



## Pupil Premium Strategy Statement

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.

### School overview

Detail	Data
School name	Hatchlands Primary School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	23.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 -2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	Lauren Payne
Governor / Trustee lead	Stuart Anderson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,020
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,020

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

At the core of our strategy is the provision of high-quality teaching, which we believe is crucial for closing the attainment gap between disadvantaged and non-disadvantaged pupils.

We will increase the number of disadvantaged learners meeting ARE through greater exposure to a range of vocabulary and reducing the language gap in the classroom. This will also benefit all pupils, as high expectations and teaching of oracy is applied school-wide.

Our strategy will support the acceleration of progress for disadvantaged learners in order to close the attainment gap between disadvantaged and non-disadvantaged learners. Interventions will be based on robust diagnostic assessments of individual pupil needs, rather than any assumptions about disadvantage, ensuring that the support provided is targeted and effective.

We are passionate about the wellbeing of all children and our strategy will ensure that emotional wellbeing is at the forefront of support for our disadvantaged learners. We will support vulnerable pupils (e.g. those with social workers, young carers) by addressing their unique challenges, regardless of whether they are classified as disadvantaged or not.

High expectations for the attendance of disadvantaged pupils will ensure the gap is diminished in order to be in line with national expectations.

Our strategy will proactively promote the engagement of disadvantaged pupils in a wide range of extra-curricular opportunities to ensure that disadvantaged pupils are fairly represented.

### Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils start their education at our school at a lower level of achievement in reading, writing and maths than other pupils, identified typically in EYFS baseline / on entry data.
2	Emotional wellbeing of pupils - Social and emotional need impacts learners' wellbeing which prevents many disadvantaged learners in their readiness to learn when at school
3	Attendance data - due to higher rates of absence, the progress and attainment of disadvantaged learners is hindered.
4	Oral language skills for disadvantaged pupils are lower as children struggle with poor sentence structure and limited vocabulary.

5	Access to wider curriculum and school life, including enrichment activities - home circumstance limit aspiration and value of education for some disadvantaged learners, resulting in a lack of self-confidence and motivation
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The difference in attainment between disadvantaged learners and non-disadvantaged learners will be diminished	<ul style="list-style-type: none"> <li>• The number of disadvantaged learners reaching ARE will increase, as indicated at key termly data drops throughout the year.</li> <li>• The above is monitored by the disadvantaged Champion/ HT/ Assessment Lead and teachers are held accountable.</li> <li>• Outcomes for disadvantaged learners will improve by at least 15% in reading, 15% writing and 15% maths in all year groups</li> <li>• 70% of disadvantaged pupils will achieve at least the expected standard in phonics</li> <li>• 67% of disadvantaged pupils will achieve at least the expected standard in GLD</li> <li>• 55% of disadvantaged pupils will achieve school target of 21</li> </ul>
Disadvantaged learners will be ready to learn with increased self confidence and motivation and be able to regulate their emotions.	<ul style="list-style-type: none"> <li>• Pupil voice of disadvantaged learners demonstrates an increase in positive attitudes to school</li> <li>• Disadvantaged learners can articulate their emotions and use the Zones of Regulation to identify strategies to support them.</li> <li>• Disadvantaged learners are trained to take on the role of 'Playground Pals'</li> </ul>
Disadvantaged learners will use a wider range of vocabulary to articulate their learning to result in more disadvantaged learners meeting age related expectations (ARE)	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils (evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment).</li> <li>• Vocabulary is explicitly taught through all subjects</li> <li>• Disadvantaged learners demonstrate an increase and expansion of language and vocabulary orally and in books</li> </ul>
Improved access to wider curriculum and school life, including enrichment activities by disadvantaged pupils.	<ul style="list-style-type: none"> <li>• At least 70% (51 children) engaging in after school or lunchtime clubs</li> <li>• Disadvantaged pupils experience frequent opportunities to success and their efforts are celebrated</li> <li>• All ambassador groups fairly represent disadvantaged pupils (at least 30% in each group: school learning council, eco ambassadors, junior librarians, wellbeing ambassadors)</li> </ul>
Improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers is closely monitored and analysis of patterns and trends is used to inform decision making to further improve attendance The attendance gap between disadvantaged pupils and their non-disadvantaged peers is</li> </ul>

	<p>closely monitored and analysis of patterns and trends is used to inform decision making to further improve attendance</p> <ul style="list-style-type: none"> <li>• The attendance of disadvantaged learners continues to improve and is at least in-line with national expectations.</li> </ul>
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## 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.

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

Budgeted cost: £52,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers planned and delivered regularly through the year</p> <p>CPD will focus on:</p> <ul style="list-style-type: none"> <li>• Afl strategies inc questioning including Learning intentions and success criteria, retrieval strategies</li> <li>• Oracy Strategies including the use of stem sentences</li> <li>• Revisiting teaching of vocabulary</li> <li>• Adaptive teaching strategies</li> <li>• Revisit of Emotion Coaching &amp; Restorative Practice</li> <li>• Foundations of writing</li> <li>• Boost insight</li> </ul>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p><u><i>(Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</i></u></p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year.</p> <p><u><i>(EEF Teaching and Learning Toolkit – Oral Language Interventions)</i></u></p>	1,2,4
<ul style="list-style-type: none"> <li>• Release time for lead practitioners to provide additional coaching / mentoring support for Early Career Teachers and new to school induction in order to ensure consistency in outcomes for all pupils</li> </ul>	<p><u>Effective Professional Development, EEF 2021</u>, identify that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment.</p>	1,2

<ul style="list-style-type: none"> <li>● Restructure Lead Practitioners to work with a range of teachers across the school rather than focussing on Phases to ensure consistency and High Quality Teaching.</li> </ul>		
<p>Raise the profile of disadvantaged throughout the school by:</p> <ul style="list-style-type: none"> <li>● continue to prioritise and refine additional pupil progress meetings focusing on disadvantaged learners</li> <li>● Develop underserved learner tracking document with an overview of support (RAG rated)</li> <li>● continue to ensure this is a focus for all internal and external monitoring</li> <li>● Early Help resource that has been shared with staff and will be shared with families.</li> </ul>	<p>Sir John Dunford, Government Pupil Premium Champion, describes how it is crucial to target to individual needs based on local research. The importance of disseminating good practice and help unlock potential and improve life chances of Disadvantaged Learners.</p> <p>As a school we believe that raising the profile of Disadvantaged learners will have a positive impact and allow individual needs to be targeted.</p>	1,2,3,4,5
<ul style="list-style-type: none"> <li>● Enhancement of our Maths teaching and curriculum planning to support adaptive teaching and planning (supported by Laura Morton)</li> <li>● Introduction of Stem sentences and exit tickets</li> <li>● Development the use of Boost Insights to inform Maths Meeting and adaptive teaching</li> <li>● foundational knowledge - broken down into term by term, informs non-negotiables and shared with staff</li> </ul>	<p>On average, Mathematics Mastery pupils made more progress than non-Mathematics Mastery pupils. The positive impact was estimated as equivalent to one month's additional progress. The effect detected was statistically significant, meaning the improvement was likely caused by the programme.</p> <p><u>Mathematics Mastery Primary - EEF</u></p>	1
<p>*All support staff will benefit from a regular schedule of training sessions designed to support specific needs to support learning and ensure a consistent approach in teaching and learning</p> <ul style="list-style-type: none"> <li>● Scaffolding</li> <li>● Questioning</li> </ul>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months)</p>	1,2,4

<ul style="list-style-type: none"> <li>• Ordinarily Available Provision and Adaptive Teaching</li> <li>• Revisit of Emotion Coaching &amp; Restorative Practice</li> </ul>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p><u>(EEF –Teaching and Learning Toolkit – Teaching Assistant Interventions)</u></p>	
<ul style="list-style-type: none"> <li>• Enhanced vocabulary development for all children</li> <li>• Ongoing development and focus upon ensuring that enriched vocabulary is an integral part of all lessons including across the wider curriculum.</li> </ul>	<p>Significant research has identified a large differential in the vocabulary of children from ‘deprived’ in comparison to those from more affluent homes. A poor vocabulary range can lead to a reluctance to read and a limited curriculum. Ensuring that vocabulary building is a key element of all lessons will ensure that all children have access to an enriched bank of words.</p> <p><u>(EEF Teaching and Learning Toolkit – Oral Language Interventions)</u></p>	4
<ul style="list-style-type: none"> <li>• Oracy is prioritised across the school</li> <li>• There is a strategic approach to a whole school approach of Oracy</li> <li>• Oracy assemblies</li> </ul>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress</p> <p><u>(EEF Teaching and Learning Toolkit – Oral Language Interventions)</u></p>	4

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

**Budgeted cost:** £20,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• SLT to provide small group booster support</li> </ul>	<p>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).</p> <ul style="list-style-type: none"> <li>• <u>Small group interventions</u></li> </ul>	1

<ul style="list-style-type: none"> <li>Recruitment of a specialist speech and language LSA</li> </ul>	<p>Language link Assessments - Very high impact for very low cost based on very extensive evidence</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress low cost based on extensive evidence.</p> <p><u>(EEF Teaching and Learning Toolkit – Oral Language Interventions)</u></p>	4
<ul style="list-style-type: none"> <li>Online programmes designed to target gaps in core subjects through the use of AI</li> <li>Century Tech and Learning by Questions investment for homework and to support class learning</li> </ul>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p><u>Digital technology can add up to +4 months progress (EEF, 2019).</u></p>	1

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

Budgeted cost: £30,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enrichment/Extracurricular provision</b></p> <ul style="list-style-type: none"> <li>After school clubs</li> <li>Sports events</li> <li>Homework club</li> <li>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non disadvantaged pupils</li> <li>Sports Champion to work with ESE and Redhill Football Club to support representation of underserved learners in sports events]</li> <li>Free homework club offered and targeted at key families</li> <li>clubs to be released in phases to ensure underserved families have the opportunity to sign u</li> <li>looking into how we can incorporate lunchtime clubs</li> </ul>	<p><u>(EEF Teaching and Learning Toolkit – physical activity/extending school time)</u> Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention.</p>	2,5

<p>Attendance Team</p> <ul style="list-style-type: none"> <li>• Fortnightly attendance team meetings and review of attendance carried out by Attendance Champion and Attendance Officer to update parents on attendance</li> <li>• Parent Attendance assessment meetings carried out with parents of persistent absentees to understand and support with barriers to attendance</li> <li>• fines issued where necessary</li> </ul>	<p><u>DfE: Working together to improve school attendance</u></p> <p>‘The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training when they leave school.’</p>	<p>3</p>
<p>Underserved Family Support (tracking)</p> <ul style="list-style-type: none"> <li>• School Pantry</li> <li>• Dress Up Day Clothes bank</li> <li>• SAFS Coffee Mornings supported by external professionals including secondary SEND specialist</li> <li>• Safeguarding overview tracking family support</li> </ul>	<p><u>EEF Research: Working with Parents to support children’s learning</u></p> <p><u>‘Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages</u></p>	<p>3,5</p>
<p><b>Home School Link Worker</b></p> <ul style="list-style-type: none"> <li>• targeting the attendance and punctuality of the underserved children - weekly/ bi-weekly phone calls with key families</li> <li>• early morning club targeted at children with low attendance/ in need of a soft start</li> <li>• Consider free places offered by OSCAHs</li> </ul>	<p><u>DfE: Working together to improve school attendance</u></p> <p>‘The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training when they leave school.’</p>	<p>2,3.</p>
<p><b>ELSA</b></p> <ul style="list-style-type: none"> <li>• for children who are not accessing the curriculum due to mental health or emotional needs.</li> <li>• Protected ELSA timetable to ensure maximum number of children are able to receive intervention</li> <li>• ELSAs to deliver CPD to support staff</li> <li>• Learning Mentor support provided in classrooms alongside LSAs and teachers.</li> <li>• SMART Moves transition sessions to be carried out with Year 5 and 6</li> </ul>	<p><u>EEF Research: Social and Emotional Learning states that:</u></p> <p>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	<p>2</p>

**Total budgeted cost: £103,020**

## Pupil premium strategy outcomes

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

### Outcome 1 - The difference in attainment between disadvantaged learners and non-disadvantaged learners will be diminished

The data shows both reduced proportions of pupils below expected and increasing proportions meeting or exceeding expectations.

The number of disadvantaged learners reaching ARE will increase, as indicated at key termly data drops throughout the year.

Outcomes for disadvantaged learners will improve by at least 15% in reading, 15% writing and 15% maths in all year groups

#### Reading

##### Year 1

- 41.7% WTS, 58.3% EXS (12 pupils)
- **Summer 2025:** 33.3% WTS, 33.3% EXS, 25.0% GDS (12 pupils)
- Increase of 25.0% GDS, 58.3% remains at EXS+

##### Year 2

- 21.4% PKS/BLW combined and 42.8% WTS (14 pupils)
- 57.2% EXS/GDS combined or above
- **Summer 2025:** 8.3% PKS, 16.7% WTS and 58.3% EXS 16.7% GDS (12 pupils)
- Steady gains – majority (75%) now working within or above expected range.

##### Year 3

- 57.9% below expected (PKS/BLW), 42.1% EXS+ (19 pupils)
- **Summer 2025:** 22.3% below, 38.9% EXS, 11.1% GDS (18 pupils)
- Shift upward – pupils at EXS+ rose from 42.1% to 50%.

##### Year 4

- 25% below expected; 75% WTS+ (12 pupils)
- **Summer 2025:** 9.1% below, 91% WTS+ (11 pupils)
- Progress – nearly all pupils now working towards or within expected standard.

##### Year 5

- 57.1% WTS - 42.9% at ARE
- **Summer 2025:** 66.7% WTS -33.3% EXS (7 pupils)
- Decline – fewer pupils meeting expected standard; needs targeted support (6 pupils)

##### Year 6

- 85.7% WTS 14.3% PKS (7 pupils)
- **Summer 2025:** 16.7% BLW, 50% WTS, 33.3% EXS (6 pupils)
- Improvement – proportion working at/above expected increased from 0% to 33%.

## Writing

### Year 1

- Autumn 35.7% EXS, 7.1% GDS (12 pupils)
- Summer 2025: 41.7% WTS, 41.7% EXS, 8.3% GDS (12 pupils)
- **Slight gain** more pupils now achieving expected standard or above (EXS+ increased from 42.8% → 50%).

### Year 2

- 21.1% BLW, 31.6% WTS, 42.1% EXS+ (14 pupils)
- Summer 2025: 16.7% BLW, 27.8% WTS, 50% EXS+ (12 pupils)
- **Slight gain** – pupils at or above expected rose from 42.1% to 50%; fewer working below

### Year 3

- 50% below (PKS/BLW), 41.7% WTS, 8.3% EXS (19 pupils)
- Summer 2025: 9.1% below, 45.5% WTS, 9.1% EXS+ (18 pupils)
- Sustained

### Year 4

- 28.6% below, 57.1% WTS, 14.3% EXS+ (12 pupils)
- Summer 2025: 16.7% below, 66.7% EXS+, 16.7% GDS (11 pupils)
- Sustained

### Year 5

- 42.9% BLW/WTS, 57.1% EXS (7 pupils)
- Summer 2025: 33.4% BLW/WTS, 50% EXS, 16.7% GDS (6 pupils)
- Positive shift – movement from EXS into GDS, and from WTS into EXS = 66.7% EXS+

### Year 6

- 14.3% PKS, 28.6% BLW, 57.1% WTS (7 pupils)
- Summer 2025: 16.7% BLW, 50% WTS, 16.7% EXS (6 pupils)
- Improvement – pupils at/above expected rose from 0% to 16.7%

## Maths

### Year 1

- 28.6% WTS, 42.9% EXS, 7.1% GDS (14 pupils)
- Summer 2025: 25.0% BLW, 50.0% WTS, 8.3% GDS (12 pupils)
- Sustained

### Year 2

- Autumn 2024: 52.6% below (PKS/BLW), 36.8% EXS, 47.3% EXS+ (19 pupils)
- Summer 2025: 44.4% below, 44.4% EXS, 55.5% EXS+ (18 pupils)
- Improvement – more within EXS

### Year 3

- 25% below, 33.3% WTS, 41.7% EXS+
- Summer 2025: 18.2% below, 36.4% WTS, 45.5% EXS+
- Sustained

### Year 4

- 14.3% below, 71.4% WTS, 14.3% EXS (12 pupils)

- Summer 2025: 83.3% WTS, 16.7% EXS (11 pupils)
- Sustained

#### Year 5

- 14.3% BLW, 85.7% WTS (7 pupils)
- Summer 2025: 16.7% BLW, 33.3% WTS, 50.0% EXS (6 pupils)
- Improvement – half now meeting the expected standard (0% → 50%)

#### Year 6

- 14.3% BLW, 85.7% WTS (7 pupils)
- Summer 2025: 16.7% BLW, 33.3% WTS, 50.0% EXS (6 pupils)
- Improvement of pupils now achieving the expected standard; WTS reduced substantially.

### Statutory Data

67% of disadvantaged pupils will achieve at least the expected standard in GLD

- 42.9% (3/7) achieved GLD - **increase of 20.9% from previous year.** 1 in year admission did not achieve GLD

70% of disadvantaged pupils will achieve at least the expected standard in phonics

- PSC 83.3% (40/48) **increase of 6.4% on previous year**

55% of disadvantaged pupils will achieve school target of 21

- 9% achieved school target of 21  
The outcome is significantly below the school's intended target, indicating that too few disadvantaged pupils met the expected standard.
- Ensure the Maths Lead oversees regular progress reviews, analysing impact data regularly and providing coaching for class teachers on effective strategies for number fluency and recall.
- Embed retrieval practice and low-stakes quizzes to strengthen long-term retention of times tables (TTRS)

### KS2 Data

- Maths 50% (3/6)
- Reading 33.3 (2 / 6)
- Writing 16.7% (1/6)
- RWM 16.7% (1/6)

The above data is monitored by the disadvantaged Champion/ HT/ Assessment Lead and teachers are held accountable.

- The Disadvantaged Champion, Headteacher and Assessment Lead jointly monitor data and progress.
- Termly Pupil Progress Meetings continue to drive accountability and target-setting.
- Leadership time for the Underserved Champion must remain protected to ensure regular monitoring and review.
- Staffing challenges and redeployment of cover supervisors have limited some release time; this will be addressed through the 2025–26 staffing plan.
- Closer monitoring of individual progress is now being implemented in response to increased pupil mobility, ensuring that newly arrived pupils and mid-year joiners are rapidly assessed and supported.

**Outcome 2 Disadvantaged learners will be ready to learn with increased self confidence and motivation and be able to regulate their emotions.**

### **Pupil voice of disadvantaged learners demonstrates an increase in positive attitudes to school**

- At least 80% of disadvantaged learners can name 2–3 strategies they use when stuck (e.g., “3 before me”, checking examples, re-reading instructions).
- Book looks and learning walks show consistent evidence of independence routines in use across all classrooms (DE visit/ internal monitoring)
- Pupil-voice surveys show a 11%+ improvement over the year in positive responses related to enjoyment of learning
- 100% of disadvantaged pupils can articulate at least one aspect of school they enjoy and one subject where they feel successful.

#### **\*Next step**

- Ensure a termly cycle of pupil voice activities is embedded

### **Disadvantaged learners can articulate their emotions and use the Zones of Regulation to identify strategies to support them.**

- 72%+ of disadvantaged learners surveyed can clearly identify which “zone” they are in and name at least one strategy to regulate.
- Teachers/TAs report improved use of regulation strategies with **reduced escalation** and fewer incidents of dysregulation for those with individual regulation plans

#### **\* Next steps**

- CPOMS data is analysed on a half termly basis to review **emotional regulation incidents** for targeted pupils.
- Zones of Regulation language is consistently observed in learning walks, displays, and classroom routines.
- Training in Zones of regulation for staff

### **Disadvantaged learners are trained to take on the role of ‘Playground Pals’**

- 8 disadvantaged pupils completed Playground Pal Training
- 75% of those can confidently explain their role and are beginning to demonstrate peer support strategies
- Some play activities are visibly led by Underserved playground Pals

#### **\*Next Steps**

- Revisit training/roles & responsibilities of Playground Pals so they are able to lead structured playground activities
- Provide training for all Playground pals in conflict resolution

### **Outcome 3 Disadvantaged learners will use a wider range of vocabulary to articulate their learning to result in more disadvantaged learners meeting age related expectations (ARE)**

Assessments and observations indicate significantly improved oral language among disadvantaged pupils (evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment).

- Pupil voice (Oct and Jun) shows disadvantaged learners are using more key vocabulary when explaining their work. Several pupils could explain terms like “evaporate,” “character traits,” which they couldn’t do in September.
- Learning walks (Aut 2 & Spr 1) show that vocabulary teaching is happening in most classes. All classes had word banks visible, and pupils could talk about how these help them.
- Book Look (Jan) shows disadvantaged pupils are attempting to use new vocabulary in writing, even if not always correctly.

\*Next Step Ensure verbal rehearsal is embedded before writing tasks so pupils can transfer improved oral vocabulary into written outcomes.

### **Vocabulary is explicitly taught through all subjects**

- Teachers are now including vocabulary sections on weekly planning, and this was seen consistently in planning reviews with the DHT.
- CPD feedback from staff shows increased confidence in teaching vocabulary, and staff reported pupils using “sentence stems” more accurately.

Disadvantaged learners demonstrate an increase and expansion of language and vocabulary orally and in books

- Voice 21 strategies (talk frames, full-sentence answers, structured partner talk) are helping disadvantaged pupils speak in longer and more accurate sentences. Staff report that pupils who previously gave one-word answers are now giving short explanations.
- In KS1, staff report that disadvantaged pupils are joining in more during carpet discussions, where they previously stayed silent.

### **\*Next step**

- Strengthen consistency by ensuring every teacher uses explicit vocabulary routines (e.g., word banks, sentence stems, pre-teaching) in every subject.
- Develop a whole-school vocabulary progression map so vocabulary builds cumulatively across year groups.
- Provide refresher CPD on modelling subject vocabulary, particularly in non-core subjects where practice is more variable.
- **Ensure Voice 21 talk structures are used daily, particularly for disadvantaged pupils who benefit from structured oral rehearsal.**

## Outcome 4 Improved access to wider curriculum and school life, including enrichment activities by disadvantaged pupils.

### At least 70% (51 children) engaging in after school or lunchtime clubs

- Arbor data shows 68% of disadvantaged pupils (53 children) attended at least one after-school or lunchtime club this year, nearly meeting the target.
- Uptake increased after the Home School Link Worker personally contacted families to promote clubs and reassure them about reduced fees.
- A 50% discount for Pupil Premium pupils resulted in a noticeable rise in participation in sports clubs, choir and art club.

### \*Next Step

- Development of Lunchtime clubs to incorporate quieter, structured activities such as Lego Club and Board Games Club.

### Disadvantaged pupils experience frequent opportunities to success and their efforts are celebrated

- Disadvantaged pupils are regularly celebrated in assemblies, with weekly certificates showing a fair representation of Pupil Premium pupils.
- Photographs and newsletters show disadvantaged pupils actively involved in trips, performances, competitions, and enrichment days.
- Pupil voice indicates pupils feel “happy to try new things” and “proud to be chosen” for clubs and activities.

## Outcome 5 Improved attendance for all pupils, particularly our disadvantaged pupils.

The attendance gap between disadvantaged pupils and their non-disadvantaged peers is closely monitored and analysis of patterns and trends is used to inform decision making to further improve attendance

### Attendance Summary – July 2025

- **Whole-school attendance:** 94.9%
- **Non-Pupil Premium:** 96.1%
- **Pupil Premium:** 90.6% (-5.5pp gap)
- **FSM pupils:** 90.6% (mirroring PP group)
- **In-year admissions:** average **88%** attendance across 19 pupils – significantly below the whole-school figure
- **Mobility impact:** Two highly mobile pupils in Y5/Y6 recorded **67%** attendance, compared with **95%** for non-mobile peers in the same year groups.
- Overall attendance remains above national averages, but the **attendance gap between disadvantaged and non-disadvantaged pupils persists**

- Analysis highlights that **mobility and in-year admissions are key factors contributing to lower attendance**, particularly in upper Key Stage 2.

**Intervention impact:**

The introduction of a **Morning Club** has improved punctuality and attendance for **five identified pupils**, supporting readiness to learn and helping families establish consistent routines

**Contextual factors:**

Two families are currently subject to **Child in Need / Child Protection Plans** due to entrenched attendance concerns. Despite multi-agency involvement (social workers, family support workers, and regular school welfare checks), attendance has not yet improved, suggesting barriers beyond school influence.

**Next Steps / Actions**

1. **Escalate persistent absence cases more swiftly** where multi-agency support is not achieving improvement.
2. **Continue to link attendance actions directly to family plans (CIN/CP)** to strengthen accountability with external agencies. Deploy FAST process where necessary
3. **Celebrate improved attendance** through rewards and parent engagement to close the PP/non-PP gap.