

# Pupil premium strategy statement 25-26

## Meadows First School



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school. We follow guidance from EEF:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

£1515 per pupil YR-Y6 (ever6)    £2,630 per pupil LAC / PLAC    £350 per pupil service £570 (45% uplift) per pupil EYPP & EYPP+

(NB guidance states Schools do not have to spend pupil premium, so it solely benefits eligible pupils. They can use it wherever they identify the greatest need. P:5/6 [https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using\\_pupil\\_premium\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf))

The DFE still recommends a 3 year long term strategy for pupil premium and so this strategy has been adjusted slightly to reflect the new needs of the cohorts in school and will also be reviewed annually

### School overview *(updated to reflect 2025 figures)*

Detail	Data
School name	<b>Meadows First School</b>
Number of pupils in school	340 inc N (N36)
Proportion (%) of pupil premium eligible pupils	46 = 13.5% inc N (decrease on 50chdn eligible last year)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Leigh Satchwell (head teacher)
Pupil premium lead	Wendy Dwyer
Governor / Trustee lead	Gill Gould

### Funding overview

Detail	Amount
<b>Pupil premium</b> funding allocation this academic year	£56,055 (dec 2025)
* <b>Recovery premium</b> – withdrawn from DFE for 24-25	N/A
<b>NTP National Tutoring programme</b> (Y1-Y4) – withdrawn Sept 24	N/A
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£56055 (dec 2025)

# Part A: Pupil premium strategy plan

## Statement of intent

At Meadows First School our intention is to ensure that all of our pupils receive high quality education in order to make good progress and achieve high.

We are a RADY (RAISING the ATTAINMENT of DISADVANTAGED YOUNGSTERS) trained school where we aim to prioritise and provide equitable support to all disadvantaged pupils to achieve high and to narrow the attainment gap between children from economically disadvantaged backgrounds and their peers.

We also aim to support those that may not be eligible for funding and not classed as 'disadvantaged', although we have identified some of these children as vulnerable. We have found that although we have decreasing numbers of families eligible to receive free school meals, there is an increase in children requiring this support.

We adopt the tiered approach recommended by the EEF's Pupil premium guide which focuses on an equitable approach to teaching:

- High quality teaching
- Targeted academic support
- Wider strategies

The tiered approach is tailored in our school to mean;

- **High-quality first teaching** – every teacher is supported through professional development training to ensure that teaching is of the highest standard. Training has focused on areas in which disadvantaged pupils require the most support (such as speech and language and phonics). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits non-disadvantaged pupils in our school.
- **Targeted academic support** – through ongoing AFL, termly pupil progress meetings and diagnostic assessment we ensure that we deliver a programme of interventions and support matched to the needs of the children. The head and deputy meet half termly to discuss needs and additional support across the school
- **Wider strategies** – we look at attendance and behaviour, wellbeing, mental health and safeguarding, as well as access to technology and rich life experiences and extracurricular participation in order to understand further challenges to disadvantaged pupils. We aim to continue to develop parental engagement, and we nurture and support our children following both TISUK and THRIVE - by offering HIVE provision, breakfast clubs, wellbeing for families etc. We are a flagship IQM school and a gold rights respecting school. We have also received platinum in our artsmark application this year as we believe the arts from an important part of the whole child supporting wellbeing and mental health as well as richness in cultural capital

We are aware that the challenges and barriers to learning for disadvantaged children can be varied and complex and therefore there is no 'one size fits all', but by adopting a whole school equitable approach; all staff take responsibility for disadvantaged pupils' outcomes and aim to raise expectations of what they can achieve.

Through our Meadows curriculum and principles of 'unique child, key learning and knowledge, global citizens, love of learning, positive relationships and our Meadows Mouse learning code of being determined enthusiastic focused and organised, we aim to promote high aspirations to all. Our Meadows Mouse wellbeing wheel offers children a comprehensive well being curriculum as well as opportunities for pupil voice (in this year's SDP), of which RADY forms a golden thread.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. This is part of our 3-year strategy and we have slightly amended some of the challenges to reflect this year's cohort.

Challenge number	Detail of challenge
1 S&L	<b>Poor language and communication skills on entry</b> – evidenced by baseline data/ WellCom assessments in both Nursery and Reception (28% red needs identified 21% amber - combined 50% significant needs)
2 attainment on entry	<b>Low levels on entry</b> - basic literacy, numeracy and PRIME AREA skills – particularly C&L (baseline data shows that PP on entry are well below typical and show a large gap between non-pp and pp)
3 pastoral families and children	<b>Children and families struggling with social, emotional and mental health and wellbeing</b> - still finding this is an area of impact post covid-19 – these findings are also reflected in national studies. THRIVE support and well being support to families is needed to ensure readiness for learning SLT member trained in supporting families through additional groups/ parenting courses. Hive support to children, including breakfast club and lunchtime access.
4 enrichment	<b>Limited experiences and enrichment opportunities</b> -through discussions and our analysis on extra curricular participation, arts participation - the majority of disadvantaged pupils have limited wider experiences, which can impact on learning and wellbeing
5 attendance	<b>Attendance (updated for 24-25)</b> Whole school attendance for last year 96.18% 24-25 and 96.54% for Y1-4 (95.47% (2023-24)) Pupil premium attendance percentage whole school 93.69% (23-24) includes non compulsory ages YN &YR 92.4% (FSM) (24-25)
6 SEND	Numbers of identified children who are PP with SEND 25-26: As a school with over 29.7% identified SEN and 23 children (7%) with EHCP and 3 pending, the level of support we need to provide is a huge challenge for us, with constant consults and requests for SEN places Disadvantaged children with identified SEND: 23-24 = 20/46 43% of disadvantaged children have identified SEND with 10/43 (23%) EHCP in place 24-25 = 25/49 51% of disadvantaged children have identified SEND with 9/49 (18%) EHCP in place 25-26 = 30/44 68% of disadvantaged children have identified SEND with 6/44 (14%) EHCP in place
7 outcomes	<b>Significant knowledge gaps</b> through ongoing analysis and termly pupil progress meetings we have identified specific disadvantaged children within each year group who are falling further behind age-related expectations. These are targeted for further support and interventions within the class or as extra support

## 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
1. Communication skills improve for identified children, particularly in EYFS increasing vocabulary and fluency in speech.	Oracy is a continued priority from SDP 24-25 as it will impact children's confidence in spoken language, vocabulary and fluency. Where specific Intervention/ S&L referral is provided there will be an increase in children at typical (WellComm) and in CL in EYFS – (attention, listening and speaking) – this will in turn reflect in phonics and attainment data across the school. Support through SLA with SALT will give extra support to children in order for them to be discharged from SALT
2. Gap narrows from starting points in reception and attainment is in line with ARE	Children make accelerated progress from starting points and are well supported to narrow gaps in all subjects including phonics
3. families feel supported well supported and children are	Thrive and TISUK provision in place with (qualitative data from Pupil voice through thrive/ trauma informed questionnaires/ wellbeing) Parents feel well supported

able to engage with their learning	through our early help offer and through our pastoral support and wellbeing liaison teacher. Referrals made into multi agencies Children settle well and are ready to learn (- impact evident in improved attainment data)
4. Pupils will be provided with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self-esteem.	As a RADY school we continue to look at equitable provision particularly in enrichment. There will be an increase in participation in enrichment activities (see sports strategy) and we will also look at targeting children from disadvantaged backgrounds to have more participation in both the arts , sporting and extra curricular activities. We will also continue to target: Proportional representation on all children's voice groups Proportional representation in extra curricular activities All disadvantaged families will feel supported to enable children to benefit from enrichment - as a result of achieving ARTSMARK platinum (2025) we will continue to invest within the arts for children from all backgrounds
5. Attendance improves in line with non disadvantaged learners Persistent absence reduces, particularly for disadvantaged	Attendance officer supports and liaises with families where attendance has been identified as falling – attendance improves for all Support strategy in place for attendance- including tracker for PP Regular SLT meetings to support families at risk of falling behind in attendance Clear policy for families and relationships built to aid support
6. Improved attainment and support for children with additional needs - with a focus on children who are PP and SEN	Early identification of needs and support put in place so that progress is accelerated from children's starting points.(progress tracking data) SMART targets on provision mapping enables all staff to support children Liaison with outside agencies Support from SENDcos in school Provision enhanced in school (eg CUBS and FOXES) - see SDP priority 25-26
7. Narrowing gaps – show improved attainment from previous years	Reading, writing and maths attainment (including phonics) is above national for EYFS/ Y1 and that attainment for all is at least in line with other children Tracking across school will show gaps narrowing between disadvantaged and non-disadvantaged Regular pupil progress meetings enable staff to show progress and evidence impact
8. CPD of staff to continue using Walkthrus to improve teaching and learning –checking for understanding and retrieval RADY training for all staff	Staff will embed effective modelling and explanations within daily teaching – internal data will show a positive impact on pupil outcomes including most vulnerable. -Questioning for understanding will have a positive impact on pupil progress. -Pupils will have regular opportunities to recall their key learning so that they 'know and remember more.' RADY principles will continue to be embedded

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £ 13814**

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<b>High Quality teaching, resources, CPD</b>		
SLA with SALT provides high quality CPD and support for staff SALT work 1 to 1 <b>£6250</b> <b>WellCom</b> screening for all reception & Nursery TA training by SALT team over 6 weeks Continued use of WIDGETs and PECs <b>£664 3 yr</b> Research project from EEF on 'story choices' Nursery	<b>25-26 30chdn (50%) in</b> Reception screened to need further support <u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u> – the evidence that shows the impact of this support is detailed below Using the SLA staff have been trained using PECs to provide support for children with little or no verbal communication – and use of widgets to support total communication - in particular using training from SALT team to support our LSAs with using PECs in YR with children that have been identified as vulnerable Coventry University led research project completed 24-25 looking at child and adult initiated stories in Nursery and monitoring the impact This built upon the previous years' research project called Hanen LLLI)	1,2,6
SCERTs training for EYFS staff teacher cover 1 days <b>£400</b>	SCERTS to build upon the identification - SCERTS is an evidence-based framework for assessing children who need support with their social communication and emotional regulation skills, including autistic children. Transactional support is the support given to children to reach their goals and achieve their potential.	1
High quality CPD for staff for <b>Little Wandle</b> updated training (new staff and continued training for all staff) Increased books purchased to support <b>Little Wandle £2000</b>	DFE endorsed programme (Little Wandle) ensures that high quality phonics provision is implemented to raise attainment across the school... <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u> Purchase of books to support KS2 little wandle and reception and year 1	2,3,4
CPD that directly impacts upon disadvantaged (such as inclusion quality mark/ dyslexia pathway/ autism qualification/ SEN training – language awareness/ Walkthrus continued CPD linked to professional growth plans <b>£200</b>	The Eef states that "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap" Walkthrus <a href="http://www.walkthrus.co.uk">www.walkthrus.co.uk</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf?v=1669228821">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf?v=1669228821</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	6,7
Purchase of standardised tests (PIRA/PUMA & NTS standardised maths (= <b>£500</b>	We try to strike an effective balance between using standardised assessment tools and teacher administered diagnostic assessments rooted in the classroom. Continued use of PUMA/ NTS/ PIRA to support teacher assessments and identify those at risk of falling behind and support targeted intervention <u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u>	7
<b>RADY</b> – Deputy head continued with training 6 x yearly plus tutorials on implementing a programme to support disadvantaged youngsters  <b>RADY tracking time £300</b>	RADY stands for Raising the Attainment of Disadvantaged Young People. RADY is a well-established, proven approach to improving academic outcomes. 'RADY's power lies in its ability to shift teacher perspectives on disadvantage and to refocus school staff and leaders on what is important in teaching and learning which involves disadvantaged pupils. This refocusing process did not require seismic change...; rather it was a case of very small measures - how a teacher marks their pupils' books, how they plan for trips, how they select their sports team - creating a bigger impact.' (CBC - RADY Project Evaluation, Connolly et al, 2021).. Further CPD for all staff	all
<b>Rights respecting award reaccreditation £500</b>	The assistant head will lead training and support across the school on the accreditation of RRSA • RRSA promotes children's rights and participation in decision-making. •Disadvantaged pupils often have lower confidence and engagement; RRSA ensures their voices are heard, fostering inclusion and belonging	

<b>Recruitment &amp; Retention</b>  <b>£3000</b>	LSA recruitment to support additional needs and PP in development of CUBS and FOXES provision  Restructuring of Tas and LSAs needed to implement this focus and support targeted children	6.
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£21,245.9**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language interventions (with speech and language therapist -SLA has been costed <b>£costed above</b> Tas delivering interventions weekly to support targeted children – costed above as part of SLA	EEF shows that supporting language interventions improves attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,6
Number stacks interventions Cost (Tas in Y1 and Y2 as extra afternoons – costed below as part of Cubs and Foxes	We will continue to use Number Stacks as a primary maths intervention resource, aligns closely with many of the recommendations of the EEF Maths Guidance reports <a href="https://www.numberstacks.co.uk/wp-content/uploads/2022/03/Number-Stacks-EEF-2020-Maths-Guidance-Report.pdf">https://www.numberstacks.co.uk/wp-content/uploads/2022/03/Number-Stacks-EEF-2020-Maths-Guidance-Report.pdf</a>	1,2,6
Phonics interventions – targeted in YR, Y1, Y2, Y3 (groups and as 1 to 1) Y1 extra support: 2 Tas £5892.90 Y2 Tas 2 afternoons £14.44 x 3 hours x 39 weeks £1689.48 x 2) Y3/4 phonics lead (no cost as part of teaching) <b>£9270.90</b>	we know phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Y1 extra support: 1 LSA £5892.90 (paid to stay daily as extra in afternoons in order to deliver keep up and catchup in phonics and number stacks)) Y2 reading and phonics support (LSA paid extra for 2 afternoons to deliver catchup £14.44 x 3 hours x 39 weeks £1689.48 x 2) Y3/4 lead by phonics leader to deliver catchup weekly to small groups (salary) NB costings include language support/ numberstacks/ extra reading and phonics support) SENDCOs to deliver interventions including dyslexia assessments Deputy head to deliver phonics catchup to YR and Y1	1,2,7
Interventions led by Deputy/ SENDCOs (eg dyslexia screening)	Targeted support groups to catchup with phonics, extra reading, maths, Referrals – see EEF research above on interventions Pre teaching by teachers and class focus groups by teachers in lessons for immediate catchup	6,7
Setting up of the Cubs and the Foxes (inclusion resource bases to support children with additional needs) <b>£11975</b>	Resources budget £2000 Staffing costs 3 LSAs (budgeted in staffing costs) LSA cost £9975	

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

Budgeted cost: £ 21,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast THRIVE and emotional support of HIVE led by Tas and SENDcos to cover lunchtimes and breaktimes Plus additional thrive sessions 14.44 x 5 x 39 weeks <b>costed as part of LSA time</b> ELSA training to MAB staff <b>£1355</b>	Pupils basic emotional and social needs continue to be affected and learning behaviours need developing -thus they are not in a position to make accelerated progress. <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> TA to support thrive/ lunchtime cover/ resources for HIVE Train MAB staff in ELSA to support emotional literacy	3
Breakfast club to support attendance for targeted children 2.50 per session x 5 days for 39 weeks for 6 children <b>£2925</b>	Breakfast club provided in Nursery and in the NEST to support vulnerable children to ensure attendance and support for families	
Nursery teacher trained in supporting families (starting well – the Solihull approach) Nursery teacher time for referrals into other agencies (1/2 day fortnightly) £100 x 20 weeks) <b>£2000</b>	Nursery teacher as DSL and safeguarding support in EYFS also offers ‘drop in’ sessions to parents before and after school as well as supporting with starting well group sessions (January) We are aware that some of our families are struggling with behaviour/ managing routines and general wellbeing –we see social services struggling to pick up targeted support. We feel that we need to offer this in addition in school to support our families Research demonstrates the value of early intervention to support families experiencing difficulties.	4
Attendance support – attendance officer following up absences (see flow chart and policy) and developing a relationship with families attendance officer <b>£12000</b>	Close liaison with families and support to break down barriers to good attendance result in child being in school on time and more often. Embedding principles of good practice set out in the DfE’s guidance <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a> SLT support for attendance officer and safeguarding referrals where needed Attendance action plan updated- regular meetings with SLT and attendance officer	5
Support for children to access after school clubs, school trips and potential music lessons, Continue to offer funding support put aside <b>£3000</b>	Developing children’s social, emotional and wider experiences improve peer relationships, attitudes, behaviour and academic outcomes RADY research shows the importance <a href="https://challengingeducation.co.uk/rady/">https://challengingeducation.co.uk/rady/</a> PE lead to develop more extra curricular opportunities specifically aimed at supporting PP access to clubs – within the school day as this will show greater take up of sporting programmes PE lead to deliver more in house PE participation (such as cross country tournaments – specifically aimed at involving PP participation) EEFSocial_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) Support for parents to access HAF provision in Worcs	4
RADY – to continue to embed and support for disadvantaged children using RADY training and support – including accessing a grant for a reading shed on	As part of our RADY uplift and training, we have managed to access a grant (£1800) to support our enrichment and provision for disadvantaged youngsters to build a reading shed on another playground. RADY also permeates our SDP this year and is an ongoing focus for staff, teaching and learning <a href="https://achieve-equity.org/">https://achieve-equity.org/</a> <a href="https://challengingeducation.co.uk/rady/">https://challengingeducation.co.uk/rady/</a> resourcing reading shed and maintenance	all

playground and further provision of resources for pupil leadership	sports crew leaders to have PP representation to support extra curricular activities and playground active me sports softball sessions – coach to deliver sessions for disadvantaged learners in school Arts club aimed at PP participation in the arts Music lead to deliver recorders/ choir to boost participation of disadvantaged In school opportunities to access the arts (such as the theatre trip/ outdoor learning/ in school visitors/ music for all participation	
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**Total budgeted cost: £56,339**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Our analysis of the performance of all of our pupils including disadvantaged pupils during **24-5** shows that although there are still gaps, these gaps are closing and the attainment difference is slightly reducing. We strive for the best for all of our pupils and we know that this is an area to target. This is why we have started to train as a RADY school to focus upon equitable support to disadvantaged youngsters.

We use our internal data as well as national tests (– showing EYFSP data, Year 1 and year 2 phonics screening, Year 2 (optional) SATs and Year 4 multiplication tests)

The attainment gap between our disadvantaged and non-disadvantaged pupils continues to be an area where we focus interventions and support. We have continued to employ teaching assistants in the afternoons for Key Stage 1 to ensure targeted support can continue.

Using RADY we focus pupil progress meetings on disadvantaged – whilst also recognising the increased level of need we have in school. We are recognised as a highly inclusive school (flagship IQM) and have many appeals from parents outside our catchment area for both BASE places and mainstream. We receive weekly consultations. We are oversubscribed each year and there is an increasing demand for SEN support in school (29% 2025 with 7% EHCP (national is 4%). Many of your disadvantaged children have additional needs. We have employed 2 part time SENDcos to work closely with the pupil premium lead to target interventions and support and we are a TISUK endorsed school for supporting wellbeing in families.

We used the DFE grant to train one of our SENDcos to be senior mental health lead as well as our Nursery manager who is trained to help with family support and wellbeing.

#### Cohort context 24-25

Although our context for disadvantaged is lower than national we are much higher than national for SEN and for higher level needs (EHCPs) **(25.8% 24/25 with 8.5% EHCP (national is 4%).** we are also aware of families that struggle but are not eligible to claim for PP funding, or who do not wish to as they already receive universal FSM.

**Published Data and internal data 24-25** (there was no published data for **Year 2 SATs** – however, we still use national benchmarking for comparison in Y2 as well as EYFS national MTC national and phonics National))

(school in black) (Nat in red)	% at ARE Reading	% at ARE Writing	% at ARE Maths	% at GLD	% PHONICS	MTC
EYFS (includes 3 EHCPs) PP 11 (includes 2 ehcp)	80% (76%)	77% (71%)	82% (78%)	75% (68.3%) 36% (51.5%)	/	/
Year 1 (includes 5 EHCPs) PP 8 (includes 2 EHCP)	78% 25%	75% 25%	78% 25%	/	87% (80%) 50% (67%)	/
Y2 (includes 2 EHCP) PP 7 (includes 1 ehcp)	83% (71%) 86%	73% (62%) 86%	81% (71%) 71%	/	97% (86%) 100%	/
Y3 (includes 9EHCP) PP 9 (includes 1 ehcp)	78% 75%	74% 75%	80% 75%	/	/	/
Y4 (includes 7 EHCP) PP 14 (includes 5 EHCP)	88% 86%	90% 86%	90% 71%	/	/	80% (34%) 79%

All gaps are closing between disadvantaged and non disadvantaged across school - particularly end key stage 1 and 2 - but gaps are still large year 1 (see number of EHCP) and are focus for support

#### **Attendance:**

Policy updated and simplified for parents with a flow chart of actions

Strategies embedded to support families and PA

Attendance Officer continues to support families (same day calling) and follow up actions on a weekly tracking proforma

92.4% (FSM) (24-25)

#### **Enrichment:**

Targeted focus on enrichment (such as arts week/ sports events/ educational visits) However, the number of PP children attending after school activities is still below ALL. This has been targeted and there is increased uptake with offers of more clubs and offer for

free places extended to PP children – as a result of RADY equity support. All Pupil leadership groups have proportional representation - including Inter school sports (multi skills cross country etc) – this will continue to be developed this year (25-26) – see above

### Externally provided programmes

Programme	Provider
N/A	
N/A	

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

### Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Further support offered to families and parents through wellbeing lead – this will continue to provide agency support / referrals / wellbeing groups and 1 to 1 support for identified families including offering HAF support.
- Rights respecting GOLD reaccreditation May 2025 -through the continued achievement of developing our school as RRS GOLD, we will further enrich the curriculum with opportunities that give a wide range of experiences to all children and will supplement disadvantaged to include a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. (for example – music for learning allows all pupils in year 3 to play an instrument)
- Artsmark application successful in achieving PLATINUM - to continue to support the cultural growth of all children and embed the `arts within the school (willow weaving artist in residence, ceramic artist in residence, artsweeks and BIG DRAW)
- The PP lead works closely with the attendance officer to support attendance across the school
- IQM mark (flagship status achieved in 2023) - although we decided not to have this reassessed in 2024 due to costs- our commitment to supporting and strengthening SEN provision in school is robust– this further supports our aim to be all inclusive and to ensure that we deliver an ambitious curriculum for all- we have instead looked at providing alternative provision within school to support increasing additional needs.
- Having completed Worcestershire RADY programme (to Raise the Attainment of Disadvantaged Youngsters), The deputy head is also RADY lead within school (successfully bidding for further reading shed in KS1 playground)

This strategy is constantly reviewed (updated December 2025)

We used the [EEF’s implementation guidance](#) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.



# PUPIL PREMIUM

The tiered model and menu of approaches

## 1 HIGH QUALITY TEACHING

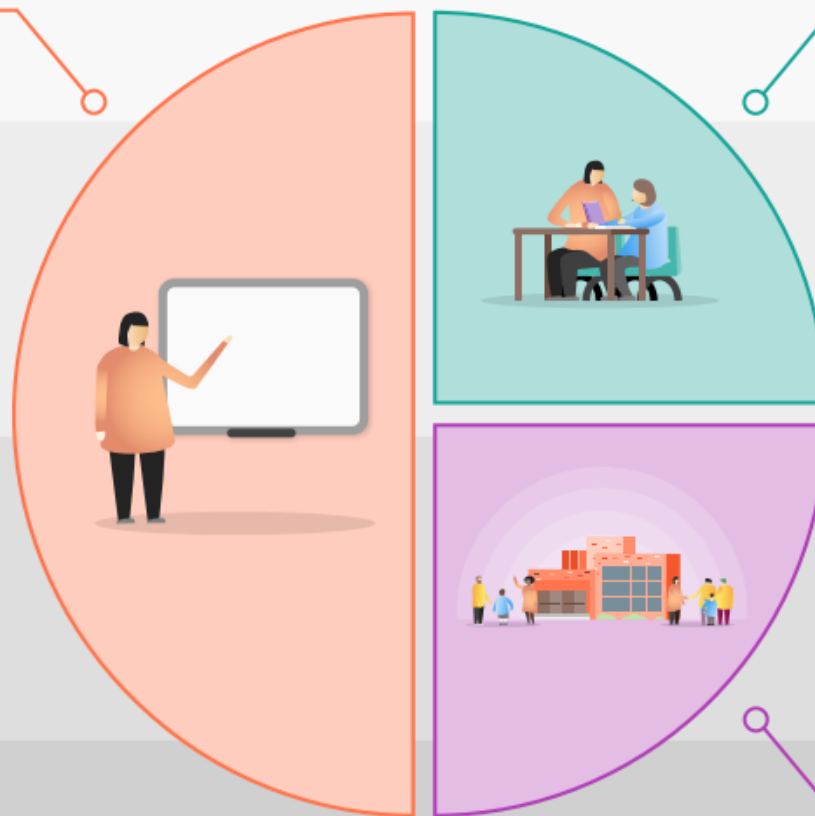
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils

Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning

Mentoring and coaching

Recruitment and retention of teaching staff

Technology and other resources focussed on supporting high quality teaching and learning



## 2 TARGETED ACADEMIC SUPPORT

Interventions to support language development, literacy, and numeracy

Activity and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions

One to one and small group tuition

Peer tutoring

## 3 WIDER STRATEGIES

Supporting pupils' social, emotional and behavioural needs

Supporting attendance

Extracurricular activities, including sports, outdoor activities, arts, culture and trips

Extended school time, including summer schools

Breakfast clubs and meal provision

Communicating with and supporting parents



### Further information on the Pupil Premium

This QR code will take you to our Pupil Premium page, which includes an evidence brief with supporting resources for each approach listed.

<https://eef.li/pupil-premium/>

