Holy Trinity CofE Primary School

Pupil Premium Policy

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Vision Statement

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a determination for all within our community to experience life in all its fullness, as promised by Jesus.

We embrace the holistic development for all in our community so that they may flourish academically, emotionally, and spiritually.

All that we do is underpinned by the modelling and promotion of six core values. These are: Justice, Service, Perseverance, Gratitude, Compassion, Courage and build on previous values of Peace, Hope, Friendship, Respect, Honesty and Forgiveness.

We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

Statement of intent

At **Holy Trinity C of E**, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for two separate policies:

Raising the attainment of disadvantaged pupils

Supporting pupils with parents in the armed forces

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2024) 'Pupil premium: allocations and conditions of grant 2023 to 2024'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2024) 'Pupil premium'
- DfE (2023) 'What maintained schools must publish online'
- Education Endowment Foundation (EEF) (2023) 'The EEF Guide to the Pupil Premium'

1. Roles and responsibilities

The governing board is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the PPG.
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the headteacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider SIP.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

The headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider SIP.
- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.

- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school's Records Management Policy.

The pupil premium lead is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with the headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- In combination with the headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

2. PPG allocation

In line with government expectations the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM**: pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **LAC:** pupils who are looked after by the LA.
- **PLAC**: pupils who have been adopted from care or have left care.
- **Service children**: pupils who meet one of the following criteria:
  - One of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
  - They have been registered as a 'service child' on a school census in the past six years
  - One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

For the 2023/2024 and 2024/2025 financial years PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil	
	2023/2024	2024/2025
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years.	£1,455	£1,480
Secondary-aged pupils who are eligible for FSM, or have been eligible in the past six years.	£1,035	£1,050

Pupils who have been adopted from care or have left care, i.e. PLAC	£2,530	£2,570
Children who are looked after by the LA, i.e. LAC	£2,530	£2,570
Service children	**SPP amount per pupil**	
	2023/2024	**2024/2025**
Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£335	£340

The school will receive its PPG funding from the LA.

3. Objectives

The school has the following objectives with regards to its use of the PPG:

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To ensure that the PPG reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents of pupil to collectively ensure pupils' success

4. How PPG is spent

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community services whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where it is deemed beneficial to do so, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer. Pupil premium may also be used on whole-school approaches, e.g. high-quality teaching, which will also benefit non-disadvantaged pupils.

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in 'Using pupil premium: guidance for school leaders', and focussed on the three areas below:

- High-quality teaching, particularly in English and maths, e.g. through CPD, recruitment and retention.

- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it will use the funding in line with the conditions of grant for the financial year in which it is spent. Funding carried forward will be accounted for in the school's pupil premium strategy statement for the academic year in which it is spent.

5. Long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PGG funding. The school will adopt a long-term **three-year** strategic plan, aligned to the SIP, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school will maximise the use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

The school will conduct lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

The school will explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school will consult the EEF's Families of Schools Database to learn about effective practice in similar schools. The school will make decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school will focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.

- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements,
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school will also choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

6. A tiered approach to PPG spending

The school will operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school will spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school will spend the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. The school will spend the PPG on the following wider strategies:

- Behaviour support
- The breakfast club
- Attendance initiatives

7. Use of the LAC and PLAC premiums

The LAC premium will be managed by the LA's designated VSH.

The premium will be used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium will be used to facilitate a wide range of educational support for LAC. The designated teacher will work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher will work with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium will not be treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

8. Example interventions

The school may utilise the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

The school may utilise the following teaching-focussed interventions:

- A half-hour weekly CPD slot for staff
- A termly one-day teaching development programme delivered by external experts
- Weekly individual coaching sessions to support teachers

The school may utilise the following wellbeing-focussed interventions:

- One-to-one counselling sessions

- Occupational therapy-based interventions
- Allocating funds to enable pupils to participate in extra-curricular activities

The school may utilise the following communication-focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- Transport for parents to attend annual reviews
- Support for pupils to access a range of off-site trips and experiences

The school may utilise the following independence-focussed interventions:

- Work experience opportunities
- Opportunities to lead sessions

10.Use of the service pupil premium (SPP)

The school will use the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

The school will not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

The school will not use the SPP to subsidise routine school activities.

11.Accountability

Individual targets will be set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG will be regularly discussed with subject teachers.

Ofsted inspections report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school will be held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

The school will publish its strategy statement for using the PPG on the school website by the 31 December utilising the DfE template document accessible in the 'Pupil premium' guidance.

The school will publish the updated PPG strategy annually, in line with its statutory duties. The school will publish a link to the school and college performance tables search tool, as well as the schools' individual performance tables page, on the school website.

12.Reporting

The headteacher will report to the governing board regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated, and reviewed by the headteacher and the governing board.

The EEF's DIY Evaluation Guide will be used to measure the impact of the school's spending.

Information regarding PPG spending will be published on the school website. The school will not publish any personal data regarding individual pupils on the school website.

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour will be sent home in their reports. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

13.Pupil premium reviews

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

The school will undertake reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

The cost of the review will reflect the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them. Where costs are prohibitive, the school will consider the use of a joint review with local schools. The school may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the school will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the school will have an improved strategy and the plans to implement it. This strategy and these plans will be shared with all relevant stakeholders.

14. Overpayments

Where the school identifies that it may have been overpaid, it will contact the ESFA as soon as possible to arrange repayment of the excess. The school will comply with any written request from the ESFA seeking to recover the excess in the event of an overpayment identified by the ESFA.

15.Monitoring and review

The headteacher and SBM will be responsible for reviewing this policy annually.

Any changes to this policy will be communicated to all relevant stakeholders.

The next scheduled review date is 31.12.26

Pupil Premium Review Self-Evaluation Form

1. Summary information					
Staff member completing this form	**Jo Corbett**	**Signature**		**Date**	13.10.25
Year	**24/25**	**Total PPG budget**	**£213,120**	**Date of most recent PPG review**	NA
Total number of pupils (YR-Y6)	**402**	**Number of pupils eligible for PPG**	**129**	**Date for next internal strategy review**	31.12.26

2. Current attainment				
	Pupils eligible for the PPG in the school		**National average (2025)**	
	ARE	GDS	ARE	GDS
Percentage of pupils achieving expected standard or above in reading, writing, and mathematics	48%	0%	47%	
Percentage of pupils making expected progress in reading (as measured in the school)	57%	22%	63%	
Percentage of pupils making expected progress in writing (as measured in the school)	57%	0%	59%	
Percentage of pupils making expected progress in mathematics (as measured in the school)	73%	13%	61%	

3. Barriers to future attainment

Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools (GIAS); the Education Endowment Fund (EEF) Families of Schools Database; FFT Aspire; staff and pupil consultation; attendance records; recent Ofsted reports and guidance.	
Academic barriers	
A	**On entry to nursery, pupils' attainment in language and communication has historically been lower than the local and national average. In September 2024 just 6.1% (down from 25% Sept 22) of EYFS pupils were screened at Green on the Wellcomm assessment. This was compared to a local average of 45.3%. 89.4% of pupils were screened at red compared to a local average of 37.4%.**
B	**66% of pupils have English as an additional language. This is well above the national average of 20.8% In total 41 different languages are spoken by pupils across school. 70% of our current Nursery pupils have English as an additional language.** **The percentage of pupils new to UK within the last two years has increased over the last 5 years - 2% (Sept 20), 3% (Sept 21), 4% (Sept 22), 6% (Sept 2023) and 9% (Sept 2024)** **The percentage of pupils new to the UK within the last three years is 11% (Sept 2024).**
Additional barriers	
C	**Less than 1.0% (2 pupils) are currently at Child Protection with another pupil currently undergoing Section 47 investigation.. 3.5% of pupils' families are receiving outside agency support (this is up from 2.2%, Sept 22) and a further 10.1% of pupils are being monitored by school / receiving school support around welfare. Most prevalent welfare concerns are around neglect and mental health. There has also been an increase in EBSNA. Although the percentage of pupils receiving external agency intervention is low, it does not reflect the needs of our families. Changes to external legislation mean that school becomes the lead professional on more cases.**
D	**IDACI Deciles – 15.3% (Up from 11.7% Sept 2024) of pupils live within postcodes in Band 1 (the most deprived), 17.4% in Band 2, 28.5% in Band 3 and 35.4% in Band 4. (Perspective Data, June 24)**
E	**In year mobility across the 2023 / 2024 academic year stood at 21%. This is a significant increase from the 2022 / 2023 academic year when it was 11% but in line with 2021/2022 academic year when it was 22%.**

4. Intended outcomes

Outcome	Success criteria
Further improve outcomes at ARE in reading to at least in line with disadvantaged pupils nationally	**At least 63% of disadvantaged pupils attain ARE in reading at the end of KS2. (School attainment 57%)**
Further improve outcomes at ARE in writing to at least in line with disadvantaged pupils nationally	**At least 59% of disadvantaged pupils attain ARE in writing at the end of KS2 (School attainment 57%)**
Further improve outcomes at ARE in Maths to at least in line with disadvantaged pupils nationally	**At least 61% of disadvantaged pupils attain ARE in writing at the end of KS2 (School attainment 73%)**
Further improve outcomes at ARE across R,W & M to at least in line with disadvantaged pupils nationally.	**At least 47% of disadvantaged pupils attain ARE in writing at the end of KS2 (School attainment 48%)**

5. Review of expenditure

Quality of teaching for all

Focus Areas	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)
Separate leadership of reading and writing – additional TLR.	Strong pupil progress across the year in both reading and writing. Improved whole school outcomes (Y1-6) in reading and writing	Reading - The percentage of disadvantaged pupils attaining ARE increased across the academic year from 55% to 68%. The percentage of disadvantaged pupils attaining GDS increased from 10% to17%. 84% of disadvantaged pupils made at least	Splitting responsibility has impacted significantly on quality of leadership – checking is more robust. Staff wellbeing has also been positively impacted – especially leadership.	£5,777

		expected progress with 35% making better than expected progress. The percentage of all pupils (Y1-6) attaining ARE increased across the academic year from 62% to 70%. The percentage of disadvantaged pupils attaining GDS increased from 10% to 21%. 85% of all pupils (Y1-6) made at least expected progress with 35% making better than expected progress.		
Non Fiction Writing	Whole school documents support teachers identification of text, sentence, word level features. Pupils needs are better met in writing – improving progress. Pupils writing is more cohesive, improving ability to edit and increasing progress / attainment.	57% of Dis pupils attained ARE at the end of Y6. This was just below the Dis national of 59% (2025) 72% of all Y6 pupils attained ARE in writing. This is in line with the national average of 72% (2025)and significantly up from 2024 when it was just 63%.	Clearer expectations are now in place, which staff can easily follow. The teaching of non fiction genres is more cohesive with greater clarity of progression.	£3,000 leadership release
Use of analysis of pupils writing to sharpen planning				
Developing writing interventions to address gaps in learning				£6,000 staff release
Developing cohesion in pupils writing				

Developing quality of teaching in KS2 guided reading	Strategies for different question types are explicitly modelled to pupils. Pupils demonstrate a greater understanding of different types of questions. Answers to 2/3 mark questions have greater depth to them.	57% of Dis pupils attained ARE at the end of Y6. This was below the Dis national of 63% (2025) 69% of all Y6 pupils attained ARE in reading. This is below the national average of 75% (2025) but slightly up from 2024 when it was 62%.	Still more work to do in this area to support less experienced staff. Some high quality teaching seen especially in KS1 and Yrs 4 & 6.	£3,000 – leadership release £6,000 – staff release
Improving recall of number facts	Improved results in the tables check at Y4. Appropriate reasoning at all levels in maths lessons.	73% of Dis pupils attained ARE at the end of Y6. This is well above the Dis national of 61% (2025) 79% of all Y6 pupils attained ARE in maths. This was above the national average of 74%.	On the whole this has been successful. More work is needed to stretch pupils at the gold level.	£1,000 – Fluency Bee
Progression in problem solving				£3,000 – leadership release £6,000 – staff release
Developing staff support for problem solving				
3 additional TAs (0.5)across school to support in class English and Maths lessons.	Increase support across school in English and Maths lessons			£42,235
Targeted support				
Action	**Intended outcome(s)**	**Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)**	**Lessons learned (and whether you will continue this approach)**	**Cost (£)**

3 additional TAs (0.5) across school to deliver catch up / keep up support	Increase pupil:adult ratios to increase amount of adult support in classrooms across the school.	ARE attainment data across Y1-6 has increased in R,W and M by 8%, 8% and 7% respectively.	TAs in our classroom are playing a significant part.	£42.235
Introduce FFT Lighting Squad for identified pupils (reading)	Improve fluency of identified pupils			£1,400
0.5 TA to deliver nurture provision across school	**Further decrease number / levels of pupils who are not ready to learn**	**Although the number of pupils needing support has increased, the occassions and severity of pupils not being able to access learning continues to decrease.**	**Further staffing may need to be considered in this area if trends of pupils needing support continues to rise.**	**£18,185**
1Learning Mentor to support identified pupils				**£28583**
0.5 Learning Mentor Apprentice to support identified pupils across school				**£21,968**
Other approaches				
Action	**Intended outcome(s)**	**Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)**	**Lessons learned (and whether you will continue this approach)**	**Cost (£)**
First day calling / Attendance Administration	Improve attendance across school to at least in line with national averages.	Attendance has improved for all pupils from 93.1% (July 2024) to 94.4% (July 2025). It is now just above the local average (94.3%) but just below the national average (94.8%)	Consistent approach is now showing results. The biggest barrier remains pupils returning to home countries during term time. Fines / explaining impact on learning and friendships does not	£15,736

			seem to make any difference.	
Subsidising educational visits	Pupils access a wide range of experiences on which learning can be hooked.	Pupils clearly enjoy their learning across school. They especially enjoy units where strong experiences support the learning.	Trips close to home have proven as effective as some more expensive trips. This needs to be considered when revisiting trips / experiences plan.	£9,000
Curriculum enahncement				£9,000
	;/;			

6. **Planned expenditure - £222,000**

Quality of teaching for all

Action	**Intended outcome(s)**	**What is the evidence and rationale for this choice?**	**How will you ensure it is effectively implemented?**	**Staff lead**	**When will you review implementation?**
Refining the writing assessment process and embedding moderation procedures	Teachers meeting specific needs of individual pupils (inc NAs) , especially those currently working below ARE, to fill gaps and increase progress.		Clear CPD Checking Monitoring	Writing Lead	Dec 2025
using analysis of pupils writing to sharpen planning. -		Previous experience EEF Research			
introducing regular, planned interventions for New Arrival pupils. Inc Flash Academy					

Further improving the consistency, quality and timeliness of interventions based on AfL / AoL Further developing the pedagogy to ensure challenge for all in writing Further developing the use of quality resources and experiences in writing.	Increase the percentage of pupils working at GDS				
Embedding the revisions in the teaching of guided reading across KS2. increasing the amount of reading for information across foundation subjects.	Teachers meeting specific needs of individual pupils (inc NAs) , especially those currently working below ARE, to fill gaps and increase progress. Increase the percentage of pupils working at GDS	Previous experience EEF Research	Clear CPD Checking Monitoring	Co Head Teachers	Dec 2025

develop pupils' maths mastery in Reception & KS1 .	Young pupils develop a secure sense of number. Improved progress and Attainment across Rec and KS1	EEF Research Wider Research	Clear CPD Checking Monitoring	Maths Lead	Dec 2025
Total budgeted cost (£)			**Approx**		
Targeted support					
Action	**Intended outcome(s)**	**What is the evidence and rationale for this choice?**	**How will you ensure it is effectively implemented?**	**Staff lead**	**When will you review implementation?**
3 additional TAs (0.5) across school to deliver catch up / keep up support	Increase pupil:adult ratios to increase amount of adult support in classrooms across the school.	Previous experience	Clear CPD Checking Monitoring	Deputy Head Teacher	Dec 2025
Introduce FFT Lighting Squad for identified pupils (reading)	Improve fluency of identified pupils	FFT research Previous experience	Clear CPD Checking Monitoring	Co / Head Teachers	Dec 2025
0.5 TA to deliver nurture provision across school **1Learning Mentor to support identified pupils**	**Further decrease number / levels of pupils who are not ready to learn**	EEF Research Previous experience	Clear CPD Checking Monitoring	Deputy Head Teacher	Dec 2025

0.5 Learning Mentor Apprentice to support identified pupils across school					
Total budgeted cost (£)			**Approx: £112,399**		
Other approaches					
Action	**Intended outcome(s)**	**What is the evidence and rationale for this choice?**	**How will you ensure it is effectively implemented?**	**Staff lead**	**When will you review implementation?**
First day calling / Attendance Administration	Improve attendance across school to at least in line with national averages.	DfE Information EEF research	Clear CPD Checking Monitoring	Deputy Head Teacher	Oct 2025
Subsidising educational visits Curriculum enahncement	Pupils access a wide range of experiences on which learning can be hooked.	Previous experience Pedagogy research	Clear CPD Checking Monitoring	AHT (Curriculum)	Dec 2025
Total budgeted cost (£)			**Approx: £33,736**		

7. Additional detail