

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Beech Hill Primary School
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	53% (223 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jess Eatock
Pupil premium lead	Caroline Higgins/Paula Dickenson
Governor / Trustee lead	Lee Rochester

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£319,665
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	£319,665

## Part A: Pupil premium strategy plan

### Statement of intent

Our Pupil Premium strategy aims to set out how we will support disadvantaged pupils to meet their targets and expectations, including Pupil Premium children who are high attainers.

We aim for all children at Beech Hill, being mindful of background, to make good progress and achieve highly across all subject areas. We will strive to give all children the knowledge and skills to enable them to become successful adults in terms of being able to gain employment, live healthy lifestyles and take opportunities beyond their immediate environment. This will be done through developing vocabulary, cultural capital (by giving the children experiences and essential knowledge they need to be educated citizens) and their character (to enable them to have the skills to succeed in their society). Learning will not be diluted for our children and gaps will close so that children are working at age-related expectations.

High quality teaching will continue to be a high priority as we develop children's metacognitive skills across the curriculum as well as the mastery approach in maths. This is proven to have a great impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Attainment for non-disadvantaged pupils will therefore be sustained and improved alongside progress for their disadvantaged peers.

Character development and wellbeing has become more important than ever. Our Character Champion will continue to embed explicit character teaching, developing skills such as resilience and engaging with parents to set character targets for the children. Our Senior Leadership team will continue work on mental health, focussing on ensuring children have their basic mental health needs met in order for them to go on to flourish. We will also continue to give children the opportunity to connect to self, others and nature.

Our Pupil Premium strategy ensures that every child, regardless of their background, has the opportunity to succeed and achieve their full potential. We recognise that vulnerable groups, including Pupil Premium children, may face additional challenges that can impact their learning and progress. As a school, we are committed to providing tailored support that addresses these specific barriers, ensuring that all children, including those with additional needs or from disadvantaged backgrounds, make steady progress. We will do this through a combination of targeted interventions, personalised learning, and close monitoring of individual progress, ensuring no child is left behind. By embedding a culture of high expectations and nurturing a supportive, inclusive environment, we aim for all children, including our most vulnerable, to reach age-related expectations and beyond.

### Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception are lower for disadvantaged pupils than for other pupils and have been significantly lower than in previous years. This impacts on vocabulary development in subsequent years, slowing reading and writing progress.

2	Limited life and cultural experiences for some of our disadvantaged children outside of school restricts understanding of some curriculum areas.
3	53% of pupils in school are eligible for Pupil Premium, in addition to 16% having SEN.
4	Attendance rates pupils for disadvantaged are 92.74% (3.81% below the figure for non-disadvantaged children of 96.55%). This reduces their school hours and causes them to fall behind on average. A rising number of our disadvantaged pupils are presenting with Emotionally Based School Non-Attendance (EBSNA).
5	Pupil voice surveys indicate that disadvantaged children struggle with their mental health and wellbeing more than non-disadvantaged children, in particular when it comes to sleep.
6	Parental engagement tends to be low across school, particularly in disadvantaged families.
7	Early Years and Key Stage 1 have an increasing amount of children with SEND and challenges in terms of SEMH.
8	An increasing number of families are requesting support around behaviour at home, particularly parents of disadvantaged children.
9	Due to low starting points, disadvantaged children are less likely to achieve end of year expectations than their peers even though progress is strong.

### 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
Improve cultural literacy in order to eliminate poverty of language for all disadvantaged children in school.	Assessment data and work in books will show that disadvantaged pupils in all classes make rapid progress by the end of the year, so that all pupils eligible for PP meet or exceed age related expectations.
Increased cultural capital through cultural and curriculum visits / experiences, heavily subsidised by school for all children. This will impact positively on pupil achievement for these groups. Nurture talents and interests in individuals by arranging/organising experiences tailored to them. Encourage and give more opportunities for children to spend time in and around nature.	Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences. PP pupils have high aspirations as a result of a broadening of cultural experiences. Family Support Officer will reach out to parents to find out about children's interests out of school and whether they need any support with developing these.
Gaps in English and maths for PP pupils are quickly identified and addressed to ensure good progress for all children.	The attainment gap between PP and non-PP pupils will narrow due to specific gaps in knowledge and understanding for PP pupils being identified as quickly as possible. Group and 1:1 interventions, will be put in place to address these gaps so that missed learning and misconceptions are tackled swiftly and effectively.
All Year 6 PP children make progress in line with or above all children Nationally from the same starting point.	Pupil Premium Champions will meet with all year 6 PP pupils and discuss individual barriers to learning and in partnership plan for support and entitlement. This will be

	monitored termly to ensure that every year 6 pupil is on track to make progress at least in line with other children Nationally of the same starting point.
Continued high attendance rates for pupils eligible for PP.	Overall PP to non-PP attendance gap will remain narrow.
To support all children in understanding how they can flourish and develop their character traits.	Children will achieve personal development targets by the end of each key stage. Children who would benefit from counselling to see an in-school counsellor on a regular basis. Staff will monitor mental wellbeing of children in their class and put appropriate strategies in place. Teaching staff to research and implement effective strategies for child wellbeing in their classrooms. Children to be given opportunities to connect to self, others and nature.
To develop phonics and maths fluency across school.	All staff delivering phonics will engage in training on the Read Write Inc programme. Reading lead will monitor the delivery and impact of the programme across school. Phonics will be taught consistently, with catch up sessions provided for KS2 children with gaps in knowledge. Termly targets in maths will focus on key instant recall facts (KIRF).
To raise aspirations and broaden children's understanding of work, careers, and the opportunities available to them.	Children will participate in age-appropriate career-related learning activities, including discussions, workshops, and visits from professionals. Each key stage will introduce career-related themes to help children connect their learning to real-world applications. Children will be encouraged to reflect on their personal strengths and interests, linking these to potential future careers. Staff will monitor and track children's engagement in career activities and provide additional support to children who may lack career awareness or role models. Career-related content will be embedded across the curriculum, providing children with opportunities to explore a wide range of professions and understand the value of different skills. Aspirations will be discussed regularly with children, and staff will work to ensure all children feel motivated and confident in their potential to succeed in any chosen career.

### 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: £84,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop teaching of metacognitive strategies across the curriculum, alongside the use of Rosenshine's principles of instruction, through CPD for teachers and teaching assistants, sharing research and good practice, lesson observations and reflections in evaluation books.	Rosenshine's principles of instruction are based on extensive research. The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	9
Release time for Deputy Heads to continue to monitor the impact of English and Maths teaching across school and provide CPD for staff. CPD may include support with planning or time to observe peers.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1, 9
Continue to implement strategies from Grammarsaurus training to raise attainment in Literacy and SPaG.	Grammarsaurus case studies have shown a positive impact on writing and SPaG results in Key Stage 2.	1
Children's communication skills will improve through the implementation of Voice 21.	On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers. The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.	1, 9

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
Continue to embed maths fluency and opportunities for greater depth learning. Improve children's key instant recall of facts (KIRF) and strengthen arithmetic skills. Develop 'teaching for mastery' and begin to embed the Mastering Number programme in Early Years and Key Stage 1, as well as Years 3, 4 and 5. Develop oracy in maths across school through stem sentences, messy talk and pre-teaching vocabulary.	Evidence has shown that fluency can provide a moderate impact for a low cost. Fluency of basic facts (e.g. tables, number bonds etc allows for greater depth learning to take place as children can access the expected level learning without the obstacle of having to calculate basic facts first and so will inevitably have time to learn in a topic at a greater level of depth or independence. Termly targets in maths will focus on key instant recall facts (KIRF).	9
Purchase an ongoing subscription to Read Write Inc, enabling access to CPD and the latest resources.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 7
Staff to access external CPD relevant to their needs e.g. PE coaching, subject leader network meetings, local triads, Mastering Number.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	9

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

Budgeted cost: £155,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Individual and small group speech and language programmes tailored to individual needs, based on screening of all children entering EYFS. This will include sound awareness and specific SALT programmes.	Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 7
'Insight' tracker is used to inform teaching staff to enable them to identify and target specific groups and individuals in reading, writing and maths.	Small group tuition has an average impact of four months' additional progress over the course of a year.  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 9
Year 6 children who have fallen behind to access after school small group booster sessions, focussing on maths and literacy skills.	Small group tuition has an average impact of four months' additional progress over the course of a year.  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 9
Key Stage 2 children who are working below age related expectations in reading, specifically decoding, will access phonics interventions.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 9
Children who do not read regularly at home will receive additional 1:1 reading at school, with either a teacher or TA. Students from local high schools as well as retired teachers also target those who do not read at home.	Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.  <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a>	1, 3, 9

Live marking will allow teachers to quickly identify children who have fallen behind or not grasped concepts in a particular lesson. Think Pink will be used to immediately clarify misconceptions or allow children to practise with support.	Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 9
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#### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £79,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children across the school to participate in a wide variety of experiences, including residential trips from Year 4. Costs of trips are supported through school fundraising. Parent payment plans span 18 months to support families with the cost of residential trips.	Previous data shows us that children who have accessed a range of educational opportunities within and beyond the school day achieve more highly, developing their vocabulary in particular.  Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/adventure-learning">Adventure Learning   EEF (educationendowmentfoundation.org.uk)</a>	2
Staff to offer a range of after school clubs, including drama, art, ICT and sports clubs.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. There is also a small positive impact of physical activity on academic attainment (+1 month). Very few children at Beech Hill attend clubs outside of school, so offering these clubs broadens their experiences as well as keeping them active and fostering creativity.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	2

<p>Raise aspirations through children's understanding of work and careers.</p> <p>Give children a better understanding of career choices available to them through STEM.</p>	<p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Although evidence is unclear on how aspirations intervention can raise attainment, children at Beech Hill have a limited experience of different careers. Showing them the range of careers available to them will raise their aspirations and motivate them to work hard to achieve their goals.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	2
<p>Targeted children participate in RISE sessions, either in 1:1 sessions or small groups.</p>	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	5, 7
<p>Staff to monitor the wellbeing of pupils in school and provide workshops, assemblies or curriculum time to explore areas which are negatively impacting the children's mental health. Head Boy and Head Girl will support with collecting the views of children in school and disseminating key messages. Year 6 children will have 'go to' staff to talk to if they need support.</p> <p>A counsellor will be employed one day a week to work with children identified as needing emotional support.</p> <p>Staff will be trained in strategies to support children's wellbeing and allow them to flourish.</p>	<p>Social and emotional learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5, 7
<p>Parents and carers will play a key role in the children's 'character targets', and lessons will be taught to explicitly teach children about character and British Values. Three children in Year 6 given the role of Character Champions to meet with Sam Witty-</p>	<p>Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC.</p>	5

Ingham half-termly, supporting with surveys and disseminating key messages.	(DFE Character Education Framework Guidance)	
Continue to implement actions from the Poverty Proofing report provided by Children North East in January 2020. This will include 'swap shop' events for events such as Halloween and Christmas, token systems for fairs, distribution of food/support packages to families in need and ensuring that costs are kept as low as possible for all families.	<p>The 'Poverty Proofing' website explains that poverty is a strong predictor of educational attainment with more than 6 in 10 children on free school meals failing to secure 5 good GCSEs. Overall, this means a gap in outcomes of around 27% at Key Stage 4 between those pupils on Free School Meals and other pupils.</p> <p>The unequal outcomes of English education reflect, to a large extent, the unequal outcomes in our society, but we still expect schools to 'close the attainment gap'. We have very high hopes of our teachers to bring the best out of every pupil and yet the impact of poverty on children is not covered in any detail during a teacher's own education and training.</p> <p><u>Home - Poverty Proofing</u></p>	5
<p>Embed the principles of the DfE's Improving School Attendance using the Local Authority's new guidance and approach.</p> <p>Continue to offer numerous incentives for children to strive for high attendance levels, including half-termly prizes for individuals and weekly prizes for full classes.</p> <p>Parents to be contacted by letter to inform them of individual attendance plans and parenting contracts.</p> <p>Smoother and quicker referral to the Attendance Service for those who are not engaging appropriately.</p> <p>Meetings are held by Attendance Officer with parents regarding non attendance. Where any EBSNA is identified, the Attendance Officer and Family Support Coordinator work closely together to seek solutions and remove or reduce push/pull factors to improve/encourage attendance.</p>	<p>The DfE's guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><u>Improving school attendance: support for schools and local authorities - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</u></p>	4, 6

<p>Embed the resources and provision available to children during their play and lunchtimes.</p> <p>All lunch time supervisors will receive training on supporting high-quality play.</p>	<p>Various studies have shown that providing the resources and supporting children to engage in for high quality play improves behaviour, promotes personal development and improves physical literacy.</p> <p><a href="#">The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk)</a></p>	5
<p>Continue to develop connections with self, others and nature through activities such as mindful breathing, yoga, Forest school and opportunities to engage in team building activities.</p>	<p>Social and emotional learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5, 7
<p>Provide a breakfast club open for all children from Reception to Year 6. Timings of clubs to be extended to further support vulnerable families.</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.</p> <p><a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Foster parental engagement through:</p> <ul style="list-style-type: none"> <li>• Designated Family Support Coordinator engaging with families and offering support where needed</li> <li>• Use of online platforms (Class Dojo, Tapestry) to share learning and allow communication between teachers and parents</li> <li>• Emails and text messages used to convey key messages and share updates</li> <li>• Parent teacher consultations in the autumn and spring term</li> <li>• Offering parent workshops covering topics such as reading, behaviour, SEND and maths</li> <li>• Mental health workshops (Ways to Wellbeing) to continue running throughout 2026</li> <li>• Conducting regular parent surveys</li> <li>• Encouraging regular reading at home and offering support for those not reading with their child</li> <li>• Sharing summer reading challenges</li> </ul>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="#">New guidance report published: Working with Parents to Support...   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4, 5, 6, 7, 9

<ul style="list-style-type: none"> <li>• EYFS staff to visiting children and parents in their homes prior to starting school</li> <li>• Postcards home to celebrate achievements</li> <li>• Stars of the week posted on website</li> </ul>		
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**Total budgeted cost: £319,665**

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

### **Pupil premium strategy outcomes**

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

We continue to see more progress towards age-related expectations for our Pupil Premium children. It is pleasing to see that lots of PP children are still working within their year group, even if not at expected level. The data shows that:

Reading: 86% of PP children reached age related expectations in 2024-25, and 92% were working within their year group level.

Writing: 86% of PP children reached age related expectations in 2024-25, and 90% were working within their year group level.

Maths: 83% of PP children reached age related expectations in 2024-25, and 86% were working within their year group level.

### **High-Quality Teaching**

This year, a robust and ongoing CPD (Continuous Professional Development) programme has been implemented for all teaching staff to enhance the quality of teaching and learning across the school. This is primarily focused on key areas such as metacognitive strategies, maths mastery, literacy improvement, and phonics intervention. A key focus continues to be on integrating Rosenshine's Principles of Instruction and research-based methods, such as the Five Big Ideas for Mastery and Variation Theory, into everyday practice.

### **Metacognitive Strategies & CPD**

CPD sessions continue termly to introduce and embed metacognitive strategies, based on the EEF (Education Endowment Foundation) framework, which was particularly targeted at developing children's independent learning skills. Staff were actively engaged in peer reviews, sharing good practices via evaluation books, and were encouraged to observe each other's lessons, fostering a culture of reflective teaching. This allowed teachers and teaching assistants (TAs) to improve their practices continuously.

Teachers also participated in a series of peer observation sessions aimed at enhancing fluency in basic skills, specifically focusing on the Mastering Number programme and Fluency Friday sessions. This focus on maths fluency was supported by twice-yearly maths audits and regular pupil progress meetings. These audits and meetings helped track and evaluate progress, allowing leaders to provide tailored support where necessary. The collaboration between staff was particularly beneficial, with teachers working together on improving their teaching styles and learning experiences.

### **Literacy Development**

The school continued to prioritise literacy development, particularly writing, reading, and phonics. Regular audits were conducted throughout the year to monitor progress and identify next steps. By the end of the year, writing results exceeded the national average, with 87% of students meeting or exceeding expectations. Many students made progress above and beyond expected levels. Teachers held literacy-focused meetings to ensure consistency in grading and agree on next steps for the children, including a focus on more able students.

To support the development of grammar, the Grammarsaurus framework was recapped in September during staff meetings, enabling teachers to consolidate prior learning and build on the skills children had already acquired. This approach was reflected in the KS2 grammar results, which showed an impressive 87% of students meeting or exceeding the national average.

Additionally, the use of Spelling Shed and the Spelling Bee competition provided fun and engaging ways for students to develop their spelling skills, with morning starter activities reinforcing weekly spellings. Teachers also worked collaboratively on ensuring consistent teaching practices for spelling across the school, which was seen as foundational for both reading and writing development.

### **Maths Mastery and Fluency**

A key highlight was the successful implementation of the Mastering Number programme across Reception, Year 1, and Year 2, which replaced traditional daily maths lessons with targeted sessions focused on number facts and fluency. This programme was well received by staff, with positive feedback on the opportunity to collaborate, observe each other, and improve teaching practices. Additionally, the introduction of Fluency Bee in Years 3 and 4 further supported the development of maths fluency, extending these daily sessions beyond the core maths lessons.

Regular CPD for maths staff focused on core principles of maths mastery, with sessions on number sense, fluency, and variation in maths. Staff had opportunities to attend webinars and model lessons led by maths experts, including a series of Mastering Number webinars aimed at teachers in Reception through to Year 2. The ongoing collaboration with local maths hubs and national networks ensured staff had access to high-quality training, which was essential in preparing for the wider rollout of the Mastering Number programme to Key Stage 2 in the coming academic year.

### **Phonics and Reading**

Phonics teaching continued to be a key focus, with staff receiving specific training from the Read Write Inc. tutor on how to deliver 1:1 tutoring for children not meeting expected standards. The ongoing subscription to Read Write Inc also ensured that teachers had access to the latest resources and training materials. This investment contributed to ensuring that every child had a strong start with phonics which now continues throughout KS2 due to the training of all teaching staff.

In addition to these structured interventions, reading was actively supported through individual and small group reading sessions throughout the school day. Children were given targeted interventions based on decoding difficulties or gaps in their phonics knowledge.

### **Cross-Subject Collaboration & Wellbeing**

Cross-school collaboration through triads with other schools enabled staff to share best practices in subjects like History, Geography, and Computing. Teachers also participated in SEMH (Social, Emotional, and Mental Health) CPD and wellbeing training, ensuring they were well-equipped to support

children's emotional and mental health needs. This holistic approach contributed to a positive school climate, where teachers felt supported, and students benefited from a range of enriching opportunities.

### **Targeted Academic Support**

The school has maintained a focused approach on targeted interventions to support pupils who require additional academic assistance, particularly those who are disadvantaged and identified through rigorous screening processes.

### **Speech and Language Support**

Early identification of speech and language needs has been a priority. Children displaying poor language skills are promptly screened and referred to Speech and Language Therapy (SALT) services where appropriate. Those awaiting formal assessment or intervention receive tailored language support sessions with adults in school, focusing on sound awareness, language comprehension, and pronunciation practice. Children currently on speech programmes work consistently on their targets 2-3 times per week, which has led to accelerated progress.

Classrooms continue to be rich in language development opportunities, with staff actively supporting children's acquisition of key vocabulary and use of subject-specific terminology.

### **Maths Interventions**

Targeted maths support was provided throughout the year via multiple booster groups tailored to different needs, including:

- Greater Depth Standard (GDS) groups
- Targeted groups working on arithmetic fluency
- Groups aiming to achieve or consolidate expected levels
- Basic skills groups focusing on core number knowledge

Booster sessions were delivered both during school hours, with a particular emphasis on improving fluency in calculation methods. Weekly arithmetic fluency lessons and streamed maths sessions ensured that children received tailored instruction at the appropriate level, while basic skills recall sessions and regular 1:1 'Think Pink' support helped address misconceptions quickly.

These focused interventions contributed to high SATs scores across all areas, with results exceeding national averages.

### **Literacy Interventions**

Children working below expected standards in reading benefited from smaller, streamed comprehension groups led by the literacy lead, allowing for focused attention on specific reading skills. Similarly, streamed grammar groups outside of literacy lessons targeted identified gaps in learning and enabled teachers to address these effectively, with all participating children making measurable progress.

All children who had not completed the Read Write Inc. phonics programme received continued phonics lessons, with teachers trained to assess progress and plan to close any gaps. Understanding that the scheme may not fully engage Key Stage 2 pupils, additional reading books of choice were provided to maintain motivation and enjoyment in reading.

To support reading habits, children who do not read regularly at home are given opportunities to read with an adult more than once a week in Key Stage 1, and at least once every week in Key Stage 2.

### **Live Marking and Responsive Teaching**

All maths staff received training on the use of live marking during independent tasks, allowing them to identify and address misconceptions immediately. This approach has proven effective in building pupil confidence and maintaining momentum in learning.

Where children scored below 50% on independent maths tasks, targeted support sessions—such as the “Think Pink” interventions—were provided before the next lesson to ensure gaps were addressed promptly. If fewer than 80% of a class achieved the lesson’s success criteria, teachers adjusted planning to provide further teaching on the challenging elements.

Children benefiting from regular “Think Pink” sessions were often also those who received additional booster support within the classroom, demonstrating the school’s commitment to providing layered and responsive academic support. Live marking across the curriculum allowed teachers to challenge higher ability pupils to ensure progress for all.

### **Wider Strategies**

The school continues to provide a broad and enriching range of wider strategies designed to support the development of the whole child—academically, socially, emotionally, and physically—ensuring pupils have equitable access to experiences and support beyond the classroom.

### **Enrichment Opportunities and Outdoor Learning**

Children in Years 4, 5, and 6 participated in residential trips aimed at fostering resilience, problem-solving, and independence, alongside opportunities to explore both rural settings and urban cultural experiences such as visits to the capital city. Every child engaged with at least one National Trust venue visit to experience and appreciate the outdoors and local countryside.

Additional visits throughout the year to museums, universities, Washington Wetlands, and safety awareness programs broadened children’s horizons and exposure to diverse environments.

In-school visitors—including scientists, music and cooking workshops, and sports coaches—further enriched the curriculum and helped children develop new skills and interests. After-school clubs were well attended (approximately 250 children per term) and tailored to children’s preferences based on surveys, offering gymnastics, choir, gardening, multi-sports, crafts, and more.

The science curriculum places a strong emphasis on STEM careers. Each topic is introduced with a STEM professional to demonstrate relevant career pathways, complemented by trips such as visits to the Discovery Museum, broadening children’s awareness of future opportunities.

School council and the ‘Dream Team’ have given children the opportunity to take on new responsibilities and contribute positively to our school community. Pupil voice confirmed that pupils enjoyed sharing their views, building their confidence levels and they had a new outlook on their own abilities.

### **Social, Emotional, and Mental Health (SEMH) Support**

Emotional wellbeing is prioritized through a range of targeted and universal strategies. Children with emotional or behavioural concerns receive tailored programmes delivered by Mr. Nelson Taylor (two days per week), supported by referrals to CYPS, school health, and programmes like RISE. Parent feedback on these interventions has been positive.

Most staff have received Thrive training, enabling whole-class approaches to support wellbeing through strategies such as morning greetings and designated trusted adults (“go to” staff members). Year 6 pupils benefited from transition support to secondary school, including small group sessions with RISE and additional transition provision for vulnerable children.

Wellbeing Week offered enriching activities promoting emotional regulation and resilience, such as yoga, mindful colouring, nature walks, and daily reflections, helping children develop coping strategies. Giving the week the theme of music allowed the children to understand, manage and express their emotions and opportunities to reflect on the activities offered across the week told us that many children across the school felt that they had a safe outlet for a range of feelings.

Years 5 and 6 also completed a six-week block of emotional wellbeing workshops with RISE, equipping them with practical techniques to manage stress and conflict.

An outdoor sensory area was developed to provide a calm, nature-connected space for children during play and learning, supporting self-regulation and social connection.

### **Character Education and Community Engagement**

The school actively promotes character virtues and British values, with a new focus each half term communicated through assemblies, home challenges, and visible whole-school displays. Children receive weekly “Cracking Character” awards for demonstrating these virtues.

Pupil voice has been central in evaluating and developing school culture, with positive feedback indicating that Pupil Premium pupils now feel more included in school activities and celebrations. The school council actively participates in community engagement, including fundraising and liaising with local businesses, fostering responsibility and citizenship.

Visits to local shops, care homes, and charity fundraising efforts have positively impacted children's understanding of their community and social responsibility.

### **Attendance and Behaviour Incentives**

Attendance is closely monitored, with a range of incentives to promote good attendance, including:

- Weekly and half-termly rewards for highest attendance (extra playtime, movie afternoons)
- Badge collection for consecutive years of 100% attendance
- Non-uniform days on birthdays to encourage attendance and inclusion

Ongoing attendance monitoring involves letters, texts, meetings, parenting contracts, and referrals to the Attendance Service where needed. There has been a significant focus on reducing absence and improving punctuality, with some positive individual outcomes noted.

### **Play and Physical Activity**

Two lunchtime sports coaches have delivered high-energy, adult-led games that encourage fair play and reduce conflicts, while also enabling playground supervisors to lead slower-paced games, ensuring inclusive play opportunities for all children.

### **Parental Engagement and Communication**

The school maintains strong communication channels with families through Class Dojo, emails, text messages, and parent-teacher consultations. Workshops are offered on topics such as wellbeing, reading, behaviour, SEND, and maths to support parents in helping their children.

Early engagement with families starts in EYFS with home visits, and positive behaviours and achievements are celebrated with postcards, website posts, and 'Stars of the Week.'

Breakfast club continues to provide a vital service by offering a nutritious start to the day, homework and reading support, physical activity, and social opportunities for children who might otherwise miss out. The timings of our Breakfast Club were extended to further support vulnerable families.

### **Focused Support for Pupil Premium Children**

Dedicated pupil profiles for Pupil Premium children have been developed by staff, tracking not only academic progress but also interests and strategies that support learning. This has strengthened one-to-one relationships between pupils and staff, fostering tailored support and reflection.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Times Table Rockstars	Maths Circle Ltd
Spelling Shed	EdShed
Grammarsaurus	Grammarsaurus Ltd
Fluency Bee	White Rose Education
Mastering Number	NCTM
Language Angels	Nubridge Publishing Limited
Charanga	Charanga Ltd