William Reynolds Primary School and Nursery

Pupil Premium Strategy Plan

2026 - 2029

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail
William Reynolds Primary School and Nursery
Number of pupils in school:432
Proportion (%) of pupil premium eligible pupils: 63.1%
Academic year/years that our current pupil premium strategy plan covers **2026-2027 to 2028-2029**
Date this statement was published: 1st December 2026
Date on which it will be reviewed: December 2027 / December 2028 / December 2029
Statement authorised by: Four Hills Trust
Pupil Premium Lead: Ruth Angeloff
Governor Lead: David Speakman

Funding overview

Detail	Amount		
	2026-2027	**2027-2028**	**2028-2029**
Pupil premium funding allocation this academic year	**£341,990**		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	**0**		

Part A: Pupil Premium Strategy Plan

Statement of Intent

At William Reynolds Primary School and Nursery, we firmly believe that every child has the right to succeed, achieve and thrive, regardless of their background, circumstances or the challenges they may face. Our school ethos of **'Belong, Believe, Succeed'** underpins our commitment to providing an inclusive, nurturing and ambitious education for all pupils.

Our Pupil Premium Strategy is rooted in a clear understanding of the community we serve and the significant challenges faced by many of our children and families.

Our School Context: Deprivation within Woodside

William Reynolds Primary School and Nursery is situated in Woodside, Telford, an area experiencing significant and persistent levels of socio-economic deprivation.

The Income Deprivation Affecting Children Index (IDACI) 2025 identifies the immediate neighbourhood in which our school is located as being within the 10% most deprived areas nationally for income deprivation affecting children (Decile 1). The wider Index of Multiple Deprivation (IMD) 2025 also highlights Woodside as an area experiencing particularly high levels of disadvantage, with deprivation considerably above the Telford and Wrekin average.

Our school has a significantly higher proportion of pupils eligible for Pupil Premium funding than the national average, reflecting the considerable levels of disadvantage experienced within our community.

We recognise that deprivation is not simply defined by financial hardship. For many of our children and families, disadvantage is complex and multifaceted, with challenges potentially including financial insecurity, housing difficulties, unemployment, poor mental health, family instability, health inequalities and reduced access to educational resources and wider opportunities.

The concentration of deprivation within Woodside has a significant impact on the needs of our school community and reinforces the importance of providing support that extends beyond the classroom.

Meeting the Increasing Pastoral and Family Support Needs of Our Community

We recognise that the social, emotional and practical challenges experienced by families can directly affect children's attendance, wellbeing, behaviour, readiness to learn and ultimately their academic achievement.

Within our school community, we are seeing an **increasing need for pastoral provision, emotional wellbeing support, family engagement and coordinated support from external agencies**. Many families face multiple and overlapping

challenges, requiring sustained intervention and strong relationships with trusted professionals.

Consequently, our role as a school extends beyond the delivery of academic education. We recognise the importance of ensuring that pupils feel safe, secure, valued and emotionally ready to access learning, while also providing families with the guidance and support they need.

Our pastoral and inclusion provision is therefore a fundamental part of our approach to overcoming disadvantage. This includes:

- Early identification of emotional, social and behavioural needs.
- Targeted pastoral interventions to support children's wellbeing, confidence and resilience.
- Developing positive relationships with parents and carers, providing timely and accessible family support.
- Supporting families experiencing financial hardship, housing difficulties or other challenging circumstances.
- Working closely with external agencies, including Family Help, safeguarding services and other specialist professionals, to provide coordinated support.
- Identifying and addressing barriers to attendance and punctuality through early intervention and partnership working.
- Ensuring that pupils facing disadvantage can access enrichment activities, wider experiences and opportunities that support their personal development.

We firmly believe that, for some of our most vulnerable pupils, addressing pastoral, emotional and family needs is an essential prerequisite for securing sustained improvements in attendance, engagement and academic outcomes.

Investment in pastoral care and family support is therefore not an additional or separate element of our Pupil Premium Strategy, but an integral part of removing barriers to learning and improving life chances.

High-Quality Teaching and Academic Achievement

While recognising the importance of addressing wider barriers to learning, we remain unequivocal in our commitment to high-quality teaching and ambitious academic expectations for every pupil.

We believe that effective teaching, delivered consistently across the school, has the greatest potential to improve outcomes for disadvantaged pupils. Our approach is informed by research and guidance from the Education Endowment Foundation (EEF),

particularly the importance of high-quality teaching, targeted academic support and wider strategies that address barriers to attainment.

We do not rely on intervention to compensate for weaknesses in everyday classroom teaching. Instead, we prioritise a carefully sequenced, knowledge-rich curriculum that enables pupils to develop secure substantive and disciplinary knowledge, build upon prior learning and know more, remember more and achieve highly.

Alongside quality-first teaching, we use diagnostic assessment and ongoing monitoring to identify gaps in learning and provide timely, targeted academic support where necessary.

We recognise that disadvantaged pupils are not a homogeneous group and that their needs will vary considerably. We therefore avoid assumptions or blanket approaches, ensuring that interventions are responsive to individual circumstances and informed by evidence.

Our ambition is not simply to narrow the attainment gap, but to ensure that all pupils, regardless of their starting points, make strong progress and achieve their full potential.

Attendance, Inclusion and Removing Barriers to Learning

Improving attendance and reducing persistent absence remain key priorities within our strategy.

We recognise that attendance difficulties can be closely linked to the wider challenges associated with deprivation, including family circumstances, emotional wellbeing, health needs and practical barriers to accessing education.

Our approach combines high expectations with a supportive understanding of individual family circumstances. Through early identification, regular monitoring, positive relationships and targeted interventions, we aim to improve attendance and ensure that pupils receive the education and support to which they are entitled.

We are equally committed to ensuring that pupils with additional needs, including those with special educational needs and disabilities (SEND), are appropriately supported through an inclusive and adaptive approach to teaching, pastoral care and wider provision.

We understand that overcoming disadvantage requires a coordinated, whole-school response in which academic achievement, attendance, safeguarding, inclusion, pastoral care and family support are closely connected.

Strategic Use of Pupil Premium Funding

Our Pupil Premium funding is allocated strategically, based on the identified barriers and needs of our pupils rather than through individual budgets or fixed allocations.

School leaders and governors use a range of evidence, including attainment and progress information, attendance data, pastoral and safeguarding information, family

engagement and professional knowledge, to identify priorities and evaluate the impact of our provision.

Our approach is informed by the Education Endowment Foundation's evidence-based framework, ensuring that funding is directed towards three interconnected areas:

1. High-quality teaching: Ensuring that all pupils benefit from effective teaching, an ambitious curriculum, appropriate professional development and strong classroom practice.

2. Targeted academic support: Providing evidence-informed interventions to address identified gaps in learning and accelerate progress.

3. Wider strategies: Addressing barriers associated with attendance, emotional wellbeing, behaviour, family circumstances, safeguarding, enrichment and access to wider opportunities.

Given the significant levels of deprivation within Woodside and the increasing complexity of needs across our school community, pastoral provision, family support and attendance intervention are particularly important priorities within our wider strategies.

We recognise that funding must remain responsive to emerging needs and that the effectiveness of our provision must be regularly reviewed to ensure it delivers meaningful improvements in pupils' experiences and outcomes.

Our Commitment and Priorities

At William Reynolds Primary School and Nursery, we are determined that disadvantage will not define a child's aspirations, experiences or future achievements.

We maintain high expectations for every pupil while recognising that equity requires us to provide different levels and types of support according to individual need.

To achieve our aims, we will:

- Maintain consistently high expectations for achievement, behaviour and attendance.
- Prioritise high-quality teaching and an ambitious, inclusive curriculum.
- Identify and address barriers to learning through accurate assessment and early intervention.
- Strengthen pastoral and emotional wellbeing provision in response to the increasing needs of our pupils.
- Provide accessible and effective family support, recognising the significant pressures faced by families within the Woodside community.
- Improve attendance and reduce persistent absence through proactive, supportive and targeted approaches.
- Work collaboratively with families and external agencies to ensure coordinated and timely support.

- Provide equitable access to enrichment activities, wider experiences and personal development opportunities.
- Monitor the impact of Pupil Premium expenditure and adapt our provision to meet changing needs.
- Embed our school ethos of **'Belong, Believe, Succeed'** throughout every aspect of school life.

Our Pupil Premium Strategy reflects our belief that educational disadvantage cannot be overcome through academic intervention alone. In a community experiencing significant levels of deprivation, improving outcomes requires a sustained and holistic approach that combines excellent teaching with effective pastoral care, meaningful family support and strong relationships.

By recognising and addressing the challenges experienced by our pupils and families, we aim to reduce inequalities, raise educational achievement and provide every child with the support, stability, experiences and opportunities they need to succeed.

Our ultimate ambition is that every child at William Reynolds Primary School and Nursery, regardless of their circumstances, is given the opportunity to belong, believe and succeed.

Key Principles of the Strategy Plan

At William Reynolds Primary School and Nursery, our Pupil Premium Strategy is underpinned by the belief that every child should have equitable access to high-quality education, appropriate support and opportunities to succeed, regardless of their circumstances.

Recognising the significant levels of deprivation within the Woodside community, our strategy adopts a holistic approach that addresses both academic attainment and the wider social, emotional and family circumstances that can create barriers to learning.

Our key principles are to:

1. Maintain high aspirations and expectations for all pupils

Never confuse disadvantage with low ability. We are committed to ensuring that disadvantaged pupils are appropriately challenged, supported to achieve the highest standards and given every opportunity to reach their full potential.

2. Prioritise high-quality teaching for every pupil

Ensure that consistently effective, inclusive and adaptive teaching is at the heart of our strategy. High-quality classroom teaching must meet the needs of all learners, rather than relying on interventions to compensate for weaknesses in everyday provision.

3. Identify and address gaps in learning

Use accurate assessment, attainment and progress information to identify pupils who are underachieving, particularly in reading, writing and mathematics. Analyse the reasons for underachievement and provide timely, evidence-informed support to accelerate progress.

4. Place reading at the heart of learning

Prioritise early reading, phonics, fluency, vocabulary development and reading comprehension. Ensure that disadvantaged pupils receive the teaching, targeted support and regular opportunities to practise reading with skilled adults that they need to become confident, independent readers.

5. Strengthen pastoral care and emotional wellbeing provision

Recognise the impact that deprivation, adverse experiences and wider family circumstances can have on children's emotional wellbeing and readiness to learn. Provide timely and targeted pastoral support to help pupils develop confidence, resilience, positive relationships and emotional regulation.

6. Prioritise effective family support and early intervention

Respond proactively to the increasing complexity of needs within the Woodside community. Build strong, trusting relationships with families, identify emerging difficulties at the earliest opportunity and provide appropriate support through school-based provision, Early Help and multi-agency working.

7. Improve attendance and reduce persistent absence

Recognise attendance as a fundamental priority for improving educational outcomes. Identify barriers to regular attendance, work collaboratively with families and provide targeted support and appropriate challenge to improve attendance and punctuality, particularly for disadvantaged and persistently absent pupils.

8. Develop a highly skilled and effective workforce

Ensure that teachers, teaching assistants and pastoral staff receive appropriate professional development and understand their responsibilities in supporting disadvantaged pupils. Deploy support staff effectively, ensuring that interventions and pastoral provision complement high-quality classroom teaching and promote pupil independence.

9. Remove barriers to inclusion, participation and opportunity

Ensure that financial hardship, additional needs or family circumstances do not prevent pupils from accessing the full curriculum, enrichment activities, educational visits and wider opportunities. Promote a strong sense of belonging, positive aspirations and personal development for every child.

Our Strategic Commitment

Through these principles, we aim to ensure that our Pupil Premium Strategy responds directly to the challenges experienced within the Woodside community.

We recognise that closing the disadvantage gap requires more than academic intervention alone. By combining high-quality teaching with strong pastoral provision, effective family support, improved attendance and equitable access to opportunities, we are committed to removing barriers to learning and enabling every child to *Belong, Believe and Succeed*.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of our youngest pupils indicates that there are pupils who have underdeveloped personal, social and emotional development skills, coupled with underdeveloped communication and oral language skills than previously observed. These underdeveloped skills are prevalent in Nursery, Reception and year 1 but also across other cohorts of children and are not exclusively attached to disadvantaged pupils.
2	Pupils in Y1 and Y2 (who did not meet expected) require support to accelerate progress in phonics so the vast majority of pupils pass the phonics screening check. Word-reading is one of the essential dimensions of reading; the other is comprehension. Skilled word-reading involves working out the pronunciation of unfamiliar printed words (decoding) – which is why the screening check is important – and recognising familiar printed words. 2025 / 2026: 64% disadvantaged passed phonics compared to 79% non-disadvantaged.
3	Disadvantaged pupils leaving Reception had a GLD of 53% whereas non-disadvantaged had a GLD of 74%. The aspects of learning that children struggled to achieve were reading 58%, writing 63%, maths 63%. We need to ensure that we can close this gap in future years and ensure that the foundational knowledge of children is secure by the end of Year 2.
4	Pupils from YR – Y6 require support to accelerate progress in order to close the close the gap in attainment compared to national expectations. Early identification to pupils with a Specific learning need is vital.
5	Pupils need support to overcome barriers to learning due to social, emotional and behavioural issues. An identified group of pupils with significant social and emotional issues are supported in a nurture group. Support is need for pupils who need extra support in terms of integration and engagement in school life.
6	Significant number of children who are entitled to PPG and are SEND also have issues with attendance and punctuality – embed strategies to ensure PPG children are consistently at or above 95%.
7	Pupils entitled to PPG are affected by socio economic factors that impact on their life experiences and ability to access resources, support and opportunities that their non-PPG peers have access to.

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
Challenge 1 To improve pupils' communication, oral language and personal, social and emotional development (PSED), particularly in Nursery, Reception and Year 1, ensuring that children develop the confidence, vocabulary, emotional regulation and social skills necessary to engage successfully in learning. Pupils will demonstrate measurable progress from their starting points, with an increased proportion achieving age-related expectations in communication and language and PSED. Gaps between disadvantaged pupils and their peers will narrow, and children will be increasingly confident, independent and ready to learn.	• **Improved PSED Outcomes:** An increased proportion of pupils achieve age-related expectations in Self-Regulation, Managing Self and Building Relationships, with disadvantaged pupils achieving outcomes in line with or above their non-disadvantaged peers. • **Improved Communication and Language:** An increased proportion of pupils achieve age-related expectations in Listening, Attention and Understanding and Speaking, with measurable progress demonstrated from individual starting points. • **Progress from Starting Points:** Assessments and observations demonstrate that pupils receiving targeted support make measurable progress in their communication, language, emotional regulation, independence and social interaction. • **Early Identification and Intervention:** Additional adults in Nursery and Reception provide timely, targeted support for pupils with identified developmental needs, with the impact monitored through regular assessments and intervention reviews. • **Impact of Specialist Provision:** Pupils accessing Einstein and other targeted inclusion provision demonstrate measurable progress against individual communication, PSED and readiness-to-learn targets, evidenced through observations, pupil voice and assessment records. • **Effective Speech and Language Interventions:** Pupils accessing NELI and Talk Boost demonstrate measurable improvements in vocabulary, listening, understanding and expressive language, evidenced through baseline and follow-up assessments. • **Improved Readiness for Learning:** Lesson observations, pupil voice and formative assessments demonstrate increased confidence, independence, positive relationships, engagement and ability to manage emotions and classroom routines. • **Reduced Developmental Gaps:** The gap in communication and language and PSED outcomes between disadvantaged and non-disadvantaged pupils narrows, with fewer children requiring additional intervention as they progress into Key Stage 1.

Challenge 2 To improve phonics knowledge and early reading skills, particularly for disadvantaged pupils in Year 1, ensuring that pupils develop secure decoding skills, recognise familiar words automatically and become increasingly fluent, confident readers. Disadvantaged pupils will make accelerated progress from their starting points, with an increased proportion meeting the expected standard in the Year 1 Phonics Screening Check. Pupils who do not achieve the expected standard will receive timely support to close gaps in their phonics knowledge and develop the foundations needed for successful reading comprehension.	• An increased percentage of disadvantaged pupils achieve the expected standard in the Year 1 Phonics Screening Check, with outcomes moving towards or exceeding national expectations. • The attainment gap between disadvantaged and non-disadvantaged pupils in phonics narrows. • Pupils identified as falling behind make measurable progress through regular phonics assessments, with gaps addressed through timely, targeted intervention. • Pupils demonstrate increasing accuracy, automaticity and fluency when decoding unfamiliar words and reading familiar texts. • The vast majority of disadvantaged pupils achieve the expected phonics standard by the end of Year 2, including those requiring additional support following Year 1. • Monitoring of phonics teaching, assessment and intervention demonstrates that disadvantaged pupils receive consistent, high-quality support matched to their needs.

Challenge 3 To improve the proportion of disadvantaged pupils achieving a Good Level of Development (GLD) at the end of Reception, ensuring that they develop secure foundational knowledge and skills in Reading, Writing, Mathematics, communication and personal, social and emotional development. Disadvantaged pupils will make measurable progress from their individual starting points, with the attainment gap between disadvantaged and non-disadvantaged pupils narrowing. Targeted support will continue into Key Stage 1 to ensure that pupils build upon their Early Years learning and achieve secure foundational skills by the end of Year 2.	• The proportion of disadvantaged pupils achieving GLD increases from the identified baseline of 35.3%, with the gap against non-disadvantaged pupils (69.6% at baseline) narrowing. • An increased proportion of disadvantaged pupils achieve the expected Early Learning Goals in Literacy, Mathematics and PSED. • Disadvantaged pupils make measurable progress from their starting points, evidenced through EYFS assessments, observations and individual pupil tracking. • Disadvantaged pupils achieve outcomes increasingly in line with their non-disadvantaged peers in Word Reading, Writing and Number. • Pupils identified as requiring additional support make measurable progress through targeted early intervention, including personalised SEND provision where appropriate. • The progress of disadvantaged pupils is tracked from Reception through Years 1 and 2, with an increased proportion achieving age-related expectations in Reading, Writing and Mathematics by the end of Key Stage 1. • Assessment and monitoring demonstrate improved independence, self-regulation and readiness for learning, supporting a successful transition from EYFS into KS1.

Challenge 4 To improve attainment and accelerate progress in Reading, Writing and Mathematics for disadvantaged pupils across Reception to Year 6, ensuring that pupils develop secure knowledge and skills and achieve increasingly in line with their non-disadvantaged peers and national expectations. Barriers to learning, including specific learning difficulties and additional educational needs, will be identified at the earliest opportunity so that pupils receive appropriately adapted teaching and targeted support. The attainment gap will narrow, with an increased proportion of disadvantaged pupils achieving age-related expectations and, where appropriate, greater depth. 2025/2026: EXS GD Reading: 68% 35% Writing: 68% 3% Maths: 68% 30% Comb: 63% 3%	• An increased proportion of disadvantaged pupils achieve age-related expectations in Reading, Writing and Mathematics across all year groups. • The attainment gaps between disadvantaged and non-disadvantaged pupils narrow, particularly at key assessment points. • Disadvantaged pupils' attainment at the end of Key Stage 2 improves and moves towards or exceeds national outcomes. • Pupils identified as below age-related expectations make measurable progress from their starting points, with targeted interventions reviewed regularly. • Pupils with suspected specific learning difficulties or additional educational needs are identified promptly, with appropriate assessment, reasonable adjustments and support implemented. • Assessment data, pupil progress meetings, lesson observations and work scrutiny demonstrate that teaching and interventions are responsive to disadvantaged pupils' identified needs. • An increased proportion of disadvantaged higher-attaining pupils achieve greater depth or the higher standard in Reading, Writing and Mathematics.

Challenge 5 To improve the emotional well-being, self-regulation, confidence and engagement of disadvantaged pupils experiencing social, emotional and behavioural barriers to learning. Through early identification, targeted nurture provision and personalised pastoral support, pupils will develop strategies to manage emotions, build positive relationships, engage successfully in learning and participate fully in school life. Pupils with significant SEMH needs will demonstrate measurable progress from their individual starting points, resulting in improved readiness for learning, increased inclusion and greater independence.	• Pupils accessing targeted nurture and SEMH provision demonstrate measurable progress against individual emotional regulation, social development and engagement targets. • An increased proportion of identified pupils demonstrate improved self-regulation, positive relationships and independence, evidenced through observations, pupil voice and individual assessments. • Pupils receiving targeted support demonstrate improved engagement in classroom learning, including increased participation and readiness to learn. • A reduction in the frequency or severity of recorded incidents of emotional dysregulation or behaviour-related disruption is evident for pupils receiving targeted interventions, where this is an identified need. • Pupils accessing specialist or nurture provision demonstrate improved ability to participate in mainstream classroom learning with appropriate support. • Pupil and parent voice indicates increased confidence, emotional well-being, positive relationships and a greater sense of belonging within the school community. • Regular reviews demonstrate that targeted interventions are effective, with provision adapted in response to pupils' changing needs.

Challenge 6 To improve and sustain attendance and punctuality for disadvantaged pupils, particularly those who are also identified as having SEND, by addressing individual barriers to regular school attendance. Disadvantaged pupils will attend school consistently, achieving attendance at or above the school's 95% minimum expectation, with the longer-term ambition of achieving 96% or above. Persistent absence and repeated lateness will reduce, ensuring pupils have consistent access to learning, interventions and wider school opportunities.	• Overall disadvantaged attendance is maintained at or above 96%, building upon the 2025–2026 outcome of 96%. • Attendance for pupils who are both disadvantaged and have SEND improves towards or exceeds the school's minimum expectation of 95%, with 96% remaining the aspirational target. • Persistent absence among disadvantaged pupils reduces from the 2025–2026 baseline of 10.7%. • The number of disadvantaged pupils with SEND whose attendance falls below 95% reduces over the strategy period. • Punctuality improves for identified disadvantaged pupils with SEND, evidenced by a reduction in recorded late arrivals and missed morning learning. • Pupils receiving targeted attendance support demonstrate measurable improvement against their individual attendance baselines. • Weekly attendance analysis and Inclusion Team reviews demonstrate that concerns are identified promptly and appropriate support is implemented and evaluated. • Family engagement, Early Help and personalised attendance support contribute to addressing identified barriers, with individual improvements evidenced through attendance records and case reviews.

Challenge 7 To ensure that disadvantaged pupils have equitable access to a broad range of educational, cultural, sporting and extracurricular opportunities, regardless of their socioeconomic circumstances. Financial, practical and social barriers to participation will be reduced so that disadvantaged pupils can fully engage in school life, access enriching experiences and develop the confidence, independence, knowledge and aspirations needed for future success. Disadvantaged pupils will increasingly participate in extracurricular activities, educational visits, residential experiences and wider enrichment opportunities, enabling them to broaden their experiences and develop interests and skills beyond the classroom.	• 100% of disadvantaged pupils are offered opportunities to participate in extracurricular and enrichment activities, with an increased proportion attending at least one after-school club during the academic year. • Participation rates in after-school clubs, sporting competitions, educational visits and residential experiences increase for disadvantaged pupils, with gaps in participation between disadvantaged and non-disadvantaged pupils narrowing. • Financial barriers to participation are reduced through subsidised clubs, educational visits, residential experiences and flexible payment arrangements. • Disadvantaged pupils have access to the equipment, resources and practical support required to participate fully in curriculum and enrichment activities. • Participation records identify disadvantaged pupils who have not accessed extracurricular opportunities, enabling targeted encouragement and additional support. • Pupil voice demonstrates that disadvantaged pupils feel included, have opportunities to develop their interests and experience increased confidence and enjoyment through enrichment activities. • Curriculum planning and monitoring demonstrate that teachers consider differences in pupils' prior experiences and provide opportunities to develop essential background knowledge and cultural understanding. • An increasing proportion of disadvantaged pupils participate in wider school life, including clubs, competitions, leadership opportunities and enrichment experiences.

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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for phonics leader and staff who deliver phonics from trainer to ensure high standards in the teaching of phonics. £2430 Online portal £2916	**Phonics** is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols & sounds. Phonics has a positive impact overall **+5 months** with very extensive evidence in the development of early reading skills, particularly for children form disadvantaged backgrounds.	1 2 3 4
Relevant CPD for school subject leaders £6,000	OFSTED Inspection Handbook Subject leader courses Updates	1 2 3 4
HLTA training for 2 TAs £1,400	**Reducing Class Size** is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Reducing class size has a small positive impact of **+2 months.** There is some evidence for additional benefits of smaller class sizes may be a more effective approach during the early stages of primary school.	1 2 3 4

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

Budgeted cost: **£168,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
An additional teaching assistant in both Reception classes to increase the staff /child ratios in order to develop speaking and listening skills. £40,000	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Daily TALK Boost Daily NELI across EYFS and KS1 On average, children who are involved in communication and language approaches make approximately **+7 months additional progress over the course of a year (Early Years Report)** Small group tuition **+4 months additional progress over the course of a year.**	**1** **2**
Reading/Phonics interventions 2-4 hours per week dedicated TA time £10,000	**Phonics** is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols & sounds. Phonics has a positive impact overall **+5 months** with very extensive evidence in the development of early reading skills, particularly for children form disadvantaged backgrounds. **Reducing Class Size** is an approach to managing the ration between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Reducing class size has a small positive impact of **+2 months.** There is some evidence for additional benefits of smaller class sizes may be a more effective approach during the early stages of primary school. **Small group tuition** is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. 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 skills. The average impact of the small group tuition is **+4 months'** progress, on average over the course of a year. **Reading comprehension strategies +7 months additional progress over the course of the year**	**1** **2** **3** **4**

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

Budgeted cost: £196,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 and KS2 SEND Provisions Rashford, Einstein and Nightingale 1 x Assistant Head (am) 1 x Teacher 5 x Scale 3 TAs £ 182,686	"The overall decrease in SEBD features in nurture group children may be due to improved social skills. The small group facilitates the development of interactive skills such as turn taking. The sustained emphasis on considerate behaviour facilitates positive social interactions between children that are mutually rewarding … Pro-social behaviour is known to predict peer acceptance (Dodge, 1983; Ladd et al., 1988). Children in nurture groups learn behaviour that renders them more rewarding and likable to both peers and adults. Underlying the development of social and friendship skills are a specific and evolving set of social and cognitive capacities, including empathy (Hay et al., 2004). Nurture groups place particular emphasis on promoting children's ability to recognise and communicate about feeling states in themselves and their peers. Improvements in peer group relationships have a protective function if they generalise into children's lives. Evidence suggests that these improvements are sustained in nurture group children; reintegration into the mainstream class has shown to be successful following time in nurture groups (Iszatt & Wasilewska, 1997).' Behaviour interventions **+3 months** Reducing class size **+1 months** Small group tuition **+4 months** Social and emotional learning **+3 months**	**1** **2** **3** **4** **5** **6** **7**
1 x additional Teaching Assistant to support Behaviour and SEMH needs £29,495	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies. The potential impact of metacognition and self-regulation approaches is high **+8 months,** although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. Behaviour interventions **+3 month** Small group tuition **+4 months** Social and emotional learning **+3 months**	**1** **2** **3** **4** **5** **6** **7**
DDSL to support attendance across school £24,411	DDSL carries out home visits and communicates with parents, organises attendance panel meetings, weekly review meetings with Head.	**5** **6**

	The Attendance lead follows up attendance daily – target is 94%	
DDSL supports Families for Family Help Offer Cost: £24,000	Parental Engagement **+4 months** We define parental engagement as the involvement of parents in supporting their children's academic learning. The role of our Family Support worker is to specifically deliver: • more intensive programmes for families in crisis. This may involve work on routines within the family home. FSW will: •support parents with self-help strategies within the home relating to bedtime routines, sleep patterns, home organisation • ensure that children are attending school on time every day. • EHA for YN and YR	**5** **6**
Educational Visits £10,000	To ensure equal access for all pupils in offering experiences to enhance the broad curriculum. The school will subsidise all Educational Visits and visitors coming into school.	**5** **6** **7**
Funded breakfast club sessions for identified families (7.45-8.15am) Est costs: Breakfast club for 1 child throughout the academic year cost: £190 £1,900	Children can be allocated a place on a short term or longer-term basis to provide periods of support to families. Breakfast club attendance data from the EEF indicates that attendance at breakfast clubs raises a KS1 child's attainment of an average of 2 months. We are targeting breakfast club provision at those PPG families with attendance below 96% and who are persistently late. This will therefore have an indirect impact on attendance and therefore may have more educational benefit that the **+2 months** indicated by the EEF.	**1** **2** **3** **4** **5** **6** **7**
• Provision of: uniform £5,000 PE kits: £1,000 Coats, shoes, hats, scarves, gloves: £500 • Attendance incentives: £1,000 £7,500	Provide children with the essentials they need for education.	**1** **2** **3** **4** **5** **6** **7**

Sources of Research

HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCESUMMARIES/TEACHING-LEARNING-TOOLKIT/ AND HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/

RADY - RAISING ATTAINMENT FOR DISADVANTAGED YOUNG PEOPLE MODULES

https://ican.org.uk/talk-boost

Forest School's research

Nurture Network

Total budgeted cost: £342,738