

Bulwell St Mary's C of E Primary and Nursery School Pupil premium strategy statement 2025/26

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	Data
School name	Bulwell St. Mary's C of E Primary School.
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	42.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Over three years – 2025/26, 26/27 27/28
Date this statement was published	December 2025
Date on which it has been reviewed	March 26
Date on which it will be reviewed	December 2026
Statement authorised by	Karen Slack
Pupil premium lead	C Hornsby
Governor / Trustee lead	Karen Slack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,450
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£159,450

Part A: Pupil premium strategy plan

Statement of intent

At Bulwell St Mary's it is our intent that all pupils, regardless of background or disadvantage, achieve the very best outcomes they can. Our ultimate objectives are to ensure that the curriculum is well developed and consistently implemented ensuring that there are clear expectations for teaching and learning, which is one of our school development priorities.

We also aim to:

- ✓ Close attainment and progress gaps with a specific focus on:
- ✓ Maths in KS1 and KS2,
- ✓ EYFS GLD (Word Reading, Writing and Number).
- ✓ Sustain attendance above 96% for disadvantaged pupils,
- ✓ Strengthen cultural capital for equity of experience
- ✓ Embed high-quality teaching supported by targeted intervention and robust pastoral systems.

Our Context:

Bulwell St. Mary's is in a high area of deprivation, with it being amongst 10% of the most deprived areas in the country (IDACI 2019). We have 221 pupils currently on roll, with 97 being in receipt of the Pupil Premium grant. This equates to 42.5% of children being as classed as disadvantaged. In making provision for socially disadvantaged pupils, we recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activities that we have outlined in this strategy is also intended to support their needs, regardless of whether they are disadvantaged or not.

There is a particular focus on accelerated progress for children who are disadvantaged. Currently, we have 22.5% of PP who are SEND 8.3% of these have an EHCP, 7.7% of PP are EAL; 1.8% of PP pupils have all three needs. 13% PP have a social worker with 9.2% have a family Support Worker.

“Effective teaching and learning should be pivotal in supporting all children, regardless of disadvantage, the use of additional intervention should be supplementary to high-quality teaching.” Marc Rowland (2020).

“The teacher *is* the intervention — high-quality teaching must remain at the centre of every Pupil Premium strategy.”

— Marc Rowland, cited in *Achieving success for all through the Pupil Premium* (2024)

Challenges

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

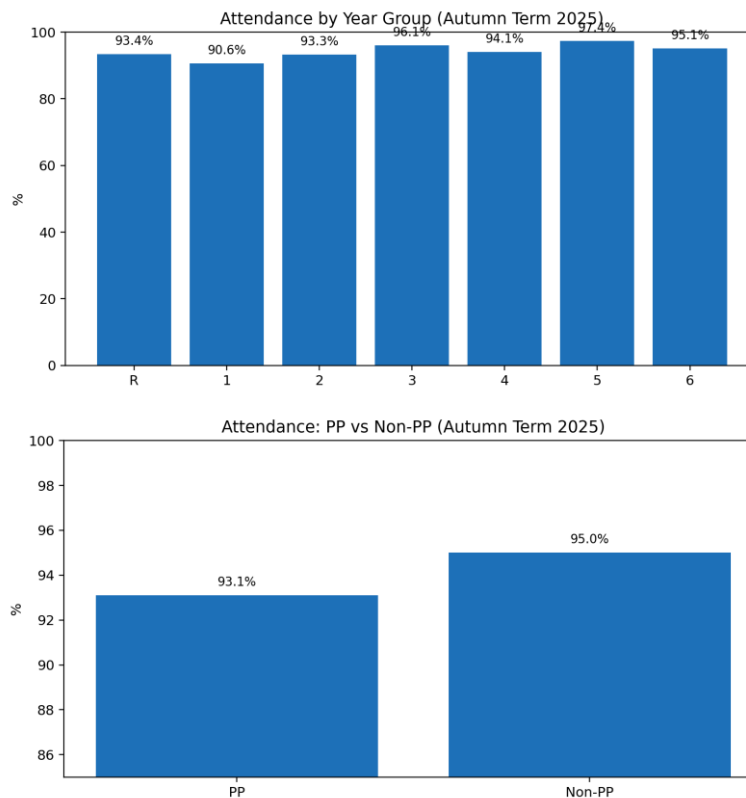
Challenge number	Detail of challenge																								
1 Early Reading & EYFS Literacy Gaps	Outcomes in the Early Years Foundation Stage show that children at Bulwell St Mary's enter school with skills significantly below age-related expectations in key areas of early literacy and language. The 2025 cohort achieved a Good Level of Development (GLD) of 55%, with marked variation between groups. Disadvantaged children, boys, and summer-born pupils perform notably lower than their peers, reflecting both historic trends and the wider contextual challenges faced by the community. ELG outcomes in Word Reading, Writing and Number are all around 58.6%, signalling the need for sharper focus on the foundational skills that underpin later success in reading, writing, and mathematics. The data indicates that early literacy barriers begin with limited exposure to rich spoken language, restricted vocabulary, and inconsistent early reading experiences at home. Many pupils arrive with underdeveloped phonological awareness, weak oral blending skills, and limited familiarity with books. This is particularly pronounced among disadvantaged children, who are less likely to have had access to pre-school provision or language-rich interactions. Boys and summer-born children also demonstrate significantly lower attainment, reflecting both developmental readiness and confidence levels. These early gaps have substantial long-term implications. Children who do not secure strong early reading foundations are more likely to struggle with fluency, comprehension, and writing accuracy throughout KS1 and KS2. Without decisive intervention, these gaps widen over time, contributing to lower outcomes for disadvantaged pupils and compounding the effects of double and triple disadvantage. EYFS GLD 55% overall with disadvantaged/boys/summer-born lower in key areas; ELGs for Word Reading, Writing and Number ~58.6%. EYFS GLD - Group Comparisons (2024/25) <table><thead><tr><th>Group</th><th>GLD (%)</th></tr></thead><tbody><tr><td>Overall</td><td>55.0%</td></tr><tr><td>Disadv</td><td>60.0%</td></tr><tr><td>Boys</td><td>33.0%</td></tr><tr><td>Girls</td><td>71.0%</td></tr><tr><td>Summer-born</td><td>40.0%</td></tr><tr><td>Autumn-born</td><td>88.0%</td></tr><tr><td>SEND</td><td>0.0%</td></tr></tbody></table> EYFS Focus ELGs at Expected - Literacy & Number (2024/25) <table><thead><tr><th>Area</th><th>ELG (%)</th></tr></thead><tbody><tr><td>Word reading</td><td>58.6%</td></tr><tr><td>Writing</td><td>58.6%</td></tr><tr><td>Number</td><td>58.6%</td></tr></tbody></table>	Group	GLD (%)	Overall	55.0%	Disadv	60.0%	Boys	33.0%	Girls	71.0%	Summer-born	40.0%	Autumn-born	88.0%	SEND	0.0%	Area	ELG (%)	Word reading	58.6%	Writing	58.6%	Number	58.6%
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2 Maths Attainment Gap (PP vs Non-PP)	PP attainment below peers; fluency and tables recall are recurring needs. Maths attainment continues to show a significant and persistent gap between disadvantaged pupils and their peers across the school. Current progress data from the Pupil Progress Meeting indicates that only 54% of disadvantaged pupils are on track to meet the expected standard, compared with 66% of the whole cohort, highlighting a meaningful disparity in core number knowledge, fluency and reasoning skills. This pattern is most pronounced in Years 1, 3 and 4, where disadvantaged pupils demonstrate weaker arithmetic fluency, slower recall of number facts, and difficulty manipulating number relationships. These challenges directly affect pupils' confidence, accuracy, and ability to access more complex reasoning and problem-solving tasks. Evidence from Smartgrade assessments and teacher diagnostic checks indicate that disadvantaged pupils often enter new year groups with gaps in foundational concepts such as place value, number bonds, addition/subtraction strategies, and multiplication recall. Many of these pupils also exhibit cognitive overload during multi-step procedures, signalling that core fluency has not been securely established. In Year 4, where the national MTC is a critical benchmark, scores remain below where they need to be to ensure successful progression into upper Key Stage 2. The school's recent MTC data reflects this, with an average score of 20.5, further evidencing gaps in automatic recall. These gaps are compounded by the wider contextual factors affecting disadvantaged learners within the school. Many pupils experience limited mathematical language exposure beyond the classroom, reduced opportunities for mathematical talk at home, and fewer encounters with number-rich experiences. In addition, pupils facing double or triple disadvantage (such as PP combined with SEND or EAL) show significantly lower on-track outcomes—some as low as 39% for SEND groups—highlighting that disadvantage interacts with additional learning needs to widen the attainment gap further. Without strategic intervention, these early deficits in number fluency can hinder progress across the curriculum; as pupils move into upper KS2, they face increasing demands on flexible thinking, multi-step reasoning and application of arithmetic foundations. This can lead to widening gaps during national assessment points and reduced readiness for secondary mathematics. Maths EXS+ On-Track (Autumn 2) – Whole vs PP <table border="1"> <thead> <tr> <th>Group</th> <th>On-Track (%)</th> </tr> </thead> <tbody> <tr> <td>Whole Cohort</td> <td>66.0%</td> </tr> <tr> <td>PP</td> <td>54.0%</td> </tr> </tbody> </table>	Group	On-Track (%)	Whole Cohort	66.0%	PP	54.0%
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3 Double/Tri ple Disadvant age	Outcomes decline sharply when SEND combines with PP; writing weakest across these groups. Across the school, outcomes show a marked decline where <i>multiple layers of vulnerability</i> intersect. Pupils who are both disadvantaged and have SEND—or who experience <i>triple disadvantage</i> (PP + SEND + EAL)—are significantly less likely to meet age-related expectations. Current attainment data highlights that these pupils achieve substantially lower than their peers, with some groups performing as low as 25% in Reading and Writing, and only 39% in Maths for SEND pupils overall. These patterns indicate that vulnerable learners face a compounded barrier to progress, one that cannot be addressed through isolated intervention alone. The interaction between socio-economic disadvantage and additional learning needs creates a complex profile of need for many pupils. Disadvantaged SEND pupils often present with weaker language foundations, limited prior learning experiences, reduced						

	executive-function skills, and higher incidences of social, emotional or behavioural needs. These factors combine to make access to whole-class instruction more challenging and can limit the effectiveness of universal teaching without significant scaffolding and adaptation. Writing is the most affected subject for these groups, with pupils demonstrating difficulty sequencing ideas, applying phonics knowledge consistently, and sustaining transcriptional stamina. These challenges reflect gaps in both underpinning skills and confidence, which are exacerbated for pupils with language and communication needs or working memory difficulties. In addition to academic barriers, pupils facing double or triple disadvantage often require greater emotional regulation support and structured routines to engage successfully in learning. Behaviour and SEMH data reflects this, showing increased incidents, dysregulation, or disengagement amongst pupils with overlapping vulnerabilities. These patterns align with national trends, where SEND and disadvantaged groups are disproportionately represented in behaviour interventions and in persistent absence cohorts. These factors directly impact learning time, further widening gaps over time. The long-term risk of inaction is high: without targeted, high-quality intervention, pupils experiencing multiple forms of disadvantage are less likely to reach age-related expectations, less likely to build mathematical and literacy fluency, and more likely to face barriers during KS2 and transition to KS3. Addressing these gaps early and consistently therefore remains a critical school priority.
4 Attendance and persistent Absence	PP attendance ~93.1% vs 95.0% non-PP; EYFS/Year 1 lowest. Attendance remains a significant priority for the school, given the clear link between regular attendance and strong academic outcomes. Current attendance data shows a notable gap between disadvantaged pupils and their peers. Disadvantaged pupils are attending at 93.1%, compared with 95.0% for non-PP pupils, indicating that disadvantaged children are disproportionately represented in both absence and persistent absence categories. Persistent absence is particularly evident within the youngest year groups—EYFS and Year 1, where routines are still developing and where parental engagement is often more variable. These patterns limit consistent access to early reading, phonics, vocabulary development and the foundational learning experiences that disadvantaged children rely on most. Analysis of attendance patterns highlights that many absences among disadvantaged pupils are related to social, emotional, or safeguarding vulnerabilities, meaning that absence is rarely a standalone issue but is instead connected to wider contextual factors. Families experiencing economic hardship, unstable housing, complex family dynamics or SEND-related challenges require intensive relational approaches and sustained early help support. This complexity is also reflected in the disproportionately high numbers of disadvantaged pupils within the school’s persistent absence group. National evidence shows that pupils with poor attendance are significantly less likely to reach age-related expectations, particularly in reading and mathematics, and that attendance below 95% has a measurable negative effect on attainment. Within our school context, these trends are mirrored: pupils with the highest absence rates demonstrate slower progress in phonics, weaker early reading outcomes, and reduced confidence in core number skills. Early absence has a compounding effect; when pupils miss key instruction—especially daily phonics or maths fluency—gaps widen rapidly, making later recovery more difficult. This is especially true for disadvantaged pupils who may not have access to supplementary learning at home. Behaviour and wellbeing patterns further intersect with attendance. For some pupils, emotional regulation difficulties, anxiety, sensory needs or adverse childhood experiences contribute to irregular attendance. These pupils often require structured routines, predictable relationships, and carefully managed transitions to enable regular attendance. Strengthening attendance is therefore inseparable from strengthening pastoral support,

mental health provision, and high-quality relationships with families.

The school has already begun embedding an Inclusive Attendance Model, built around early identification, supportive communication, home visits and structured plans for families at risk of persistent absence. Rapid response is essential: early intervention prevents drifting into entrenched non-attendance, while consistent expectations reinforce shared responsibility between school and home. Staff are increasingly confident in using attendance dashboards, weekly monitoring meetings and attendance scripts to ensure a consistent whole-school approach.



5 Cultural Capital Gap Limited access to enrichment beyond school; financial hardship restricts participation without subsidy.	Cultural capital remains a significant barrier for many disadvantaged pupils at Bulwell St Mary's. The school serves a community with high levels of socio-economic deprivation, where access to enriching experiences outside of school—such as clubs, trips, arts provision, outdoor learning, and wider community engagement—is often limited. As a result, a substantial proportion of pupils begin school with restricted experiences of the world, fewer opportunities to build background knowledge, and reduced exposure to cultural, artistic and physical activities that many peers elsewhere take for granted. These disparities have a direct impact on pupils' vocabulary development, confidence, aspiration, and ability to make meaning across the curriculum. Evidence from pupil voice, participation logs and attendance at extracurricular activities shows that disadvantaged pupils are consistently under-represented in enrichment and after-school provision unless this is specifically supported or subsidised. Financial hardship presents a major barrier for families, affecting participation in trips, music lessons, clubs, and residential experiences. In some cases, families also face logistical barriers, such as work patterns, transport limitations or care responsibilities, which further reduce access to after-school opportunities. Without targeted action, these limitations widen the experiential and aspiration gaps for disadvantaged pupils. Cultural capital is deeply interconnected with pupils' academic outcomes. Pupils with limited life experiences or restricted vocabulary often struggle to access the broader curriculum, particularly in subjects such as reading comprehension, humanities, science and the arts. Gaps in background knowledge can reduce engagement and confidence, making it harder for disadvantaged pupils to make connections within learning or see themselves reflected in a wider range of opportunities and pathways. This is particularly relevant for children who also experience additional disadvantage such as SEND or EAL, where building cultural and linguistic knowledge is even more essential.
6. Social Emotional and Behaviour Needs	Increased safeguarding/MH needs impacting readiness to learn. A significant proportion of pupils at Bulwell St Mary's present with social, emotional and mental health (SEMH) needs, and this remains one of the most complex barriers to learning—particularly for disadvantaged pupils and those facing double or triple disadvantage. Behaviour and SEMH data gathered this year shows a notable increase in dysregulation incidents, support requests and safeguarding concerns, reflecting both the heightened vulnerability within the school community and the increasing intensity of need. Many pupils require substantial emotional support, behaviour coaching and structured intervention to enable them to engage meaningfully in classroom learning. These needs are often most pronounced among disadvantaged pupils, for whom instability, adverse childhood experiences or unmet SEND needs present additional challenges to emotional regulation and readiness to learn. For pupils experiencing SEMH difficulties, learning is often disrupted not by ability but by emotional overwhelm, anxiety, low self-esteem or difficulty navigating peer relationships. These challenges directly affect focus, engagement and stamina during lessons, particularly in writing and extended tasks where cognitive demand is higher. Pupils with overlapping vulnerabilities—such as PP + SEND or PP + EAL—are disproportionately represented in behaviour logs and referrals to pastoral support. Staff report that these pupils frequently require more scaffolding, repetition, relational support and predictable routines to maintain engagement and reduce dysregulation. Without coordinated intervention, these emotional barriers widen gaps in attainment, attendance and progress. Behaviour patterns show a strong link to wider contextual stressors within the community, which can include financial hardship, family instability, attendance issues, trauma exposure or unmet mental health needs. These influences manifest in school through avoidance behaviours, withdrawal, heightened anxiety or oppositional behaviours. This reinforces the need for SEMH provision that is proactive, trauma-informed and consistent across the school. When early intervention is not provided, small frustrations—such as

	difficulty accessing learning, low confidence or unmet sensory needs—quickly escalate into challenging behaviours or emotional shutdowns.
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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 linked to challenges.	Success criteria
Outcome 1: Improved Reading, Early Literacy & Phonics	• EYFS disadvantaged pupils have an increase in GLD, with Word Reading, Writing and Number each improving to be in line with national standard (from 58.6%). • Year 1 Phonics Screening increases towards national standard, with disadvantaged pupils no more than 5 percentage points behind non-PP. • 100% of EYFS/KS1 teachers demonstrate fidelity to Sounds-Write through lesson observations, planning scrutiny and learning walks. • Targeted PP pupils in EYFS/KS1 make good progress in phonics termly (entry–exit data). • Reading book bands show accelerated progress: disadvantaged pupils move through expected stages with no more than 4-week lag behind peers.
Outcome 2: Narrow the Maths Gap for Disadvantaged Pupils	• PP pupils achieve an increase EXS+ in Maths across KS1 and KS2. • Maths gaps in Years 1, 3 and 4 reduce by at least 10 percentage points compared with Autumn baseline. • Year 4 Multiplication Tables Check scores improve by +5 points above the 2025 average (20.5). • Disadvantaged pupils' arithmetic scores show improvement term-to-term (Smartgrade data). • Daily retrieval and fluency practice evidenced in 100% of Maths books. • PP pupils on intervention programmes show rapid recall improvement from baseline.

Outcome 3: Strengthened Cultural Capital	• A greater number of PP pupils take part in at least one club per term. • 100% of PP pupils attend a minimum of three enrichment experiences each academic year (e.g., music, arts, visits, Forest School, trips). • PP participation in residential is increased. • Tracking system shows equitable representation of PP pupils across enrichment and extra-curricular provision. • Pupil voice indicates positive responses regarding enjoyment, inclusion and access to experiences. • All curriculum areas evidence planned cultural capital experiences mapped from EYFS to Y6.
Outcome 4: Sustained Attendance Above 96% for PP Pupils	• Whole-school PP attendance reaches national expectation by July 2026. • PP persistent absence reduces from Autumn baseline. • EYFS & Year 1 attendance rises by each term, closing the gap with whole-school figures. • All PP pupils in the PA category have an active attendance plan with weekly monitoring. • Parental engagement improves, with ≥95% attendance at attendance meetings or online meetings. • Reduction in late marks for PP pupils.
Outcome 5: Strong Emotional Wellbeing & Behaviour	• Behaviour incidents involving PP pupils reduce compared with Autumn baseline. • Leuven Wellbeing/Engagement scores improve by +1 point for targeted pupils. • All identified PP pupils receive structured ELSA, mentoring or MHST sessions, with measurable entry–exit improvements. • Staff use trauma-informed and consistent behaviour approaches in 100% of lessons, as evidenced in learning walks. • Exclusions and internal referrals for PP pupils reduce term-on-term. • PP pupils demonstrate improved self-regulation, with fewer incidents of dysregulation and improved time-on-task during lessons (teacher assessment + observational logs).

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 & CPD

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Activity 1: Strengthening EYFS Foundations • Daily systematic synthetic phonics (SSP) aligned with Sounds-Write. • Enhanced continuous provision matched to ELGs (Writing, Vocabulary, Number). • EYFS Lead coaching and Live Modelling.	• Communication & Language (+6 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/communication-and-language-interventions This evidence is pertinent as our plan includes enhanced continuous provision and improved adult–child interactions to develop vocabulary and early writing. EEF research shows that high-quality language-rich environments and targeted interaction strategies have a significant positive impact on early literacy outcomes. This supports our focus on developing children’s spoken language, vocabulary, and communication through modelling and purposeful provision. • Phonics (+5 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The daily delivery of systematic synthetic phonics (SSP), aligned with Sounds-Write, is directly supported by EEF findings. Phonics is identified as one of the most effective approaches for improving early reading and decoding, particularly for disadvantaged pupils. This validates our decision to prioritise daily, consistent SSP teaching and ensure high-quality implementation across EYFS. • Early Numeracy Approaches (+6 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/early-numeracy EEF evidence shows that early, structured number-focused activities lead to strong gains in mathematical understanding. Our enhancement of number-rich continuous provision and improved adult scaffolding aligns closely with these findings. This demonstrates that our targeted focus on the Number ELG is supported by robust research indicating strong impact on future maths attainment.	1,3,
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Activity 2: Whole-School Maths Improvement Strategy • Daily retrieval practice and arithmetic. • KS2 TTRS fluency push and MTC targeted intervention. Smartgrade diagnostic cycles	• Mastery Learning (+5 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning This is relevant because our approach includes daily retrieval practice, structured arithmetic sessions, and a consistent whole-school fluency push. EEF evidence shows that Mastery Learning—where pupils move through content in small, sequenced steps with regular checks for understanding—has a positive impact on maths attainment. Daily retrieval, arithmetic routines, and Smartgrade diagnostic cycles align directly with mastery principles by ensuring pupils secure foundational knowledge before progressing. • Feedback (+6 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Feedback is pertinent because the Smartgrade diagnostic cycles provide regular, timely, and actionable information to teachers and pupils. This allows for immediate reteaching, targeted intervention, and improved accuracy in identifying gaps. The EEF identifies effective feedback as one of the highest-impact strategies for improving progress, particularly when it is specific and linked to next steps—exactly what Smartgrade enables. • Metacognition & Self-Regulation (+7 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Our daily retrieval and structured arithmetic sessions encourage pupils to reflect on their strategies, identify misconceptions, and choose efficient methods. The EEF notes that improving pupils’ metacognitive skills—such as planning, monitoring, and evaluating their own mathematical thinking—has a strong impact on attainment. This supports our focus on pupils understanding not just <i>what</i> to do, but <i>how</i> and <i>why</i>, particularly in KS2. • EEF Maths KS2 Guidance Report — https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks2 The guidance report directly informs our strategy and endorses key components of our plan, including: • regular fluency practice (e.g., TTRS and arithmetic)	2
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	• explicit instruction • diagnostic assessment to pinpoint misconceptions • structured interventions for pupils at risk of falling behind Using this report ensures our whole-school maths approach is grounded in evidence-led principles. The selected EEF strands are directly relevant to this whole-school maths strategy: daily retrieval and arithmetic align with Mastery Learning; Smartgrade diagnostics support high-impact Feedback principles; TTRS fluency, retrieval cycles, and reflection activities align with Metacognition and Self-Regulation findings; and the EEF KS2 Maths Guidance Report underpins our focus on fluency, precise assessment, and targeted intervention. Together, these evidence sources validate the high-impact approaches being adopted to improve mathematics outcomes, particularly for disadvantaged pupils.	
Activity 3: High-Quality Teaching & Adaptive Practice (QFT) • Lesson structure consistent: Recap → Vocabulary → Model → Guide → Independent.	EEF Evidence: • Scaffolding (Metacognition & Self-Reg) — https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning/toolkit/metacognition-and-self-regulation The EEF notes that scaffolding, modelling, and explicit strategy instruction are key to improving pupil independence and learning behaviours. Our consistent lesson structure (Recap → Vocabulary → Model → Guide → Independent) aligns directly with these principles by ensuring pupils are supported through guided practice before independent application. This is particularly beneficial for disadvantaged pupils who often require more explicit modelling and structured cognitive support. • High-Quality Teaching as Biggest Lever (EEF 2022) — https://educationendowmentfoundation.org.uk/news/eeef-blog-quality-first-teaching The EEF highlights that improving classroom teaching has the greatest impact on disadvantaged pupils. By embedding a school-wide model for adaptive practice, consistent lesson design, and improved modelling, we are focusing on the most effective driver of improved outcomes. This evidence supports prioritising QFT as the central school-wide strategy for raising attainment.	1,2,3,6

	The chosen EEF evidence is directly relevant to this activity: the Metacognition and Self-Regulation evidence underpins our consistent lesson structure with explicit modelling and scaffolding; and EEF research emphasising high-quality teaching as the strongest lever for disadvantaged pupils reinforces our focus on strengthening adaptive practice across all classrooms. Together, these sources validate the planned approach as a high-impact, evidence-informed strategy for improving pupil outcomes.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity 4: Reading Interventions • Sounds-Write targeted groups. • Toe-by-Toe for bottom 20%. KS2	• Phonics (+5 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics This evidence is relevant because the intervention plan includes targeted Sounds-Write phonics groups, which align directly with the EEF's findings that systematic phonics instruction has a high impact on early reading and decoding, particularly for disadvantaged pupils. Using a structured, consistent SSP approach for targeted intervention is strongly supported by the EEF as an effective method to accelerate reading progress. • 1:1 Tuition (+5 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Toe-by-Toe is delivered through individualised, high-frequency tuition, making the EEF's 1:1 Tuition strand directly applicable. The EEF highlights that one-to-one support can provide significant gains when it is structured, personalised, and delivered by trained adults. Toe-by-Toe meets these conditions, offering daily, tightly scaffolded reading instruction for the bottom 20%. • Small Group Tuition (+4 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition • Targeted Sounds-Write groups operate in small-group formats, which the EEF identifies as an effective approach for accelerating progress, especially when groups are needs-based and focused on specific gaps. This directly supports our use of small-group phonics intervention to	1,3 5

	address decoding, blending, and accuracy issues. The EEF evidence is directly relevant to these targeted reading interventions: the Phonics strand supports the use of structured Sounds-Write groups; the 1:1 Tuition strand validates the Toe-by-Toe approach for the lowest-attaining readers; and the Small Group Tuition evidence aligns with our targeted phonics groups. Together, these strands demonstrate that the planned interventions are grounded in high-impact, well-established strategies for improving reading outcomes for disadvantaged pupils.	
Activity 5: Maths Interventions - Precision Teaching for multiplication, number facts. - Challenge 5 reasoning sessions.	EEF Evidence: Small Group Tuition (+4 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition This evidence is relevant because both Precision Teaching and Challenge 5 reasoning sessions are delivered in small, focused groups targeting specific mathematical gaps. The EEF identifies small-group tuition as an effective approach when sessions are tightly structured and clearly linked to classroom learning. This aligns directly with our targeted fluency and reasoning interventions, which provide additional, high-impact time on core mathematical skills. Mastery Learning (+5 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Precision Teaching mirrors mastery principles by ensuring pupils secure a specific skill—such as multiplication facts or number fluency—before progressing. The EEF notes that Mastery Learning is particularly impactful when pupils work through content in sequenced steps with regular monitoring and corrective feedback. This aligns closely with our approach, where fluency and reasoning skills are practised repeatedly until fully embedded. Individualised Instruction (+4 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Precision Teaching is inherently personalised:	2,35

	pupils rehearse specific facts or procedural steps based on diagnosed gaps. The EEF's Individualised Instruction strand shows that tailored content, when delivered consistently, can have a positive effect on pupil progress. This supports our use of precision-based fluency work and targeted reasoning sessions, which adjust pace and difficulty to individual needs. The selected EEF evidence aligns closely with the planned maths interventions: Precision Teaching and Challenge 5 sessions match the high-impact strategies identified in the Small Group Tuition strand; the structured, sequenced nature of fluency work reflects Mastery Learning principles; and the personalised rehearsal of number facts links directly to evidence on Individualised Instruction. Together, these strands demonstrate that the planned maths interventions are grounded in proven, effective methods for accelerating progress, particularly for disadvantaged pupils.	
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Activity 6: SEND & Double-Disadvantage Support • Tailored Den provision. • Vocabulary immersion. • SALT & structured language interventions.	• Oral Language Interventions (+6 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions This evidence is directly relevant because the activity includes vocabulary immersion, SALT programmes, and structured language interventions, all of which focus on improving pupils' speaking, listening, and language comprehension. The EEF identifies oral language work as one of the highest-impact approaches, particularly for disadvantaged and SEND pupils. Tailored Den provision and explicit vocabulary teaching align closely with the research showing that targeted language development leads to substantial gains in overall attainment. • Metacognition & Self-Regulation (+7 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Tailored provision supports pupils in developing self-regulation through structured routines, modelling, and guided practice. The EEF notes that explicit teaching of strategies—such as planning, monitoring, and reviewing learning—has a strong impact, especially for pupils who struggle with independence and cognitive load. This evidence underpins our approach of using structured spaces and predictable scaffolds to support SEND and double-disadvantaged learners in managing their thinking and behaviour. • Teaching Assistant Interventions (+4 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Many elements of this activity (e.g., vocabulary groups, SALT-led or SALT-modelled interventions) are delivered by trained support staff. The EEF notes that TA interventions are most effective when structured, linked to	1,2,3
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	teacher-led planning, and focused on specific pupil needs. Our approach follows this model: support staff deliver evidence-informed, targeted language and regulation interventions with clear structure and oversight. The EEF evidence is directly relevant to this activity: Oral Language Interventions support the planned SALT programmes, vocabulary immersion, and structured language work; Metacognition and Self-Regulation evidence underpins the use of tailored Den provision and structured routines; and the Teaching Assistant Interventions strand validates our use of trained staff to deliver targeted, high-quality programmes. Together, these sources demonstrate that the planned SEND and double-disadvantage support is grounded in effective, evidence-based approaches.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity 7: Attendance Strategy - Restorative conversations, early help, rapid-response home visits. - Use of Inclusive Attendance Training.	- Parental Engagement (+4 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement - Behaviour Interventions (+4 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions The chosen EEF evidence directly supports this strategy: parental engagement findings validate early help, home visits, and restorative communication with families, while the behaviour interventions evidence underpins approaches that focus on relationships, routines, and supportive responses to persistent absence. Together, these sources show that the attendance strategy is aligned with effective, evidence-based methods known to benefit disadvantaged pupils.	4

Activity 8: Behaviour, Wellbeing & Emotional Regulation • ELSA programme. • MHST class-based and 1:1. KICK mentoring	Social and Emotional Learning (+4 months) — https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning/toolkit/social-and-emotional-learning • Behaviour Interventions (+4 months) — https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning/toolkit/behaviour-interventions The EEF evidence aligns closely with this activity: SEL findings underpin the ELSA programme and MHST emotional-wellbeing work, while the behaviour interventions evidence supports the use of mentoring and therapeutic support to address underlying emotional and behavioural needs. Together, these sources validate our wellbeing and regulation strategy as grounded in proven, effective approaches that improve behaviour, resilience, and engagement for disadvantaged pupils.	4
Activity 9: Cultural Capital & Equal Access to Enrichment • Subsidised trips, clubs, residential. • Music Hub, Forest School, community projects.	• Arts Participation (+3 months) — https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning/toolkit/arts-participation • Outdoor Adventure Learning (+4 months) — https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning/toolkit/outdoor-adventure-learning • Physical Activity (+1 month) — https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning/toolkit/physical-activity	5,6

	The selected EEF evidence directly supports this activity: Arts Participation aligns with subsidised cultural and creative opportunities; Outdoor Adventure Learning validates Forest School and residential experiences; and Physical Activity evidence underpins active clubs and outdoor enrichment. Together, these strands show that widening access to enrichment builds cultural capital, confidence, and engagement—key levers for improving outcomes for disadvantaged pupils.	
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Activity 10: Breakfast Club (Greggs)	EEF Evidence: • Extending School Time (+3 months) — https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time • Research summary on breakfast effects (Hoyland, 2009): https://www.frontiersin.org/articles/10.3389/fnhum.2013.00425/full The EEF evidence on Extending School Time supports the use of Breakfast Club to improve readiness to learn, behaviour, and routine, while wider research (Hoyland, 2009) demonstrates the positive impact of breakfast on concentration and cognitive functioning—effects that are especially strong for disadvantaged pupils. Together, these evidence sources validate Breakfast Club as an effective strategy for removing barriers and supporting improved engagement and attainment.	5,6,4
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Total budgeted cost: £ 159,450

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.

Pupil Premium Outcome Reviews 2024/25

Outcome 1: Improved reading attainment and progress among disadvantaged pupils

Summary: Year 6 disadvantaged pupils exceeded non-PP in Reading (78% vs 74%), with gaps persisting in Years 1, 3 and 4. Trends show closing gaps in Years 2 and 5, reflecting targeted phonics and reading interventions (Sounds-Write).

Reading EXS+ % by Year (PP vs Non-PP)

Year	PP	Non-PP
1	53	91
2	71	85
3	46	69
4	65	92
5	71	82
6	78	74

Outcome 2: Improved attainment and progress for all pupils (R/W/M combined)

Summary: Combined outcomes indicate variable performance across cohorts. Year 6 combined for PP (57%) exceeded non-PP (33%), while gaps remain wider lower down the school (e.g., Years 1 and 4).

Targeted curriculum refinement and fluency work remain priorities.

Combined R/W/M EXS+ % by Year (PP vs Non-PP)

Year	PP	Non-PP
1	53	91
2	43	64
3	31	56
4	41	67
5	41	64
6	57	33

Outcome 3: Increased enrichment opportunities that enhance the curriculum offer

Summary: Offer broadened (new clubs including art & choir), increased curriculum-linked visits, and community partnerships (e.g., Bulwell Community Garden). Parent engagement increased via PTFA; pupil voice positive. Next step: further increase PP participation rates and track representation across activities.

Outcome 4: Promote and support emotional health and wellbeing; reduce behavioural disruption

Summary: Embedding of the Take Care ethos and a new Behaviour Policy reduced low-level disruption; wellbeing improved (Leuven trends). A small cohort requires ongoing intensive support; suspensions remain but for a minority. ELSA/MHST and KICK mentoring contributed to improved classroom engagement.

Outcome 5: Sustain good attendance and punctuality for all pupils

Summary: 2024/25 attendance – PP 93.0% vs non-PP 94.2%. 38 PP pupils were PA at Dec 2025. Actions:

Inclusive Attendance model, relational outreach, and class-teacher contact to strengthen routines and reduce PA.

Maths EXS+ % by Year (PP vs Non-PP)

Year	PP	Non-PP
1	59	100
2	71	85
3	54	56
4	77	84
5	63	72
6	79	40

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 Tables Rockstars	Maths Circle
Spelling Shed	Ed Shed