-quality breakfast club for all disadvantaged pupils to improve attendance, punctuality, wellbeing and readiness to learn. <i>"There is some evidence that breakfast club provision can improve attendance, behaviour and attainment."</i> Education Endowment Foundation (EEF), Teaching and Learning Toolkit: Breakfast Clubs.		Breakfast club attendance records demonstrate high levels of participation from disadvantaged pupils, ensuring they have access to a positive and settled start to the school day. Attendance and punctuality data show measurable improvements for disadvantaged pupils who access breakfast club regularly. Persistent absence rates for disadvantaged pupils reduce over time as breakfast club supports the establishment of consistent morning routines. Staff observations indicate that pupils arrive in class calm, prepared and ready to engage in learning. Pupil voice demonstrates that pupils value breakfast club and feel safe, supported and included at the start of the school day.	

		Parents report that breakfast club has reduced barriers to attendance, supported family routines and alleviated financial pressures. Behaviour records show a reduction in incidents during morning sessions, reflecting improved regulation and readiness to learn. Disadvantaged pupils access a greater proportion of teaching time, intervention programmes and enrichment opportunities as a result of improved attendance and punctuality. Assessment and monitoring information demonstrate improved engagement, progress and attainment for disadvantaged pupils who regularly attend breakfast club. Leaders' monitoring evidences that breakfast club contributes positively to attendance, wellbeing, engagement and academic outcomes, helping to reduce barriers to success for disadvantaged pupils.	
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. <i>"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)	LL DG	Specialist assessments are completed promptly for identified disadvantaged pupils with complex needs, enabling barriers to learning to be accurately identified and addressed. Recommendations from specialist services, including NeedBright Solutions, are implemented effectively and inform individual support plans, classroom strategies and wider provision. Staff demonstrate increased confidence and expertise in meeting pupils' complex needs as a result of specialist advice, training and consultation. Pupils receive timely and appropriate interventions that support their academic progress, emotional wellbeing, behaviour and engagement in learning. Parents report that they feel well supported and have a greater understanding of their child's needs and the strategies required to support them effectively. Strong partnerships between school, families and external agencies ensure a coordinated approach to supporting vulnerable pupils. Monitoring and review meetings demonstrate that specialist recommendations lead to measurable improvements in pupil outcomes.	Termly – SLT to review behaviour tracking and provision mapping data

		Pupils with complex needs show improved attendance, engagement, self-regulation and participation in school life. Assessment information demonstrates that identified pupils make strong progress from their starting points and are increasingly able to access the full curriculum. Leaders' monitoring evidences that external specialist support contributes positively to removing barriers to learning and improving academic, social and emotional outcomes for disadvantaged pupils.	
Provide a specialist, nurturing EYFS and KS1 inclusion base, staffed with highly trained adults, to support pupils with communication and language needs, autism and social, emotional and mental health (SEMH) needs to successfully access an ambitious curriculum and develop the skills required for future success. <i>"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)	DG	Pupils accessing the EYFS and KS1 Inclusion Base demonstrate improved communication, language, social interaction and self-regulation skills from their individual starting points. Baseline and ongoing assessments evidence accelerated progress in communication and language development, emotional literacy and readiness to learn. Individual support plans are reviewed regularly and show that targeted interventions successfully address identified barriers to learning. Pupils with autism, communication and language needs, and SEMH needs increasingly access and engage with an ambitious curriculum alongside their peers. Staff consistently implement evidence-informed strategies and specialist approaches to support pupils' communication, emotional development and learning behaviours. Parents report improvements in their child's confidence, communication skills, emotional wellbeing and engagement with learning both at home and at school. Pupil voice demonstrates that children feel safe, supported and successful within the provision. Behaviour and wellbeing data show a reduction in incidents of dysregulation and increased independence in managing emotions and relationships. Attendance and engagement improve for pupils accessing the provision, leading to increased participation in learning and wider school life.	Termly – SLT drop ins termly and review of bespoke assessment data to demonstrate appropriate progress.

		Transition arrangements enable pupils to successfully access mainstream learning for increasing periods of time where appropriate. Leaders' monitoring demonstrates that the Inclusion Base is effectively removing barriers to learning and improving academic, social and emotional outcomes for disadvantaged pupils with additional needs. Pupils develop the communication, learning and self-regulation skills necessary to thrive in the next stage of their education.	
Establish and develop a high-quality provision for two-year-old children, working in partnership with the Local Authority, to provide early intervention and support children's communication and language, personal, social and emotional development, and readiness for future learning. (2027/2028) <i>"Early years education has huge promise in preventing the attainment gap from widening throughout school."</i> EEF, The EEF Guide to the Pupil Premium.	LL	2027/2028 The two-year-old provision is successfully established in partnership with the Local Authority and provides high-quality early education for eligible children. Baseline and ongoing assessments demonstrate strong progress from starting points, particularly in communication and language, personal, social and emotional development. Children develop the early skills, routines and behaviours needed to access learning successfully as they move into Nursery and Reception. Staff are highly skilled in identifying and responding to emerging developmental needs through effective early intervention. Parents engage positively with the provision and report increased confidence in supporting their child's development at home. Children's attendance and engagement levels are high, ensuring maximum benefit from early learning opportunities. Early identification processes enable children and families to access appropriate support and specialist services where required. Disadvantaged children demonstrate improved outcomes and reduced developmental gaps from their starting points. Transition arrangements into Nursery are effective, ensuring continuity of support and strong foundations for future learning. Leaders' monitoring demonstrates that the provision is having a positive impact on school readiness, communication and language development, and longer-term educational outcomes.	Termly – SLT drop ins, review of assessments, parent and engagement feedback

Total budgeted cost: £226,930

EVIDENCE SOURCE

NFER – Deploying staff effectively

NFER – High quality teaching for all

EEF – Teaching and Learning toolkit

EEF- Teacher feedback 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 – Improving mathematics in KS2 & 3

NFER- Meeting individual learning needs

EEF – Effective Professional Development

EEF – Using digital technology to improve learning

EEF – Effective Professional Development

EEF – Putting evidence into work

EEF – Pupil Premium guide

EEF – Improving behaviour in schools

EEF – SEND in mainstream schools