

# Pupil premium strategy statement – Roebuck Academy 2025 review

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	450 including 31 Nursery pupils
Proportion (%) of pupil premium eligible pupils	21.7% (91)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Andrew Mari (Headteacher)
Pupil premium lead	Andrew Mari

Governor / Trustee lead/2026	James Lawson
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137865
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£137865

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

## Challenges

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

Challenge number	Detail of challenge
1	Our PP numbers are not representative of the families in need. We have a significant number of families who do not qualify for PP grant but are underserved and in need.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Significantly low baseline data on entry to Nursery and reception on entry to Reception class in the last few years, between 60% of our disadvantaged pupils arrive below age-related expectations compared to 40% of other pupils. This gap narrows but remains significant to the end of KS2.
4	Attainment in reading, writing and maths - Progress and attainment rates of children who are disadvantaged, particularly in reading, writing and maths is below those non-disadvantaged. This gap narrows but remains significant to the end of KS2.
5	Reduced social and cultural capital due to COVID 19 and now the current cost of living crisis contributes to poorer attainment for our pupil premium AND our disadvantaged children over time. Our observations and discussions with pupils and families have identified a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment
6	Parental engagement- Parental engagement is low especially for those disadvantaged pupils
7	Attendance- Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 4.3% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
8	PP children are very often impacted by other factors such as SEND or EAL.

## 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
1: Increase knowledge and communication with families to build firm and trusted relationships.	<p>Know the needs and circumstances of our families using home visit forms and regular questionnaires.</p> <p>We can support the correct families with uniform, equipment, dinners and sign post families to support for early help.</p> <p>Families will work with us to support children and engage in homework and tasks and attend events at school</p> <p>Staff to be clear on who are PP children and those who are underserved.</p>
2: Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
3: Use baselines to provide targeted support to make rapid progress in C&L	<p>Children will develop good levels of C&amp;L with an increased emphasis on oracy, collaboration and fluency to develop skills.</p> <p>Collaboration through our chosen schemes will encourage and develop talk through the use of sentence stems, explanation, discussion and high level vocabulary.</p> <p>Oracy CPD will support staff to embed new strategies alongside findings from The Create, Speak, Thrive project.</p> <p>Use WELCOM to provide targeted support and address areas of need highlighted in CIL</p>
4: Improve attainment in reading through high quality teaching and learning	<p>PP children will close the gap on non PP peers. Pupils across the school make rapid progress so the large majority meet at least age-related expectations.</p> <p>Lesson observations will be good or outstanding</p> <p>Children will access a wide range of texts and have exposure to high quality reads</p> <p>DSR will show children moving from the component of phonetic decoding to fluency ready for KS2</p> <p>CPD will support teachers to embed and improve phonic skills, fluency and comprehension evident in lesson observations</p> <p>PP will continue to pass the phonic screening test with extra support if needed.</p>
4: Improve attainment in writing by focussing on writing components needed to meet TAFs	<p>PP will close the gap on non pupil premium peers</p> <p>Boys writing data will improve.</p>

	<p>Well chosen texts and writing genres will engage PP children and hooks will give children oracy skills as a basis of writing</p> <p>Writing clinics and moderations will identify needs and will create targets to provide rapid development.</p>
4: Improve attainment in maths	<p>PP will close the gap on non pupil premium peers</p> <p>PP books will show embedded evidence of CPA approach during monitoring. Support PP children by providing intervention when required and planned teaching of maths mastery as well as developing number fluency through mastering number teaching.</p>
4: Using data to target interventions and support planning	<p>CPD for ELT and middle leaders about how to analyse data and use to inform next steps in developing subjects and skills in the curriculum</p> <p>CPD for staff to support the implementation and formative assessment process needed to complete high quality and impactful interventions</p>
5: Provide opportunities for cultural capital through a range of trips, hooks and LOtC (Learning Outside the Classroom).	<p>Children will access new and varied experiences and skills that they have not and may never experience whilst at primary school.</p> <p>Children will have a greater knowledge of the world around them and develop many skills that link to social, emotional and physical well being</p>
6: Increase parental engagement at events	<p>Parents will continue to support the school in whole school events</p> <p>Parents will attend celebrations events such as fantastic finishes and books and blankets</p> <p>Parents will attend workshops and educational evenings that benefit children's academic development</p> <p>Parents will engage online and through social media, the website and videos.</p>
7: Close the gap between attendance of PP and non-PP children	<p>The difference between the attendance of PPs/non PPs reduces.</p>
8: To achieve and sustain improved attainment for all pupils, particularly our disadvantaged pupils who have additional barriers such as SEND	<p>Attainment gap for PP children with other barriers such as SEND/ EAL is closed when compared with Non PP with SEND</p>

## Activity in this academic year -2025-2026

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: £ 94,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a broad, balanced, knowledge-based curriculum which respond to the needs of the children</p> <p>Regular CPD on adaptations needed in core subjects to allow access for all</p>	<p>Evidence indicates that high quality teaching is the most powerful way for school to improve attainment for socio-economically disadvantaged pupils. (EEF)</p> <p>School focus on building teacher knowledge and pedagogical expertise, curriculum development and use of assessment. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Individualised adaptations needed in curriculum to remove barriers for learners in core and non core subjects.</p>	<p>1,2,3,4,</p>
<p>Staff training on using assessment data to target groups</p>	<p>School focus on building teacher knowledge and pedagogical expertise, curriculum development and use of assessment. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	<p>4</p>
<p>Teacher provide feedback to improve pupil learning- targeted feedback for PP children</p>	<p>EEF recommendations <b>TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING Recommendation 2 Deliver appropriately timed feedback that focuses on moving learning forward</b></p> <p><b>Recommendation 3 Plan for how pupils will receive and use feedback-</b> Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies</p> <p><b>Recommendation 5 Carefully consider how to use purposeful verbal feedback-</b> Teachers should also provide opportunities for pupils to use feedback.</p>	<p>2,3,4,</p>

	Only then will the feedback loop be closed so that pupil learning can progress.	
(KS1) Enhancement of our Reading teaching and curriculum planning in line with DfE and EEF guidance.	<p><b>EEF- Improving literacy in KS1- Recommendations 2,3,4</b></p> <p>Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills- implementation of DSR in Reception, Year 1 and Year 2 for children requiring it</p> <p>Effectively implement a systematic phonics programme</p> <p>In Year 2 Teach pupils to use strategies for developing and monitoring their reading comprehension</p>	2,4,
(KS2) Enhancement of our Reading teaching and curriculum planning in line with DfE and EEF guidance.	<p><b>EEF- Improving literacy in KS2- Recommendation 2 Support pupils to develop fluent reading capabilities</b></p> <p>Use of reading fluency in class during hooked on books and book talk sessions. Children identified for intervention group for reading fluency</p> <p><b>EEF- Improving literacy in KS2-Recommendation 3 Teach reading comprehension strategies through modelling and supported practice</b></p> <p>In Hooked on books sessions- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: —prediction (based on text content and context); —questioning; —clarifying; —summarising; and —activating prior knowledge.</p>	2,4,
(KS1) Enhancement of our Writing teaching and curriculum planning in line with DfE and EEF guidance.	<p><b>EEF- Improving literacy in KS1- Recommendations 5 &amp; 6</b></p> <p>Teach pupils to use strategies for planning and monitoring their writing- to include These include: —pre-writing activities; —drafting, editing and revising; and —sharing</p> <p>Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling</p>	2,4,
(KS2) Enhancement of our Writing teaching and curriculum planning in line with	<b>EEF- Improving literacy in KS2-Recommendation 4 Teach writing composition strategies through modelling and supported practice</b>	2,4,

<p>DfE and EEF guidance.</p>	<p>Writing can be thought of as a process made up of five components: —planning; —drafting; —revising; —editing; and —publishing. Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</p> <p><b>EEF- Improving literacy in KS2-Recommendation 5 Develop pupils’ transcription and sentence construction skills through extensive practice</b></p> <p>Monitor pupils’ handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p><b>EEF Guidance Improving Mathematics in KS 2 Recommendation 2 Use manipulatives and representations</b></p> <p><b>Recommendation 3 Teach strategies for solving problems</b></p> <p>Use of scheme Math’s No Problem to support Teachers planning and delivery of high-quality teaching including teaching for mastery</p> <p>Attendance of Math’s mastery sessions and Mastering number for Y1,2 and Year 3 teachers</p>	<p>2,4,</p>
<p>Use structured interventions to provide additional support for core areas including reading, writing and maths</p>	<p><b>EEF Improving Reading/ Writing and Maths in KS1 and 2</b></p> <p><b>Recommendation 7 Use structured interventions to provide additional support</b></p> <p>Interventions should start early, be evidence-based and be carefully planned. • Interventions should include explicit and systematic instruction.</p>	<p>2,4,</p>
<p><b>Supporting communication and language development IN Early Years</b></p> <p>Linking children’s spoken language to the development of their reading and writing skills</p>	<p><b>EEF- Communication and language approaches typically have a very high impact and increase young children’s learning by seven months.</b></p> <p>There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills</p>	<p>2,3,4</p>

	Teaching assistants have supported both oral language and early reading skills. Early intervention with Welcome, NELI and early speech support for PP and underserved pupils.	
<b>Supporting literacy in the Early Years</b> <b>Developing a consistent approach to teaching of literacy in EYFS – Monster phonics and Drawing club</b>	<p>EEF- Evidence consistently shows that educators can implement approaches that benefit young children's literacy learning. The EEF's Early Years Toolkit estimates that children who take part in early literacy approaches make, on average, four months' additional progress.</p> <p>Use of strategies in supporting EY pupils in developing their skills in early literacy- phonics teaching and Drawing club</p>	2,3,4
<b>Developing a consistent approach to teaching of maths in EYFS – mastering number</b>	<p>EEF- evidence consistently shows educators can implement approaches that benefit children's mathematical skills and knowledge.</p> <p>Supporting and Promoting fluency with numbers and sequences through mastering number programme in Early years</p>	2,3,4
<b>Promoting physical activity in Early Years</b>	<p>EEF- Educators can implement approaches that benefit young children's physical development. Evidence shows that physical development approaches may also benefit cognitive outcomes</p> <p>Establish a positive culture that motivates children to be physically active and enjoy active play. This will help develop fine and Gross motor skills, balance and stability.</p> <p>Activities to also include developing skills needed for mark making</p>	3,4,8,

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

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring and boosters Targeted for PP children	<p><b>Intensive support- 1:1 and small group work to support learning in addition to ad linked to class learning. (EEF)</b></p> <p>Weekly, booster sessions explicitly linked with normal teaching, that teachers should monitor to ensure progress and the benefit of the tutor. Delivered by experienced and specifically guided/ trained staff</p>	2,4
Targeted interventions for PP children in core subjects	<p><b>Intensive support- 1:1 and small group work to support learning in addition to ad linked to class learning. (EEF)</b></p> <p>interventions delivered by teaching assistants who are experienced, well-trained and supported in delivering a structured intervention. This support is used to boost language, communication, literacy and maths skills. Interventions to be linked to in class learning and matched to individualised pupils needs</p>	2,4
Interventions to be targeted for those pupils with SEND	<p><b>Disadvantaged pupils with SEND have the greatest need for excellent teaching. (EEF)</b></p> <p>Specific approaches used to support these pupils. Ensure these pupils have access to high quality teaching and carefully selected small-group work Teaching assistants work closely with SEND pupils to compliment not replace the provision of a class teacher.</p>	2,4,8
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a> Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	4,8

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

Budgeted cost: £ 29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective Pastoral support/ Family support worker	<p><b>EEF – Deliver targeted interventions to supplement universal provision</b></p> <p>Pastoral support targeting PP pupils and those who require extended support. Social and emotional skills support effective learning and are linked to positive outcomes in later life.</p>	1,5,6,
Continue to offer and varied, broad provision that offers greater opportunities for our pupils.	<p><b>EEF- Extracurricular activities may increase engagement in learning and can translate in improved outcomes.</b></p> <p>School follows carefully planned SEL programme including such activities as: mingle with your mentor, books and blankets etc which provides opportunities for parents and pupils to feel they belong to the community and to share achievements.</p>	1,7,
Embed behaviour curriculum with regular expectations and routines.	<p><b>EEF- Supporting School attendance- building a culture of community and belonging for pupils.</b></p> <p>Use targeted approach to meet the needs of pupils in our school. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions- use of Zones of regulation to develop children's self regulation skills.</p>	1,6
Supporting attendance, closely monitoring attendance and actively engaging and supporting parents to improve attendance	<p><b>EEF- Poor attendance is linked to poor attainment. Parental communication approaches and targeted parental engagement interventions show improvements in attendance.</b></p> <p>Close monitoring of pupil's attendance with focus on PP and underserved. Action plans and meetings for parents. Attendance awards for improving attendance.</p>	7
Communicating with and supporting parents	<p><b>EEF-Levels of parental communication are consistently associated with improved academic outcomes.</b></p> <p>Open door policy from staff. Greater opportunities for parents to come into school and engage in learning with their children. Consistent communication from staff and leaders.</p>	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond	1,5,8

	quickly to needs that have not yet been identified. This can include funding PP children uniform, attendance for before and afterschool club, payment for school activities including swimming or trips and Holiday club.	
Pupils being and becoming mentally healthier:	<b>Evidence that supports this approach: EEF-focussing on wellbeing supports Children's development and emotional state.</b> This also lays foundation for their long-term mental health. Through increased knowledge of how to Support mental health in pupils; staff can help children develop socially, emotionally and behaviourally. We focus on helping children understand their feelings and to form trusted relationships. Evidence shows that those children from low-income families may experience more difficulties developing self-regulation and executive function. They are also at greater risk of not achieving expected levels in PSED by the end of Reception.	1,2,3,4,5,7

**Total budgeted cost: £ 94,000, 29,500,26,500= £150,000**

Part B: Review of the previous academic year. Outcomes for disadvantaged pupils

## Roebuck Academy – July 2025

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrated that in general pupil premium children attainment was lower when compared to those pupils who were not PP. In all core areas, when attainment of PP was filtered to not include those pupils who had SEND, attainment gaps were much closer and in a couple of year groups, attainment of PP children without SEND was higher when compared to those without PP.

Reading	Reading PP English > EXS+	Reading PP Not SEND: EXS +	Reading NON PP: EXS+
Year 1 (2024/2025)	27.3% (3)	33.3% (3)	52.1% (25)
Year 2 (2024/2025)	30% (3)	50% (2)	79.2% (38)
Year 3 (2024/2025)	33.3% (4)	50% (4)	60.4% (29)
Year 4 (2024/2025)	50% (8)	85.7% (6)	59.5% (25)
Year 5 (2024/2025)	57.1% (8)	75% (6)	74.4% (32)
Year 6 (2024/2025)	66.7% (10)	71.4% (4)	81.4%(35)

### Reading

PP children perform less well than Non PP children in all year groups.

However the attainment gap is narrowed when PP children are filtered to compare with PP children without SEND. In 2 year groups PP with no SEND attainment is better than NON PP attainment and gaps in other year groups are smaller.

Writing	Writing PP Writing: EXS+	Writing PP Non SEND: EXS+	Writing Non PP: EXS+
Year 1 (2024/2025)	18.2% (2)	22.2% (2)	47.9% (23)
Year 2 (2024/2025)	30% (3)	50% (2)	64.6% (31)
Year 3 (2024/2025)	16.7% (2)	25% (2)	62.5% (30)

Year 4 (2024/2025)	50% (8)	85.7% (6)	52.4% (22)
Year 5 (2024/2025)	50% (7)	87.5% (7)	55.8% (24)
Year 6 (2024/2025)	40%(6)	57.3%(4)	72.1%(31)

**Writing**

PP children perform less well than Non PP children in all year groups.

However the attainment gap is narrowed when PP children are filtered to compare with PP children without SEND. In 2 year groups PP with no SEND attainment is better than NON PP attainment and gaps in other year groups are smaller.

Maths	PP Mathematics: EXS+	PP Not SEND Mathematics: EXS+	Non PP Mathematics: EXS+
Year 1 (2024/2025)	27.3% (3)	33.3% (3)	56.3% (27)
Year 2 (2024/2025)	20% (2)	25% (1)	70.9% (34)
Year 3 (2024/2025)	25% (3)	37.5% (3)	54.2% (26)
Year 4 (2024/2025)	37.5% (6)	57.1% (4)	71.4% (30)
Year 5 (2024/2025)	64.3% (9)	100% (8)	60.5% (26)
Year 6 (2024/2025)	60%(9)	71.4%(4)	69.8%(30)

**Mathematics**

PP children perform less well than Non PP children in all year groups.

However the attainment gap is narrowed when PP children are filtered to compare with PP children without SEND. In 2 year groups PP with no SEND attainment is better than NON PP attainment and gaps in other year groups are smaller.

Our evaluation of the approaches delivered last academic year indicates that some aspects of the strategy were less effective than the previous academic year. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. This will include closer tracking of the PP children throughout the year and ensuring PP children whose attainment is lower than their peers are provided with rapid intervention to help them close the gap.

However, we do feel that the success of the strategy isn't just founded in attainment scores. We have positively discriminated in favour of our PP pupils in ensuring that the curriculum they receive is practical and experienced based and this provided opportunities for our PP children to flourish.

**Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback and marking [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected .

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

## Externally provided programmes

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

Programme	Provider
<i>Nuffield Early Language Intervention</i>	<i>ELKLAN</i>
<i>NELI Speech &amp; Language Project</i>	
<i>Welcom</i>	
<i>Reading Fluency project</i>	<i>HFL</i>

## Service pupil premium funding (optional)

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