

# Pupil premium strategy statement:

*This document reflects year 2 of a three-year strategy*

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Hadley Wood
Number of pupils in school	208 (December 2025)
Proportion (%) of pupil premium eligible pupils	8.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 <b>2025/2026</b> 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Fran Worby
Pupil premium lead	Tina Stanley
Governor / Trustee lead	Maria Rogers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,530
Recovery premium funding allocation this academic year	£0
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	£32,530

# Part A: Pupil premium strategy plan

## Statement of intent

At Hadley Wood Primary School, we value the abilities and achievements of all of our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to provide our most disadvantaged pupils with the support that they need to become 'confident, capable and caring' young citizens. We recognise that educational disadvantage can include children with social workers and young carers, whether or not they are in receipt of the Pupil Premium, and whether or not they are classified as high or low prior attaining.

Common challenges (barriers) leading to educational disadvantage includes all pupils whose achievement is at risk because of the impact of their social and economic circumstances. These circumstances can include factors such as aspiration, parental engagement, the development of language skill and cultural knowledge, as well as health and welfare considerations like diet, emotional support and living conditions. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' approach.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. We plan to make sure our limited resources are used where they will make the biggest difference to the greatest number. Research and experience suggest this is in the classroom, where through our teaching we have the most control over our pupils' development. We can significantly improve pupils' learning if we focus – as we intend to – on the development of their language ability. We see this as the key that unlocks success both at school and later in life, because a child's ability to read, write and speak effectively determines their motivation and ability to learn in lessons, and how they see themselves in relation to others and society beyond the school gates.

We believe in maximising the use of the Pupil Premium funding by aligning it with our whole-school School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Academic interventions in addition to social, emotional and behavioural support is implemented through termly Pupil Progress Meetings. Analysis of tracking and progress is used as a vehicle to identify concerns and presenting issues and also as a measure of impact during the review process. In addition, the school regularly considers current provision available in school and seeks to expand the range of support on offer; from within, through training or by accessing external expertise.

Ensuring high quality teaching is therefore a key part of our strategy with a focus on areas in which disadvantaged pupils require the most support. This explains our commitment to continued professional development for our teaching staff to ensure our children are receiving the best possible education. The approaches we have adopted complement each other to help our children excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school-approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Data from internal assessments, observations, and discussions with pupils suggest <b>disadvantaged pupils generally have greater difficulties within reading writing, than their non-disadvantaged peers.</b>
2	Observations in lessons and class visits highlights an issue with <b>some disadvantaged pupils not fully participating in their learning</b> , such as taking longer to settle to activities, leaving some work incomplete and giving up too easily when asked questions of set tasks.
3	Internal data, including behaviour, attendance and the number of teacher and pupil self-referrals point to <b>a rise in social and emotional issues for a significant minority of pupils, in particular around mental health issues of anxiety and low self-esteem.</b> These challenges particularly affect our disadvantaged pupils and impact on their levels of academic attainment in lessons.
4	Data from internal and external assessments indicate that <b>maths attainment amongst disadvantaged pupils is below that of non-disadvantaged pupils.</b>
5	<b>Lack of parental engagement with the school and unsupported learning habits</b> at home e.g. the home may lack resources for learning and pupils may not have had reading, writing, maths support or learning modelled to them <b>resulting in low academic aspirations.</b>

## 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
Improved English attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>– KS2 reading and writing outcomes in 2026/27 show that more than 95% of disadvantaged pupils met the expected standard and that there is significant improvement towards this in the interim years.</li> <li>– All pupils to meet the expectation of the PSC by the end of key stage 1.</li> </ul>
100% participation in learning across lesson	<ul style="list-style-type: none"> <li>– Observations and class visits highlight that 100% of all pupils are actively engaged in their learning</li> <li>– Strategies to promote independent learning are employed by all teachers and pupils are able to start work without adult support</li> </ul>

	<ul style="list-style-type: none"> <li>– Strategies are employed by pupils when faced with challenge. They are observed to be resilient learners in lessons</li> </ul>
High levels of independent learning, self-regulation and engagement.	<ul style="list-style-type: none"> <li>– Internal data collection and pupil survey feedback highlights that Nurture Group and Learning Mentor provision showcases an improvement in strategies to self-regulate</li> <li>– Observations and class visits highlight that 100% of all pupils are actively engaged in their learning and independently access set work</li> <li>– Reduction in the number of pupils accessing the Nurture Group/Learning Mentor provision in the mornings. Children feel regulated upon entering the school and are able to go straight into lessons</li> <li>– Persistent absence amongst disadvantaged pupil is no more than 20%</li> </ul>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>– KS2 maths outcomes in 2026/27 show that more than 95% of disadvantaged pupils met the expected standard and that there is significant improvement towards this in the interim years.</li> <li>– For the average score in the MTC to be above 23 for disadvantaged pupils</li> </ul>
<p>Improved progress rates in reading, writing and maths.</p> <p>Targeted PP pupils who were working below ARE at end of July 2025 to continue to achieve ARE in this academic year</p> <p>Of those PP pupils who were below ARE at end of July 2025, to make accelerated progress to close the gap</p> <p>Targeted pupils to achieve 100% pass in the phonics check.</p>	<ul style="list-style-type: none"> <li>– Analyse data from summer term and identify children that need additional support in reading, writing and maths through quality first teaching and interventions.</li> <li>– PIRA and PUMA assessments to be implemented termly to identify core strands where pupils require additional input. Boost platform to be utilised to set interventions to close the attainment gap.</li> <li>– All PP children to achieve in line with the national average including more PP pupils to achieve in line with their peers at both ARE and GDS</li> <li>– Conduct baseline phonics assessments for all pupils in YR-2 and those in KS2 who did not pass the check previously.</li> <li>– Analyse data from phonics baseline and identify children that need additional support in phonics.</li> </ul>

## 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: £11,702**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all new staff/staff moving to KS1 classes receive training to deliver Read Write Inc. (RWI) scheme of learning effectively.</p> <p>All staff to receive ongoing PD training to improve reading and writing skills for children across the school.</p> <p>Purchase of additional RWI Resources and online portal</p> <p>Cost – £2100</p>	<p>EEF (+5)</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them.</p> <p>Purchase of additional books to ensure the scheme is delivered consistently across KS1 and where needed for interventions in KS2. Externally delivered RWI training for all staff new to KS1 will ensure a consistent delivery of scheme.</p>	<p>1,5</p>
<p>Professional development in core subjects for all staff and whole-school purchase of associated resources to support effective delivery of quality first teaching.</p> <ul style="list-style-type: none"> <li>• Power Maths</li> <li>• Widgit</li> <li>• RWI</li> <li>• Nelson/Oxford Owl</li> <li>• Language Angels</li> <li>• Get Set for PE</li> <li>• Literacy Shed</li> <li>• Walkthrus PD programme</li> </ul>	<p>EEF guide to pupil premium – tiered approach – quality first teaching is the top priority, including CPD.</p> <p>We have again allocated some of our Pupil Premium fund to raise staff awareness of the importance of 'learning to learn', building resilience in pupils and developing a deep understanding of the importance of positive Mental Health. We identified that many of our PP children lacked the skillset to challenge themselves when faced with a tricky task. They were unable to recognise that failure is an important part of the learning process. By ensuring high-quality teaching across the curriculum, we can ensure the most disadvantaged pupils make the greatest amount of progress.</p> <p>Staff training during Enhancing Outcomes Meetings will focus on developing and</p>	<p>1, 2, 4 &amp; 5</p>

<p>(Contributions towards subscriptions £5000)</p>	<p>promoting independent learning opportunities, effective deployment of support staff, promoting stretch and challenge opportunities. This will complement the continued Walkthrus PD programme introduced to extend teacher pedagogy around the principles of quality first teaching: namely explicit modelling, cold calling, stretch and challenge opportunities.</p> <p>In the 2025-26 academic year the school is heavily focusing on developing language acquisition and training has been delivered to all staff throughout the year on Beck's theory of the tiered vocabulary framework. This was an outcome from the analysis of the end of KS2 assessments at the end of the 2024-25 academic year.</p>	
<p>Professional Development Training for new SENCO: E-TIPPs: Enfield – Trauma Informed Practice training.</p> <p><i>(No cost – part of our buy back training from Local Authority)</i></p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at pupils with particular social or emotional needs.</p> <p>Training was delivered in the 2024-25 year to support the SENCO's knowledge and practice of trauma informed practice. The SENCO has engaged with the local PODS to share good practice. This has supported child/children's emotional wellbeing and levels of engagement.</p>	<p>3</p>
<p>All pupils in Years 3 – 6 to experience high quality reading each day during the allocated reading spine time to develop their vocabulary knowledge and improve their reading/reading for pleasure ability.</p> <p>Cost - £3000 Purchase of high-quality texts across the school</p>	<p>EEF (+6)</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>Daily targeted reading opportunities improve reading comprehension, vocabulary development and fluent reading. Targeted daily reading opportunities are strongly correlated to</p>	<p>1,2 &amp; 5</p>

	<p>improved attainment outcomes at the end of Key Stage 2</p> <p>In the 2025-26 academic year, the school has purchased PIRA assessments to provide a comprehensive evaluation of pupil reading skills and progress. The assessment system offers the school the ability to track performance over time through standardised scores, diagnostic profiles and progress tracking.</p> <p>In addition to this, the school has purchased the Boost reading intervention scheme with the aim to address the areas of development required for individual learners.</p>	
<p>Writing, adaptation of our current framework using quality resources from high-quality scheme of learning.</p> <p>Ensure high-quality of the teaching of writing to provide a clear support structure for teachers and support staff to work within. (English writing, also linked with speaking and listening)</p> <p><i>Cost – Teacher release time to work with the English Lead £267 per day supply cover. Budget includes 6 over the course of the year - £1602</i></p> <p>Cost of resources covered above.</p>	<p>EEF – <a href="#">Improving Literacy In Key Stage 2.</a></p> <p>Giving every child the skills they need to read and write well is a central ambition of our education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum. Literacy matters in countless aspects of daily life - throughout the life course - and it significantly influences the opportunities that children and adults have available to them.</p> <p>Evidence shows that combining reading and writing instruction, particularly through high quality texts, improves outcomes</p>	1, 2 & 5
<p>Develop the use of Same Day Interventions to target the bottom 20% of pupils in the cohort.</p> <p>Scaffold learning to ensure accelerated progress is made by overlearning core number facts and delivering pre-learning knowledge to promote independent learning.</p>	<p>EEF - <a href="#">Modelling Independence: The 'Seven-step Model' planning tool</a></p> <p>Pupils do not just develop self-sufficiency by being given lots of tasks to work on alone. It is a process that is purposefully supported through explicit modelling and teaching. Eventually, novice pupils go on to develop strategies for themselves by recognising similarities and differences between things they have seen and done before.</p> <p>When this move from dependence to independence occurs, pupils are more successful in our classrooms. It also means they are better equipped to face the challenges which they may encounter out of school, which is exactly what we want for our pupils.</p>	2,3,4 & 5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early morning and after school booster groups for identified pupils.</p> <p><i>(Cost of resources purchased to deliver early morning booster sessions £100)</i></p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1, 2, 4 &amp; 5</p>
<p>Same Day Intervention for Maths during assembly to support no child being left behind.</p> <p><i>(£350 budgeted cost for PUMA Shine Interventions).</i></p>	<p>EEF (reduction in marking and same day target setting).</p> <p>Whole- school assembly timetable has been rearranged, from 9am to 10am so that it takes place each day maths during the first lesson of the day. A small group of children access the Same Day Intervention, SDI, to support no child being left behind, including those in receipt of the PPG.</p> <p>Having analysed our cohorts, we have identified that our Year 5 and Year 6 cohort both need additional support in mathematics to address the gaps in their learning from the Covid school closure. In school, daily, Same Day Intervention sessions support good progress in maths ensuring children in receipt of the Pupil Premium grant are given opportunities to excel academically and increase their confidence to tackle</p>	<p>2, 4 &amp; 5</p>
<p>Before school and after school reading boosters for PP children to support good progress in reading.</p> <p><i>(Est 35 children across the school to receive small group reading provision 2 x 30 minute sessions per year group)</i></p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1,2 &amp; 5</p>

<p><i>(£1701 budgeted to cover the cost of PIRA and PUMA assessments – administered on a termly basis).</i></p>	<p>Booster sessions during the previous academic year, 2024-25, facilitated good progress for disadvantaged pupils. As a result, we have decided to continue them throughout the 2025 - 2026 academic year to support children whose parents struggle to support reading at home. To strengthen outcomes in interventions, the school has purchased PIRA assessments and the add on intervention scheme of learning to support delivery of the reading interventions.</p>	
<p>Year 6 boosters for PP Children.</p> <p><i>(Cost of resources purchased to deliver early morning booster sessions £330)</i></p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Booster sessions for PP children in Year 6 to support achieving ARE for reading, SPAG, writing and maths.</p>	<p>1,2, 4 &amp; 5</p>
<p>0.8 Learning Mentor to support the emotional wellbeing of pupils.</p> <p><i>(Contribution to the Learning Mentor salary)</i></p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at pupils with particular social or emotional needs.</p>	<p>2 &amp; 3</p>
<p>Introduce Learning Mentor assessment to highlight areas of difficulty and improve outcomes for pupils.</p>	<p>The Readiness Scale and Zones of Regulation toolkit are used to track progress for pupils with higher SEMH needs, including some pupils in receipt of PPG. These tools monitor emotional regulation and record support accessed through the Learning Mentor, measuring impact on self-control, social skills, self-awareness, confidence, and learning behaviours. The Learning Mentor provision follows a structured six-week programme, starting with entry assessments and ending with exit assessments to evaluate progress. Strategies developed during sessions are shared with class teachers for consistency. The programme uses evidence-</p>	<p>2 &amp; 3</p>

	based approaches such as Zones of Regulation to support emotional management and Growth Mindset principles to build resilience and confidence. This integrated model ensures pupils receive tailored interventions that promote both academic and social-emotional development, improving engagement, wellbeing, and long-term success.	
Class teachers to adapt and personalise the curriculum, where relevant to meet each child's individual needs.	<p>EEF (+4)</p> <p>Individualised instruction - providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>Training has been delivered to all staff on the principles of quality first teaching – ensuring opportunities for independence and stretch and challenge for all. Adaptations are made to the curriculum for those children who find it a challenge to independently access the curriculum for their year group to reflect their additional needs, including SEMH.</p>	1,2, 4 & 5
PPPP, Pupil Premium Personal Profile for each child eligible for the PPG to document barriers to learning, support, interventions and attainment over time.	Detailed records of attainment in the form of a Pupil Premium Personal Profile will be kept by the Inclusion Manager and updated by class teachers to reflect provision, support and attainment following each check point. PPPP are one page and are effective for tracking ongoing attainment, progress, targets and provision to reflect the current needs of each child in receipt of the PPG. PPPP are reviewed after each checkpoint and targets adjusted to reflect the child's needs.	1, 2, 4 & 5

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

**Budgeted cost: £ 8828**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils eligible for PP have access to enrichment opportunities and other opportunities to boost	Target disadvantaged pupils to attend after school and enrichment clubs to support and promote higher levels of self-confidence, chal-	5

<p>confidence, well-being and expectations for learning.</p> <p><i>(Est cost of payment towards attendance at clubs and supporting contributions for low-income families to attend trips - £1500)</i></p>	<p>challenge and opportunities within school impacting on expectations for learning. Pupils are seen in lessons engaging independently with their learning.</p> <p>Regular PP meetings for all stakeholders to ensure enhanced outcomes. The Inclusion Manager collates a termly analysis for the progress of children in receipt of PPG to share with</p>	
<p>CREW Week: Enrichment week to support Creativity, Resilience, Engagement and Wellbeing.</p> <p><i>(Est cost of resources, workshops and training for CREW week; £500)</i></p>	<p>EEF (+7)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>A CREW (creativity, resilience, engagement and wellbeing) theme week has been planned for the spring term, 2026, for the whole school (including staff) to develop a greater understanding of the importance of mental health.</p>	1,2,3,4 &5
<p>Parental engagement workshops to enable parents to support their children at home.</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	1,4 & 5
<p>Embed and develop Nurture Group provision</p>	<p>EEF (+4)</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p>	2 & 3

	<p>The school has seen an increase in SEMH needs over time as the number of pupils with SEND has risen. We have also seen an increase in challenging emotional (emotional issues) in class. Teaching and support staff have required additional support to manage children's additional needs. Nurture groups were utilised to support children, particularly those eligible for PP, to promote good mental health and wellbeing.</p>	
<p>Develop the use of Forest School to ensure pupils are given opportunities to engage with learning in the outside environment. All classes to have a weekly afternoon session for one half term of the academic year.</p> <p><i>(Contribution to the cost of Forest School externally led provision)</i></p>	<p>EEF (+1)</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves.</p> <p>As a school we witnessed the increase in engagement and wellbeing during our two-week taster sessions in the last academic year and so have reinstated Forest School for this academic year. We have timetabled for half a term per class across the course of the year. Throughout the 2025-2026 academic year we will continue to extend the provision of Forest Schools to promote engagement, wellbeing, social skills and learning.</p>	<p>1, 2, 3, 4, 5,</p>

**Total budgeted cost: £32,530**

## Part B: Review of outcomes for 2025-2026 academic year

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

### Overall Outcomes

Good progress       Average progress       Minimal progress

At the end of the last academic year, our Key Stage 2 results were extremely strong, with every pupil achieving 100% in reading, writing and mathematics. In addition to this 97% of pupils achieved the EXS standard in grammar, punctuation and spelling. This is well above the national average, and we were the highest school in Enfield.

Outcomes highlight that the PP interventions were effective during the 2024-25 academic year. We will look to enhance this provision further in the 2025-26 academic year.

#### The percentage of children achieving a Good Level of Development at the end of Reception/EYFS:

2025  
90%

#### Percentage of pupils achieving the expected standard or above at the end of KS2 (Teacher Assessment and Tests July 2025):

	Reading	GPS	Maths	Writing (TA)	Combined
<b>Expected Standard or Above (Tests)</b>	100%	97%	100%	100%	100%
<b>Percentage Working at Greater Depth</b>	76%	66%	59%	14%	7%
<b>Average Scaled Score</b>	111.5	112	109.8	N/A	N/A

### Teaching

Good progress       Average progress       Minimal progress

Good progress continues to be made in developing staff understanding of the challenges of disadvantage and the school's strategy. Evidence from learning walks indicates the focus on the support given to pupils in lessons is significantly improving, in particular with improved opportunities for pupils to access learning at their own level of understanding and the implementation of appropriate levels of scaffolding to promote independent learning.

The Walkthrus principle have been well embedded across the school. This CPD training scheme has improved teaching by providing a structured approach to professional development. The Walkthrus approach has enhanced teaching quality by offering

evidence-based strategies that are easy to understand and implement. This has ensured a consistent approach to teaching and learning across the school and a shared language amongst the children. Observations and Learning Walks highlight that engagement levels amongst the PP children have improved especially with implementation of the Cold Calling strategy.

### Targeted academic support

Good progress                       Average progress                       Minimal progress

There is evidence that pupils in both mathematics and English intervention and booster groups are making progress on their targeted areas for development. This is particularly evident in Year 6 where the early morning booster sessions have significantly improved pupil outcomes with 100% of pupils achieving the expected standard in the KS2 SATs assessments in July 2025.

From the onset of the 2025-26 academic year, interventions have been planned and led centrally by the SENCO. This represents a significant change from previous years, where each class teacher was responsible for delivering interventions within their own class.

The move to precision interventions being delivered across the school has provided several key benefits:

- Enhanced oversight and coordination. The SENCO now has overall responsibility for special educational needs provision in the school, working with teachers to assess pupils for SEN and determine how to adapt provision to meet their needs, including overseeing interventions and their impact on pupil progress. This centralised approach has given the SENCO a clear overview of all targeted support and enables more strategic planning of next steps.
- Evidence-based intervention selection Decisions about running interventions are informed by assessment data to identify which pupils need intervention, which topics require additional support, and to track the progress pupils are making. The interventions delivered across the course of each afternoon include Tiger Team, reading, colourful semantics and Verbo, all of which have been selected based on their evidence base and suitability for our pupils' needs.
- Improved tracking and accountability Teachers maintain ultimate responsibility for the progress of their pupils, regardless of who is running the intervention, and have a clear understanding of where pupils require extra support. The centralised model ensures consistent monitoring across all interventions, with clear records of the outcomes of interventions that teachers can refer back to.
- Strategic timetabling - the best interventions are short, sharp and regular, ideally lasting between 20 and 30 minutes, happening 2 to 3 times a week. Our afternoon delivery model allows for this consistency whilst changing intervention times each week, so pupils are not always missing the same lesson, ensuring all pupils continue to access a broad and balanced curriculum.

This whole-school approach to intervention delivery aligns with best practice and ensures that pupils who are not yet secure are likely to benefit from targeted support through our SENCO's expert coordination.

### Wider strategies

- Good progress
  Average progress
  Minimal progress

The Learning Mentor provision has been streamlined to deliver targeted support through a structured six-week programme. Each cycle begins with entry assessments and concludes with exit assessments to measure progress. Strategies developed during sessions are shared with class teachers to ensure consistency and reinforcement in the classroom. The programme incorporates evidence-based approaches such as Zones of Regulation to promote emotional self-management and Growth Mindset principles to build resilience and confidence. This integrated model ensures pupils receive personalised interventions that address both academic and social-emotional development, fostering improved engagement, wellbeing, and long-term success.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
N/A	

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A