

## Pupil premium strategy statement – Loseley Fields Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our three year pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	26%
Academic year that our current pupil premium strategy plan covers	25-26 26-27 27-28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Faye Johnstone (HoS)
Pupil premium lead	Taymar Scudamore (AHT)
Governor / Trustee lead	Charlotte Barnardo

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,954
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£162,954

## Part A: Pupil premium strategy plan

### Statement of intent

At Loseley Fields, our ambition is to eliminate the variation in outcomes between disadvantaged and non-disadvantaged pupils, ensuring that every child eligible for the Pupil Premium Grant achieves their full potential and is prepared for success in their future lives. We are committed to putting our arms around our disadvantaged pupils and making sure that they are not left behind.

#### By the end of this three-year strategy (2027/28), disadvantaged pupils at Loseley Fields will:

- Achieve outcomes in line with or exceeding their non-disadvantaged peers across all key stages
- Leave Year 6 with the knowledge, skills, cultural capital and resilience to succeed in secondary school and beyond
- Attend school regularly and engage fully in learning, with a reduction persistent absence
- Experience a rich, broad curriculum with equal access to enrichment, leadership opportunities and wider experiences
- Feel valued, supported and confident with strong social and emotional wellbeing

### Our Five Key Principles

Our approach to supporting disadvantaged pupils is built on five key principles that guide all our decisions and actions:

- **High-Quality Teaching First**- consistently excellent teaching is the most powerful tool for closing the disadvantage gap
- **Early Identification and Timely Intervention**- we identify barriers early and respond immediately with evidence-based interventions
- **Rigorous Monitoring and Relentless Focus**- leaders systematically track every disadvantaged pupil's progress and attendance. No child will slip through the net
- **Support for the Whole Child**- we address academic, social, emotional, wellbeing and attendance barriers, working closely with families and external agencies
- **Evidence-Based Decision Making**- all interventions and spending decisions are informed by robust research, data analysis and regular evaluation

#### Our pupil premium funding is spent across three interconnected strands as recommended by the EEF:

1. **Teaching and Learning**: we invest in high-quality professional development for all staff, focusing on adaptive teaching, effective feedback and developing expertise in supporting disadvantaged pupils and those with SEND. Our bespoke, knowledge-rich curriculum is carefully sequenced to build secure foundations and cultural capital. We are developing our use of instructional coaching and consistently using Walkthrus to embed evidence-based teaching techniques.
2. **Targeted Academic Support**: we provide targeted interventions in early literacy and across the curriculum where gaps emerge. Interventions are carefully coordinated, regularly evaluated and delivered by well-trained staff.
3. **Wider Strategies**: we invest in attendance support and our pastoral offer for children and their families and ensure equitable access to enrichment opportunities. We provide practical support to remove barriers such as uniform, equipment and access to trips and clubs.

Our priorities align with our school improvement plan and address specific challenges identified through rigorous analysis of our data and provision.

### Closing the Early Years Attainment Gap

Early intervention is critical to closing the disadvantage gap. Currently, an emerging gap exists between pupils eligible for Pupil Premium and their peers in achieving Good Level of Development (GLD), particularly affecting disadvantaged pupils with SEND who are not meeting the Early Learning Goals in Word Reading and Writing. Over the next three years, we will continue to ensure all disadvantaged pupils receive high-quality teaching in communication, language, early literacy and mathematics from day one in Reception. Our systematic synthetic phonics programme will be delivered with precision, with staff receiving ongoing training to identify and address gaps immediately. We will establish robust early identification systems, embed high-quality early literacy teaching and ensure disadvantaged pupils achieve GLD outcomes in line with their peers nationally. Targeted interventions will focus on word reading and writing, ensuring secure foundations for future success while working closely with families to support early literacy at home.

### Closing the Writing Gap Across the School

Writing attainment sits behind reading, with an attainment gap between disadvantaged pupils and their peers that widens from Key Stage 1 into Key Stage 2. Over the next three years, we will review and refine our approach to the teaching and assessment of writing to ensure disadvantaged pupils achieve in line with their peers. Pupils eligible for the pupil premium grant will receive consistently high-quality writing instruction that explicitly teaches the writing process, builds strong compositional skills and develops secure transcription. Literacy leaders will systematically monitor writing progress and drive targeted actions. Staff will receive focused professional development on teaching writing effectively, high quality feedback and adapting for disadvantaged pupils, including those with SEND. Through relentless focus on writing across the curriculum, we will close the gap and ensure disadvantaged pupils achieve the expected standard.

### Achieving Success Across Reading, Writing and Mathematics

Although progress is being made, the gap in combined outcomes persists. Disadvantaged pupils are less likely to achieve the expected standard in all three subjects (reading, writing and mathematics) by the end of Key Stage 2 compared to their non-disadvantaged peers. Over the next three years, we will ensure disadvantaged pupils achieve well across all three areas. Senior leaders will continue to systematically monitor progress across reading, writing and mathematics, identifying pupils at risk early and

providing timely, targeted intervention. Teachers will use high quality assessment and feedback to plan for interventions to keep disadvantaged pupils on track.

### Supporting Pupils Eligible for PPG with SEND

Pupils who are both disadvantaged and have SEND face compounding barriers to achievement. In cohorts with high levels of complex SEND (some year groups over 35%), gaps have widened over time. We will rigorously monitor and track progress from individual starting points with enhanced scrutiny for pupils who are both disadvantaged and have SEND. Staff will develop deep understanding of specific barriers these pupils face and use accurate, ongoing assessment to identify and address gaps immediately. Our pupil premium strategy will clearly prioritise pupils with SEND, ensuring interventions are carefully targeted and regularly evaluated. These pupils will benefit from wider pastoral support where necessary, enabling them to engage fully with learning and make sustained progress over time.

### Reducing Persistent Absence for Disadvantaged Pupils with SEND

Although improvements are evident, persistent absence for Pupil Premium children remains higher than for non-disadvantaged peers, particularly for pupils who are both Pupil Premium and SEND. Over the next three years, we will continue to take a proactive and compassionate approach to improving attendance for our most vulnerable pupils. We will continue to systematically monitor attendance data, identifying patterns and at-risk pupils before absence becomes persistent. We will develop deep understanding of complex barriers to attendance and work proactively with families, external agencies and specialists to address barriers. Pupils and families will receive personalised, compassionate and consistent support addressing root causes of absence. Our curriculum, environment and pastoral provision will be adapted to reduce anxiety and ensure pupils experience success and belonging. Staff will work collaboratively to maintain consistent expectations and remove barriers to regular attendance, ensuring our most vulnerable pupils benefit fully from the education we provide.

### Challenges

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

Challenge number	Detail of challenge
1	A high proportion of pupils in KS1 and lower KS2 have communication & language and/or PSED/SEMH needs, particularly self-regulation & independence. In these year groups the level of need is reflected in the outcomes of pupils over time.
2	Writing attainment is improving but continues to sit behind reading, with progress in writing not keeping pace with that seen in reading. There is an attainment gap in writing between pupils eligible for the Pupil Premium Grant and their peers. This gap widens from the end of Key Stage 1 into Key Stage 2. Although progress is being made, the gap persists and often prevents pupils with disadvantage from achieving the expected combined outcome by the end of Key Stage 2.
3	There is an emerging gap between pupils eligible for the Pupil Premium Grant and their peers in achieving a Good Level of Development (GLD) by the end of Reception. This gap particularly affects disadvantaged pupils with SEND who are not meeting the Early Learning Goals (ELGs) in Word Reading and Writing.
4	A significant number of our families require medium to high level of pastoral support.
5	A high proportion of pupils eligible for pupil premium funding also have SEND which means that we have to have a flexible and tailored approach to meet their needs. There is a need to improve the tracking of outcomes over time of pupils with SEND and eligible for the Pupil Premium Grant to accurately measure progress from individual starting points, particularly where attainment is below the expected standard (this excludes specialist centre which have their own tracking systems).
6	Although improvements are evident, persistent absence for Pupil Premium children remains higher than for their non-disadvantaged peers, particularly for pupils who are both Pupil Premium and SEND.

### 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
Teachers embed pedagogical techniques for questioning and feedback and adapt learning to ensure a flexible and tailored approach to teaching learning.	<ul style="list-style-type: none"> <li>Teachers understand pedagogical principles behind their planning, teaching and assessment of children.</li> <li>Teachers are reflective of their practice and consider how they can adapt provision to meet the needs of all learners through instructional coaching.</li> <li>Teaching approaches ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are considered at all points within the teaching and learning cycle.</li> <li>Outcomes for pupils eligible for PPG are good or better. They make good or better progress from starting points.</li> <li>Children eligible for pupil premium with SEND will make good or better progress with learning tailored where necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>• There is a core set of pedagogical techniques that all teachers use effectively and consistently.</li> </ul>
To reduce the persistent absence figure for pupils with SEND who are also eligible for the Pupil Premium Grant.	<ul style="list-style-type: none"> <li>• Leaders systematically monitor and analyse attendance data for pupils with SEND who are eligible for pupil premium, identifying patterns, trends and individual pupils at risk of persistent absence and use this intelligence to drive swift, targeted and coordinated interventions</li> <li>• The school has a deep understanding of the specific and complex barriers to attendance faced by pupils with SEND who are also disadvantaged and works proactively with families, external agencies and specialists to address these barriers before absence becomes persistent</li> <li>• Pupils with SEND who are eligible for pupil premium and their families receive personalised, compassionate and consistent support that addresses both the root causes of absence and any immediate barriers to attending school, ensuring they feel welcomed, valued and able to engage fully when they attend</li> <li>• The school's curriculum, environment and pastoral provision are adapted to meet the needs of pupils with SEND who are eligible for pupil premium, reducing anxiety and other barriers to attendance and ensuring these pupils experience success and belonging when they are in school</li> <li>• Staff across the school understand their role in promoting attendance for pupils with SEND who are eligible for pupil premium, receive appropriate training and support and work collaboratively with families and external partners to maintain consistent expectations and remove barriers to regular attendance</li> </ul>
Increase the number of children eligible for pupil premium achieving GLD.	<ul style="list-style-type: none"> <li>• Pupils eligible for PPG receive daily, high-quality systematic synthetic phonics teaching that accelerates their word reading skills</li> <li>• Staff accurately identify gaps in pupils eligible for PPG early literacy skills (word reading and writing) through ongoing formative assessment and address these gaps immediately</li> <li>• Pupils eligible for PPG with SEND receive well-targeted support that reduces barriers to achieving the early learning goals in word reading and writing</li> <li>• High-quality interactions between staff and for pupils eligible for PPG systematically develop their communication, language and vocabulary across all areas of learning</li> <li>• Parents/carers of pupils eligible for PPG are actively engaged in supporting their child's early literacy development at home, particularly in word reading and writing</li> <li>• The percentage of disadvantaged pupils on track to achieve the expected level in word reading and writing increases from baseline (42%) towards and above the national average for disadvantaged pupils (50%)</li> <li>• Progress of pupils with SEND in word reading and writing is good or better from their starting point.</li> <li>• Children will be ready to transition from EYFS to Year 1 and be ready to access the national curriculum.</li> <li>• The EYFS environment is carefully planned for and 'communication friendly', enabling pupils who are in the early stages of communication development to learn alongside their peers and develop the language required to make progress across all areas of learning.</li> <li>• All pupils in EYFS develop positive relationships with adults and peers and are able to use the tools taught and available to self-regulate and navigate the provision with confidence.</li> </ul>
To increase the percentage of disadvantaged pupils achieving the expected standard or higher in writing.	<ul style="list-style-type: none"> <li>• Literacy Leads systematically monitors, tracks and analyses data on disadvantaged pupils' writing progress, using this to drive targeted actions and interventions across the school</li> <li>• Disadvantaged pupils receive high-quality writing instruction that explicitly teaches the writing process (planning, drafting, revising, editing and publishing) with appropriate scaffolding and modelling</li> <li>• Staff accurately identify specific gaps in disadvantaged pupils' writing skills through ongoing formative assessment and provide immediate, targeted feedback and support to address these gaps</li> <li>• Disadvantaged pupils develop strong compositional skills through regular opportunities to write for different purposes and audiences,</li> </ul>

	<p>building on secure foundations in transcription (spelling and handwriting)</p> <ul style="list-style-type: none"> <li>Disadvantaged pupils with SEND receive well-targeted adaptations and reasonable adjustments that enable them to access the writing curriculum and demonstrate what they have learnt</li> <li>Teachers use effective feedback strategies that help disadvantaged pupils understand how to improve their writing, with opportunities to apply feedback and see progress in their work</li> <li>The percentage of disadvantaged pupils on track to achieve the expected standard in writing increases and moves towards the national average for all pupils. There is evidence of progress in non-statutory years that demonstrates they will get to national average when they reach Y6</li> </ul>
To increase the percentage of disadvantaged children achieving the combined measure by the end of KS2.	<ul style="list-style-type: none"> <li>Senior leaders systematically monitor, track and analyse data on disadvantaged pupils' progress across all core subjects, using this to drive targeted whole-school actions</li> <li>Disadvantaged pupils receive consistently high-quality teaching across all areas of the curriculum that builds knowledge cumulatively, addresses gaps in learning quickly, and ensures they develop the secure foundational skills and deep understanding needed to achieve the expected standard by the end of KS2</li> <li>Staff accurately identify specific barriers to learning for disadvantaged pupils through rigorous assessment across the curriculum, and provide immediate, well-coordinated interventions that accelerate progress and prevent pupils from falling behind</li> <li>Disadvantaged pupils with SEND receive well-coordinated, holistic support that reduces barriers to achievement across all subjects and enables them to access the full curriculum and reach their potential</li> <li>High quality feedback is used to identify and target gaps in learning both within and across lessons</li> <li>The percentage of disadvantaged pupils achieving the expected standard in the combined measure increases from baseline and moves progressively towards the national average for all pupils</li> </ul>
To ensure that children eligible for the Pupil Premium Grant make good or better progress from starting points, particularly focusing on those who also have SEND.	<ul style="list-style-type: none"> <li>Leaders rigorously monitor and track the progress of all pupil premium pupils from their individual starting points, with enhanced scrutiny for those who also have SEND, using this data to drive swift and targeted actions that accelerate progress</li> <li>Pupil premium pupils, including those with SEND, receive consistently high-quality, inclusive teaching that is carefully adapted to meet their individual needs, builds on their prior learning and enables them to make at least good progress from their starting points</li> <li>Staff have a deep understanding of the specific barriers faced by pupil premium pupils with SEND and use accurate ongoing assessment to identify and address gaps in learning immediately, ensuring these pupils keep up rather than need to catch up</li> <li>Pupil premium pupils with SEND benefit from a holistic approach to support that addresses both their academic and wider needs (including social, emotional and wellbeing), enabling them to engage fully with learning and make sustained progress over time</li> <li>The percentage of pupil premium pupils, including those with SEND, making good or better progress from their starting points increases year-on-year, with the gap between their progress and that of non-disadvantaged pupils nationally narrowing</li> </ul>
To continue to provide a range of opportunities for parents/carers to <i>connect</i> with staff so that they are able to share their parental challenges in order for us to best support them.	<ul style="list-style-type: none"> <li>Parents feel confident to work with the Inclusion and Pastoral Team to navigate the challenges of parenting whether this be managing behaviour, SEND support or other family challenges i.e. parental discord, parental separation, bereavement etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Pastoral and Inclusion Team work closely to ensure that they are up-to-date with services on offer externally to the school and communicate effectively with these services to get what our families need in a timely manner.</li> <li>• Pastoral interventions are delivered across the school in partnership with families so that children can overcome any barriers they may have.</li> <li>• Relationships between school staff (from admin staff to teachers and leaders) are good and as a result, parents and carers feel confident to approach the school for support with challenges they may be facing.</li> <li>• School staff work well with other agencies to bring about positive change for families.</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.

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

Budgeted cost: £70,931

Activity	Evidence that supports this approach	Challenge addressed
<p>Staff CPD to develop the writing curriculum so that:</p> <ul style="list-style-type: none"> <li>• A consistent approach to feedback and assessment to ensure accurate teacher judgement and standards for writing can improve</li> <li>• Staff have clarity of our approach to teaching writing and how this looks across the different key stages</li> <li>• A consistent approach to the sequence of writing that includes opportunities to develop oracy as well as time for editing</li> <li>• Teaching is adapted to meet the needs of all pupils to make good or better progress</li> </ul>	<p>Teach writing composition strategies through modelling and supported practice... Develop pupils' transcription and sentence construction skills through extensive practice... Target teaching and support by accurately assessing pupil needs... Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease - EEF improving literacy in KS2</p> <p>Develop pupils' speaking and listening skills and wider understanding of language... Teach pupils to use strategies for planning and monitoring their writing... Use high quality information about pupils' current capabilities to select the best next steps for teaching -EEF Improving Literacy in KS1</p> <p>Ofsted- <a href="#">Telling the Story: the English education subject report</a></p> <p>Explicitly model written language structures when speaking...use voice pitch, timing and prominence of certain sounds/words to indicate sentence boundaries and varied sentence types and structures (also known as prosody) – for example, emphasising a question with a high pitch at the end, or pausing to indicate a comma or ellipsis for effect ...provide pupils with sentence stems and frames to build a sentence orally and to link it to the written structure <a href="#">The writing framework</a></p>	2, 3, 5
To utilise working with Whiteknights to continue to embed best practice for Reading Fluency bridging the gap between fluency and comprehension	Classroom teachers do not usually have the advantage of listening to one pupil read at a time. They need to replicate, for the whole class, what they would do with just one... becoming a fluent reader takes a considerable and continuing investment of time. There are no short cuts...In English and in other lessons, teachers should continue to provide pupils with practice in decoding unfamiliar words from a text they are about to read, both single and multisyllabic words, and those containing rarer GPCs... Time should also be spent in developing pupils' fluency during English lessons – <a href="#">The Reading framework</a>	2, 3
To ensure that the EYFS curriculum is high quality, supported by a rich continuous and enhanced provision, meaningful interactions and that interventions take place within the setting.	Carefully planned continuous provision will enable children to learn skills, challenge their thinking and help them to embed concepts to achieve their Early Learning Goals. It provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary (EEF- <a href="#">The ShREC approach</a> ). It is within this learning environment that the children will also develop key learning attributes. How your environment is planned, resourced, valued and used can impact positively, or negatively, on children's engagement, independence, collaboration, self-confidence, resilience and curiosity.	1, 3
Continue to use <i>Walkthrus</i> to develop a blueprint of teaching and learning principles at Loseley where staff use evidence-based techniques to activate prior knowledge as well as check what children know and remember.	CPD for staff to research, interrogate and develop effective systems for assessment and feedback, enabling staff to provide high-quality feedback to pupils and gather feedback on how well pupils have learned a topic. Teachers can therefore address any misunderstandings and provide the right level of challenge in future lessons ( <i>Assessment &amp; Feedback, EEF</i> ). EEF say that high quality feedback has a very high impact for very low cost.	2, 3, 5

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

Budgeted cost: £82,414

Activity	Evidence that supports this approach	Challenge addressed
<p>Continue to embed Communication and Language strategies and interventions in Early Years based on ELCI training so that:</p> <ul style="list-style-type: none"> <li>Targeted support is provided for children who are at risk of not meeting their ELGs.</li> <li>A consistent approach to communication and language which includes NELI (Oral language intervention)</li> <li>Consistent use of visual aids including Now and Next, ALD boards and picture cards to develop communication</li> <li>All pupils including children of SEND are supported within the mainstream classroom</li> </ul>	<p>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.' Nuffield Early Language Intervention. The EEF have extensive evidence to show positive outcomes as a result of the programme for very low cost (+4m). TA interventions have, 'moderate impact for moderate costs (impact +4 months' EEF. Oral language interventions have very high impact for very low cost based on extensive evidence (+6m).</p> <p>-Interventions should be carefully targeted through identification and assessment of need, Small-group and one-to-one interventions can be a powerful tool but must be used carefully- EEF Special Educational Needs in Mainstream School</p>	1, 3, 5
<p>To identify and target pupils who are not on track in fluency and comprehension in reading so that they can achieve expected standards</p> <ul style="list-style-type: none"> <li>Reciprocal Reading</li> <li>Reading Quest</li> </ul>	<p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.... Develop pupils' fluency through: —guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and —repeated reading— pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.... Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.- EEF improving literacy in KS2</p>	2, 3, 5
<p>Improve the attendance of children who are pupil premium eligible, particularly focusing on reducing children (PPE) who are persistently absent through: pastoral strategies, Equity Project outcomes, school values, representation in sch life, trust project etc.</p>	<p>We know that in primary schools use of positive strategies for the pupils are most effective alongside tailored work with families. A structured system for support is in place and we know that the strategies used from meeting with parents to working with the LA have had positive outcomes of PP attendance. EEF parental engagement has 'moderate impact for very low cost based on extensive evidence. DFE Statutory Guidance- <a href="#">Working Together to Improve School Attendance</a></p>	4, 6

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

Budgeted cost: £10,727

Activity	Evidence that supports this approach	Challenge addressed
<p>To develop children's language and literacy skills through the creative arts. <i>Delight longitudinal study</i>.</p>	<p>Delight programmes are designed specifically to overcome the barriers that children from disadvantaged backgrounds encounter. Delight programmes broaden horizons, increase opportunities and strengthen relationships whilst being soundly rooted in developing key learning and life skills.</p> <p>EEF state that Arts Participation has 'moderate impact for very low cost based on moderate evidence' with +3 months impact on outcomes.</p> <p>Collaborative learning has, 'high impact for very low cost based on limited evidence.' Arts Participation has 'moderate impact for very low cost based on moderate evidence.</p>	1-6
<p>To adapt our outside offering to our early curriculum through Forest School in Reception and Learning in Nature Enquiry Project in Year 1</p>	<p>outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding...children were able to explore personal risk...Getting outside, experiencing and exploring the natural environment is essential to child and adult wellbeing. <a href="#">National Literacy Trust</a></p> <p>Line of Enquiry to observe the impact learning outdoors has on children-The Harmony Project, Canterbury Christ Church University, Learning in Nature project</p> <p>Outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork...Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. -<a href="#">EEF-Outdoor Adventure Learning</a></p>	3, 6



To obtain pupil voice of our pupils eligible for pupil premium to better understand their lived experiences and make appropriate adaptations to improve self-esteem and outcomes.	<p>We know that enrichment and wider strategies are a significant part of the tiered approach to improving outcomes for PP children (<a href="#">EEF Pupil Premium Guidance</a>).</p> <p>To do this best for our disadvantaged, we need to understand what each of them receive and consider this in comparison to non-disadvantaged pupils. This means our strategy is tailored for our pupils in their context.</p> <p><u>EEF- 'use simple approaches as part of your regular routines'</u> We know, as referenced in the EEF behaviour summary, that good relationships and a tailored curriculum support positive changes to pupil behaviour.</p>	1, 2, 3, 5, 6
To further improve parental partnership including pupil support plans, HSLW, parent/guardian meetings and clear communication, open events (e.g. performances, reading cafes) so that parents and children feel supported	<p>We know that parental partnership is essential to ensure that our families and pupils are supported and engage positively with school. The EEF tool kit states that parental engagement comes with a low implementation cost, but with strong evidence to support its impact which has a lasting effect.</p> <p>Schools and parents have a shared priority to deliver the best outcomes for their children.... For young children, promoting shared book reading should be a central component of any parental engagement approach... Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance... Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy— that they are equal partners and can make a difference-<a href="#">EEF Working with parents to support children's learning</a></p>	4, 6

**Total budgeted cost: £164,071**

Teaching	
Action	Cost 2025/26
Walkthru/coaching CPD	11,135
Writing CPD	14,847
Rethinking KS1	1,391
MARK analysis (data entry)	2,421
Phonics Lead Monitoring release	398
Literacy Lead Monitoring Release	3,578
Maths CPD	619
Curriculum Monitoring Release	7,553
AHT Coaching	7,701
Pond Meadow CPD	11,135
Maths CPD	5,568
Feedback Staff Meeting	3,712
Writing moderation training	203
Writing moderation training	670
<b>TOTAL</b>	<b>70,931</b>
Targeted	
Action	Cost
Academic Intervention-targeted post Autumn Assessment	9,584
Reading quest (Years 4-6)	2,179
Reciprocal reading (Years 4-6)	1,453
Keep Up/Catch Up	13,418
Phonics intervention	3,834
Number Stacks	383
Ecotherapist	10,286
Flourish	16,052
HSLW nurturing support	25,225
<b>TOTAL</b>	<b>82,414</b>
Enrichment	
Action	Cost
Delight	3,900
Delight training supply cover	1,013
Reception Forest School	500
After school Sports Club	
Football club	264
Rock Steady club	
Trips funding	4,800
Uniform & other	250
<b>TOTAL</b>	<b>10,727</b>
<b>COMBINED TOTAL</b>	<b>164,071</b>



## Part B: Review of the previous academic year (2024-25)

### Outcomes for disadvantaged pupils

#### End of KS2

##### Attainment

	2022-2023		2023-2024		2024-2025		2024-2025	
	EXS+ inc LAN	GDS+ inc LAN	EXS+ inc LAN	GDS+ inc LAN	EXS+ inc LAN	GDS+ inc LAN	EXS+ Surrey	EXS+ National
Combined R, W, M	33%	0%	41% ↑	0% →	50% ↑	0% →	38%	48%
Reading	60%	13%	71% ↑	18% ↑	92% ↑	8% ↓	59%	63%
Writing	40%	7%	41% ↑	0% ↓	58% ↑	8% ↑	52%	60%
Maths	47%	7%	59% ↑	6% ↓	50% ↓	17% ↑	55%	61%
SPAG	47%	7%	59% ↑	18% ↑	67% ↑	17% ↓	55%	60%

We only have national and local comparisons for the expected standard. Disadvantaged pupils achieving EXS+ in the combined measure has increased at school level in the third cycle of this 3 year plan. This exceeds Surrey and National. In reading we significantly exceed both Surrey and National figures. Maths demonstrates a decrease in attainment and falls short against Surrey and National. In writing, we exceed Surrey and are behind that of National.

#### Y4 Multiplication Check

There is no pass mark for the Y4 multiplication check. The total numbers of marks is 25.

Full Marks	2022-23	2023-24	2024-25
PP	38%	17%	27%
National	29%	34%	37%

Average Score	2022-23	2023-24	2024-25
National	20	20	21
School PP		22	21
Nat PP		19	19

19+	2022-23	2023-24	2024-25
PP	62%	67%	56%

#### End of KS1

End of KS1 statutory assessments ceased in 2023-24. We no longer have national or local comparisons for the end of KS1.

#### Phonics

	2022-23	2023-24	2024-25
School	60%	67%	69%
National	67%	68%	67%
Surrey		64%	62%

#### GLD

	2022-23	2023-24	2024-25
School	63%	20%	42%
National	52%	52%	51%
Surrey			47%

The fluctuation of PP GLD in 23-24 and 24-25 is reflective of the level of need in these cohorts.

### Disadvantaged Attendance

Whilst disadvantaged attendance has maintained overall, there has been an improvement in Persistent Absence. However, it still remains higher than non-disadvantaged pupils.

% Attendance 2022-2023	% Attendance 2023-2024	% Attendance 2024-2025 (08.07.25)
93.07%	93.06%	93.6%

% Persistently Absent (10% of sessions missed) 2022-2023	% Persistently Absent (10% of sessions missed) 2023-2024	% Persistently Absent (10% of sessions missed) 2024-2025 (08.07.25)*
19.4%	16.6%	17.5%